



**Board of Trustees  
Retreat  
August 29, 2024  
9:00 - 4:00 pm.**

Quincy Business & Event Center  
115 F St SW, Quincy, WA

# **Big Bend Community College District #18**

## **Governing Board:**

**Chair Gary Chandler, Vice Chair Amy Parris, Anna Franz,  
Bethany Martinez, Juanita Richards,**

**President Sara Tweedy**

## **2024 Meeting Schedule**

**Thursday, February 1, 2024 at 1:30 p.m.**

**Thursday, March 14, 2024, at 1:30 p.m.**

**Thursday, May 9, 2024, at 1:30 p.m.**

**Thursday, June 6, 2024, at 1:30 p.m.**

**Thursday, August 29, 2024, (Retreat)**

**Thursday, October 10, 2024, at 1:30 p.m.**

**Thursday, December 12, 2024, at 1:30 p.m.**

## **Board Goals (adopted October 12, 2023)**

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

**Big Bend Community College Board of Trustees Retreat**  
**Quincy Business & Event Center, Thursday, August 29, 2024, 9:00 a.m.**

**1. Negotiated Agreement (Action Item)**

Summary sheet from Kim Garza. VP Garza, Humpherys, Schoonmaker and Faculty Assoc President Tyler Wallace will attend via Zoom. Negotiated Agreement for Board Chair signature.

**2. Update on Tenure (Information Item)**

VP Garza, Humpherys, Schoonmaker and Faculty Assoc President Tyler Wallace will attend via Zoom. Summary memo

**3. Trustee Sub-Committee Reports (Information Item)**

- Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends. (Led by **Anna Franz, Gary Chandler**)
  - BOT Ends Metrics Document
- Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs. (Led by **Amy Parris, Bethany Martinez**)
  - Ideas for DEI Implementation, Forbes article
  - List of Board Policies with revision dates
- Establish an annual calendar of board study session topics to ensure professional development of Board members. (Led by **Juanita Richards, Gary Chandler**)
  - Draft 2024-25 Calendar

**Noon: Lunch Break**

**4. Discussions Related to President's Evaluation (Information Item)**

- Review President's Evaluation Process
  - BP1000 BSL President's Evaluation Process
  - President's Evaluation Tool
  - President's Completed Self Evaluation for 2023-24 (paper copy available at retreat)
  - BOT Ends Metrics Document
  -
- 2023-24 President's Evaluation Statement
  - 2024 Mission Fulfillment Report
  - October 12, 2023, President's Evaluation Statement
  - President's Completed Self Evaluation for 2023-24 (paper copy available at retreat)

**5. Board Evaluations and Goals (Information Item)**

- Evaluate Policy Governance BP1000
  - BP1000
  - Policy Governance and Board Evaluation Tool
- 2023-24 Board Self Evaluation Statement
  - 2023-24 Board Goals
  - Board Goal Updates
  - 2023-24 Board Agendas
  - 2023-24 Motions
  - October 12, 2023, Board Self Evaluation Statement
- 2024-25 Board Goals
  - 2023-24 Board Goals
  - Draft 2024-25 Calendar

**Additional Reference Information**

August 31, 2023, Board Retreat Minutes

## **1. Negotiated Agreement (Action)**

- Discussion Participants
  - Tyler Wallace, Math Instructor and Faculty Association President
  - Kim Garza, VP of Human Resources & Labor
  - Bryce Humpherys, VP for Student Success & Learning
  - Linda Schoonmaker, VP of Finance and Administration
  - Sara Thompson Tweedy, President
- Documents
  - Summary of changes to the Negotiated Agreement
  - Negotiated Agreement

**SUMMARY OF TENTATIVE AGREEMENT  
BETWEEN  
COMMUNITY COLLEGE DISTRICT 18 & THE BBCC FACULTY ASSOCIATION  
August 1, 2024**

**Tentative 2024-26 BBCC Faculty Negotiated Agreement Highlights:**

- Two-year agreement, July 1, 2024 to June 30, 2026.
- Changes to the Probationary Tenure Process to better align with RCW 28B.50.850 et seq. The new language provides clarity regarding areas assessed during the probationary period; the data used during the probationary process, introduces a professional development plan; and clarifies when a performance improvement plan is needed (see page 72). The language in the 2024-26 agreement will apply to new probationary faculty effective September 1, 2024.
- Reached agreement on the responsibilities for serving as a College in the High School Liaison and payment for such work (see page 134).
- Reached agreement on steps to strengthen and support the advising model (see page 130).
- Reached agreement on a framework that will provide Associate Faculty with the necessary tools and support to ensure their effectiveness in instruction and student responsiveness (see page 132).

**Key Compensation Changes:**

Legislature provided general wage increase of 5.834% for all full-time and part-time faculty effective 7/1/24. This increase was applied to the Salary Index Matrix (SIM). The new base salary for FT Faculty is \$69,431. Initial salary placement for full-time faculty is based on relevant experience and educational credentials. The average starting salary for new full-time faculty for the 2024-25 academic year is \$80,240 for a 173-day contract.

Increased stipend amounts for Professional Development Units (PDUs), Division Chair, Assistant Division Chair, Chief Pilot, and Assessment Chair by 5.834%. Added language that provides release time in lieu of the stipend for a Division Chair.

The parties agreed to additional increases beyond the 7/1/24 General Wage Increase to address issues of parity between full-time faculty and part-time faculty.

Effective 7/1/2024, Associate Faculty rates will increase by 5.834% as provided by the Legislative General Wage Increase (GWI). Effective 9/1/24, Associate Faculty Rates will increase by 3% as outlined below. Effective 7/1/25, Associate Faculty Rates will increase by 2% beyond any Legislature provided general wage increase to I-732 employees.

<b><u>STEP 1 Associate Faculty Rate</u></b>	<b><u>STEP 1 Rate with 5.834% eff. 7/1/24</u></b>	<b><u>STEP 1 Rate with 3% eff. 9/1/24</u></b>
<b><u>Lecture Credit</u></b>	<b><u>\$913.28</u></b>	<b><u>\$940.68</u></b>
<b><u>Lab Cr./Nursing Clin.</u></b>	<b><u>\$1,485.73</u></b>	<b><u>\$1,530.30</u></b>
<b><u>NUR Campus/Addit. Flight</u></b>	<b><u>\$1,144.79</u></b>	<b><u>\$1,179.14</u></b>

<b><u>STEP 2 Associate Faculty/Moonlight Rate</u></b>	<b><u>STEP 2 Rate with 5.834% eff. 7/1/24</u></b>	<b><u>STEP 2 Rate with 3% eff. 9/1/24</u></b>
<u>Lecture Credit</u>	<u>\$931.54</u>	<u>\$959.49</u>
<u>Lab Cr./Nursing Clin.</u>	<u>\$1,515.44</u>	<u>\$1,560.90</u>
<u>NUR Campus/Addit. Flight</u>	<u>\$1,167.69</u>	<u>\$1,202.72</u>

<b><u>STEP 3 Senior Associate Faculty Rate</u></b>	<b><u>STEP 3 Rate = 5% above Step 2 Rate eff. 7/1/24</u></b>	<b><u>STEP 3 Rate = 5% above Step 2 Rate eff. 9/1/24</u></b>
<u>Lecture Credit</u>	<u>\$978.12</u>	<u>\$1,007.46</u>
<u>Lab Cr./Nursing Clin.</u>	<u>\$1591.21</u>	<u>\$1,638.95</u>
<u>NUR Campus/Addit. Flight</u>	<u>\$1,226.07</u>	<u>\$1,262.85</u>

In addition, the tentative agreement provides for up to five (5) hours of compensation per hour for newly hired Associate Faculty to complete required trainings; up to three (3) hours of compensation for existing Associate Faculty to complete annually required trainings; payment for all hours spent in travel status for those Associate Faculty who desire to serve as a College in the High School (CiHS) Liaison; payment for completion of advising training and for time spent advising students.

The parties negotiated the distribution of High Demand and Nurse Educator funds under HB2158 for the 2024-25 academic year.

**A summary of changes by article is included below. A copy of the new tentative agreement is also included for your reference. New or revised language is shown in green.**

**Article I: Recognition – No change**

**Article II: Definitions Relating to the Contract**

**II.C Advising Committee is a negotiated committee that consists of a cabinet-level sponsor (Dean of Student Services), chair (Director of Advising & Retention), counselor, three teaching faculty (with one from workforce education), a TRIO SSS advisor, a WES advisor, a retention coordinator, a staff academic advisor, and a BEdA Ed Planner. Responsibilities for this committee are outlined in the Memorandum of Understanding (MOU) at the end of the agreement.**

**II.N Course Syllabus** is a detailed description provided to students that explains course content, outcomes, timelines, and evaluation criteria. It must follow the curriculum, course objectives, and contact hours as identified in the Master Course Outline (MCO) on file in the office of the Vice President of Learning & Student Success. It may contain any information that the instructor chooses to provide the students and may change at the instructor's discretion **and with sufficient student notification. Sufficient notification is defined as a minimum of 7**

days' notice and in writing. Exceptions to the seven (7) days' notice can be made if the seven (7) days' notice is not possible and the change is for student success in the class.

**II.O The definition of the Exceptional Faculty Award Committee was removed. The duties of this committee will be folded into the Professional Rights & Responsibilities Committee.**

**II.V Hybrid-Flexible (HyFlex): A class in which the student can choose to attend face-to-face or take the class using a mix of online scheduled or online asynchronous. Students may switch between modes throughout the term. The class must include at least one of the following instruction mode combinations:**

- 1. In-Person and Online Asynchronous**
- 2. In-Person and Online Scheduled**
- 3. In Person, Online Scheduled, and Online Asynchronous**

**I.FF Professional Rights and Responsibilities Committee** refers to **the** three-person committee, provided for in Article XIII: Professional Responsibility, also Article XVIII: Leaves, A.4., named by the President of the Faculty Association of Big Bend Community College, which will hear complaints of violations of professional rights and responsibilities review salary placement grievances of academic employees, professional growth unit reviews, **review sabbatical leave requests, and select, review, and approve Exceptional Faculty Award applications to be recommended to the Board of Trustees, through the College President (Article XVI)** and other employment matters. Each committee member will represent a different division.

### **Article III: Board of Trustees Rights – No Change**

#### **Article IV: Faculty Association Rights**

H. The Human Resources Office shall furnish the Faculty Association with a listing of the names and addresses of all faculty, including evening, off campus, and summer personnel if requested. **State and/or** Federal guidelines will determine the type of information released.

J. Academic employees have the right to **provide feedback on the performance of their supervising dean/director as part of the performance evaluation process. Academic employees also have the right** to participate in an **employee climate survey** in accordance with adopted Board Policy **or Administrative Process.**

K. The Faculty Association shall have the right to participate in the administrative hiring process in accordance with adopted Board Policy **or Administrative Process.**

### **Article V: Negotiations Procedures – No Change**

#### **Article VI: Provisions of the Negotiated Agreement**

D. Relevant statistics, budget information, and material related to negotiations shall be made available, upon request, to the Faculty Negotiation Team. **Requests shall be made in writing and directed to the VP of Human Resources & Labor. Requests shall be acknowledged**



within seven (7) business days and the information provided as soon as practical thereafter, consistent with the nature of the material requested. The acknowledgment will either include the requested information, the expected date on which the information will be provided, or the reasons why the College cannot comply with the request.

## **Article VII: Academic Freedom and Freedom of Expression – No Change**

## **Article VIII Organization of Instruction Divisions**

Changed Adult Basic Education to High School Completion; changed English as a Second Language to English Language Acquisition; and updated Manufacturing to Manufacturing & Process Improvement.

## **Article IX: Position Descriptions**

A.1. Participate in campus governance through active participation on college committees **and attendance at Division Meetings.**

C.1.f. Announcement of the names of Division Chairs for the following year will be made by June 1. **This announcement will be made by the Vice President of the Faculty Association via email to the faculty, the Vice President of Learning & Student Success, all deans/directors who supervise faculty, and the Executive Assistant to the Vice President of Learning & Student Success.**

C.2.c. Deleted *"This will take effect, and the five-year period will begin July 1, 2016."*

C.2.d. A Division Chair may be removed from their responsibilities within the terms **of this article either** by majority vote of the division or a collaborative agreement between the President of the Faculty Association and the College President or their designee.

C.2.e **Division Chairs will notify the supervising dean or director of any potential conflicts of interest due to immediate family members working within the division or taking classes within the division upon becoming aware the potential conflict of interest exists. The Division Chair and the supervising dean or director will develop a written plan that will describe the steps taken to mitigate any actual, apparent, or perceptible preferential treatment.**

C.3.l. **Support Associate (part-time) faculty within their division as outlined in Article X, Section C to include the functions of recruitment, selection, and coordinating observations.**

D.1 The work year for instructors shall be as specified in the Negotiated Calendar. An instructor may agree with his or her immediate administrator to work any of the 173 days on dates other than those specified in the Negotiated Calendar with notification of the Division Chair. Attendance shall be required for the number of days indicated on the Negotiated Calendar for the current year as days scheduled for advising, teaching, testing and in-service. Attendance



may be required on some recordkeeping days as per the definition in Article II. **The request to work any of the 173 days on dates other than those specified in the Negotiated Calendar shall be accompanied by a written explanation of how the duties of the faculty member's position will be accomplished on the alternate dates, student needs will be addressed during the absence and any negative impacts on students will be mitigated.**

D.3.b. Changed one-third to 50%.

D.3.e. Participate in **activities with an instructional purpose that require content area knowledge. This may include** developing and maintaining special program accreditation **and/or funding.**

D.3.j. Post Syllabi to the portal for each course taught **no later than the end of the first instructional week of each quarter during the college calendar year.**

F.1 1. The library offers a wide range of resources and services to assist students, faculty, and **residents** of the College district to realize educational, personal, social, and employment goals.

## **Article X: Associate and Senior Associate Faculty**

C. Evaluation: **Evaluation of Associate Senior Associate Faculty shall occur on a regular basis to ensure the effectiveness and quality of the instructional program.** Evaluation **shall include** student **surveys**, course observations, **a self-evaluation** as well as input from the Division Chair.

C.1. During the first three (3) quarters of employment **and once each academic year beyond the first three (3) quarters, it is the responsibilities of the assigned dean/director to see that the faculty member be observed by a qualified observer. The assigned dean/director, in collaboration with the division chair, may request more frequent evaluation as needed. The observer will provide the observation report to the faculty member with copies sent to Human resources to be** retained in the associate faculty member's personnel file.

C.2. Student **surveys** for Associate Faculty will be conducted **for every class taught, each** quarter.

C.3 **At the end of the first year of employment and every other year after that each associate faculty member shall complete a self-evaluation that reflects upon the fulfillment of the duties and responsibilities associated with the appointment. The completed self-evaluation will be submitted to the assigned dean/director and the division chair to be reviewed along with the student surveys and course observations. Self-evaluations may be retained in the personnel file at the request of the faculty member.**

C.4 Once student **surveys** and course observations are completed, the supervising dean may schedule a meeting with the associate faculty member to discuss performance. An associate faculty member may also request such a meeting with the **assigned dean/director.**

D.b.2. Positive Classroom Observations: Student surveys in previous two quarters are positive with an average score of meets expectations or higher and no more than two average scores of

“needs improvement” per course. Most recent peer observation is positive, earning “meets expectations” or higher in all categories. **The division chair and dean can agree to waive the student survey requirement following a classroom observation and discussion focused on the student concerns raised in the surveys.**

D.2.a. Application Process: The process for Associate Faculty promotion will be:

Requests for promotion to Senior Associate Faculty are submitted via **email** to the **assigned** dean/director and division chair by May 1 of each calendar year. The faculty member applying for promotion will submit **a completed** “Senior Associate Faculty Reflection” form **along with positive student-course surveys from the previous two (2) quarters (or the waiver described in X.D.2), and documentation of completed faculty choice activities as outlined in this agreement.** At the time of the request, the faculty member must be scheduled to complete the teaching requirement by the end of Spring Quarter. **Requests for promotion without the completed form and the required documentation will not be processed.**

E.1 1. The college reserves the right to offer annual contracts to **associate** faculty which meet an average of 80% or more annual teaching load for three or more years and have **achieved** Senior Associate Faculty **status** for the previous three years.

F.2 Eligible Senior Associate Faculty will be assigned classes by the Dean, after full-time faculty have been assigned their full load of classes and offered one overload each. Once a contract has been signed, Full-Time faculty will only have **the option to take a class from** a contracted Senior Associate Faculty member if the class is required to meet a Full-Time Faculty member’s load. Full-Time faculty seeking an overload contract will not **have the option to take classes from an** annually contracted Senior Associate Faculty member.

F.3. Should the College not be able to provide the Senior Associate Faculty member the contracted number of classes, the College must make arrangements that ensure the Senior Associate Faculty is compensated to a level commensurate with teaching those classes. Additional college duties could be required to compensate for lost classes. Duties will be **determined by the Division Chair in collaboration with the assigned Dean/Director** and in agreement with the affected department and Division Chair. If duties or other assignments could not be agreed upon, the contract can be amended in consultation with the appropriate Division Chair.

**Article XI: Seniority - No Change**

**Article XII: Instructor Loads**

A.5. To ensure a sufficient presence on campus, unless authorized by the VP of Learning & Student Success **or designee**, full-time Academic Employees shall teach a minimum of one-third (1/3) of their teaching load per quarter as traditional (face-to-face) classes. **Based on student enrollment patterns, the one-third (1/3) traditional (face-to-face) class time equivalent to four (4) days at sixty-five (65) minutes per day may be offset by one of the following:**

- **Two (2) Hybrid courses that meet twice per week; or**
- **One (1) “block” that meets twice per week; or**
- **Any other course or combination of courses that equal an average of 260 minutes (4 days x 65 minutes) on campus per week for the quarter.**

A.9. The Division Chair, the Vice President of Learning & Student Success and/or the supervising Dean, in consultation with the faculty member, will make load (instructional) assignments. Loads are to be assigned according to instructional, student, and fiscal needs of the institution. During the academic year, **it is preferable that faculty teaching load is fulfilled within the faculty member's primary department or discipline. Overloads should also be made within that discipline whenever possible. Exceptions can be made in consultation with the supervising dean/director, division chair, and faculty from the affected departments or programs. Decisions should factor in: student needs, program needs, scheduling needs, and maintaining a healthy associate faculty pool.** These classes may either be considered part of the full-time Academic Employee's normal teaching load or an overload assignment. Before any changes are made, every reasonable effort will be made to consult the affected faculty member.

A.13. **The supervising dean will ask full-time and part-time academic employees of their interest to teach during summer quarter. Summer quarter classes will be assigned in accordance with A.9.**

B. FTEF Divisor – updated classification names and acronyms.

C.2. **Overload assignments will be assigned in accordance with A.9**

F.1. Minimum enrollment for classes shall be **12** students.

### **Article XIII: Professional Responsibility**

E.1. The Professional Rights and Responsibilities Committee as appointed by the Faculty Association President will hear complaints of violations of professional rights and responsibilities. Matters may be referred to this committee by the Association President on behalf of any faculty member or by the appropriate Vice President. Faculty may not bring another faculty member to the PR & R Committee. The committee will hold hearings to examine the complaints and will return a recommendation to the Association President who will submit the recommendation to the administration for action. While a poor Tenured Faculty Evaluation may be indicative of performance of professional responsibilities, it is, in itself, insufficient evidence of poor performance. Documentation showing a pattern of poor performance **over a period of twenty-four (24) months is** necessary for referral to the Professional Rights and Responsibilities Committee.

E.2.a. A Remedial Committee equivalent to a probationary committee (three faculty assigned by the Faculty Association President and one administrator assigned by the President or designee, but without the student) will be formed to evaluate the performance of the faculty member over **a period of up to twenty-four (24) months.**

E.2.b. The Remedial Committee will meet with the affected faculty member during the first week of the first quarter of remediation to work out a remediation plan based on the evidence and report of the PR & R committee. Should the remediation involve instructional complaints, then the remediation process shall include student **surveys**, classroom visitations, and peer faculty **and dean/director observation/evaluation.**

F.3. Based upon the nature of the complaint/concern, the supervising dean, the Division Chair, and the affected faculty member will develop an improvement plan that may include but is not limited to student evaluations, classroom visitations, peer faculty observations, a formal mentoring program, or other activities as deemed appropriate based on the presented concerns. The duration of the plan will be from one (1) to **six (6)** quarters, excluding summer quarter, depending upon the specific circumstances of the concern.

#### **Article XIV: Compensation:**

Faculty received a 5.834% general wage increase provided by the Legislature effective 7/1/2024.

**XIV.B.1** This is a method of determining an academic employee's salary by multiplying the base salary by a decimal value (salary index number) as negotiated for full-time academic employees. The base salary shall be **\$69,431** equaling an index of 1.0000. Placement shall be according to Placement Points. There are two components to Placement Points consisting of Experience Points and Credential Points. The sum of both subsets of points equals the placement points used to determine a starting salary.

**B.6. In the event that a tenured faculty member separates from Big Bend Community College and is later selected to fill the same tenure-track position as their former appointment, as part of their placement on the Salary Index Matrix (SIM), the faculty member shall retain all salary increases associated with previously held titles and attained promotional steps.**

**C. SIM Movement/Promotional Steps** – Changed faculty titles that correspond with attained promotional steps throughout the article. Clarified that student surveys from **a total of** three (3) courses **split between** Fall and Winter Quarters of the year of application would be conducted as part of the faculty promotional process.

#### **XIV.D Compensation for Additional Responsibilities (not subject to tenure)**

<b>Additional Responsibility</b>	<b>Compensation</b>
Division Chair	<b>\$5,876/year</b>
Assistant Division Chair	<b>\$1,722/year</b>
Chief Pilot	<b>\$5,876/year</b>
Assessment Committee Chair	<b>\$6,463/year</b>

**In lieu of a stipend, the division chair may elect to take one-third (1/3) release time per quarter for division chair duties. If the division chair elects to take release time, the division agrees to not appoint an assistant division chair.**

**I.7. Moved Associate Faculty Compensation to Appendix G.**

**J. Full-time Faculty Overload and Moonlight Rates** – **Full-time faculty will be compensated at the Step 2 Rates listed in Appendix G. for all Overload/Moonlight contracts.**

**K. Committee Work Performed Outside of Normal Contract Days** - Screening or Hearing committee work, required by the Negotiated Agreement or requested by the college outside the normal academic employee workload, specifically weekends, vacations (academic recess

periods), and during the summer, shall be compensated **at the greater of \$75/day or \$37.50/hour**. It is understood that this is payment for any and all meetings, regardless of the number, and the final recommendation of the committee. Should the college president or a vice president desire faculty input on a particular issue during the summer, the Division Chair will be asked to attend those meetings. The Division Chair stipend includes up to **ten (10) hours** of summer meetings, including screening or hearing committee meetings as defined in Article II. If the Division Chair **or the Assistant Division Chair** is not available a division representative shall attend in **their** place. A stipend of **\$75** per meeting shall be paid to the division representative and this amount shall be deducted from the **annual** stipend **of either the Division Chair or the Assistant Division Chair whichever is regularly assigned to attend the meeting**. The Assessment Committee Chair stipend includes completing the annual report on assessment by August 30.

## **Article XV: Professional Development Units (PDUs)**

The College and the Faculty Association agree that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the college. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings, **contribute to the improvement of instruction and student success**, and enhance the individual's contribution to the general welfare of the college.

**B.1. Professional Development Units (PDUs)** are granted **for activities that fall into one or more competency areas as noted in section A. and that promote professional growth, maintain the quality of educational offerings, contribute to improvement of instruction and student success, and enhance the individual's contribution to the general welfare of the college according to the structure below:**

**B.1.c.** Reading relating to college initiatives, andragogy, pedagogy, cultural inclusion, content knowledge, and/or accessible technology will convert to PDUs as indicated below.

**1. Up to 50 pages = 1.0 hours; 51-100 pages = 2.0 hours; 101-150 pages = 3.0 hours, and so on. 8 hours of reading = 1 PDU**

**B.1.f.** Publication, professional exhibits, presentations, coordinator of community events, talks, or written speeches, not to exceed ten (10) PDUs in original work will convert to PDUs as indicated below. Also includes planning, preparation, coordinator, and presentation of original work. **Faculty who receive payment for activities that fall under this category are not eligible to receive PDUs.**

**B.1.g.** Mentorship activities as defined in Article XXI or service as an advisor to an ASB-recognized student club or community will convert to PDUs as indicated below. **Service as a club or community advisor is determined by the ASB as referenced in the BBCC Student Organization Handbook.**

**B.1.j.** **An activity that promotes professional growth, maintains the quality of educational offerings, contributes to improvement of instruction and student success, and/or enhances the individual's contribution to the general welfare of the college but does not fall within an existing competency area or an activity category may be submitted to the HR office for approval as a PDU activity. The HR office will determine if a new category is**

needed and, if so, the correct calculation rate. Faculty who do not agree with the decision of the HR Office may submit an appeal as outlined in this article.

**B.2. It is the responsibility of the faculty member to submit completed PDU forms with all required documentation to their supervising dean/director for approval. PDU completion forms and supporting documentation must be submitted to the dean/director for approval no later than six (6) months following the completion of the PDU activity. PDU forms signed by the supervising dean/director will be sent to the Human Resources Office for review and processing.**

**B.5.** Associate Faculty shall receive either a stipend for attending each quarterly in-service or professional development units but may not receive both. **The stipend amount will be the greater of \$75/day or \$37.50/hour.** The intent to claim PDUs for in-service activity must be made at the time of attendance.

**B.6.** Those academic employees who are in **pre-**approved degree programs **as outlined in Article XIV, Section C.1** continue accruing degree credits with no **pay**outs as they will move on the SIM upon completion of the degree. Professional development other than for the pre-approved degree programs for those employees will count towards accumulation of PDUs eligible for payouts. If completion of a degree is a condition of employment for a new academic employee, there will be no movement on the SIM or PDUs granted upon completion of the degree.

**C.1.** Increased the PDU stipend amount from \$1,500 to **\$1,722.**

**E.** Increased the maximum available funding for PDUs during a financial emergency from \$10,000 to **\$15,000.**

#### **Article XVI: Exceptional Faculty Award Guidelines**

**A. Increased the maximum award amount from \$2,000 to \$3,000.**

**E. The Professional Rights & Responsibilities Committee, up to one (1) Associate Faculty appointed** by the President of the Faculty Association and **one (1)** administrator appointed by the college President will solicit, review and approve those applications to be recommended to the Board of Trustees, through the college President, concerning the recipient(s) and the amount(s) of individual awards. If a committee member **submits an** application they will be replaced with another member, **appointed** by the Faculty Association President, for the awarding process.

#### **Article XVII: Insurance and Retirement Benefits – No Change**

#### **Article XVIII: Leaves**

**H. Personal Leave.** Full-time academic employees under annual contract shall receive two (2) personal leave days per instructional year commencing the first effective day of their contract. Each employee may accumulate up to a total of **six (6)** unused personal leave days. This leave **can** be taken in **no less than** two (2) hour increments. Leave may be taken provided there is appropriate coverage of instruction and/or services to students. Prior approval (when possible) through the supervising dean/director is required. This leave may not be used in violation of any other provision of this contract. Personal leave will not be approved during commencement or in-service days except in extenuating circumstances, with prior approval by the President.



Requests for accumulated personal leave days to be taken consecutively that are deemed disruptive to instruction or contracted responsibilities will be denied. No more than two (2) personal leave days may be used per quarter during the academic year.

**Article XIX: Evaluation of Academic Employees – No Change**

**Article XX: Probationary Evaluation Process for Tenure – See Page 72**

**Article XXI: Mentor Program – No Change**

**Article XXII: Personnel Files – No Change**

**Article XXIII: Personnel Policies – No Change**

**Article XXIV: Hiring Standards and Procedures for Faculty**

**2.a.** The Screening Committee shall be composed of the appropriate Division Chair; one faculty member from the area within the division being recruited; one faculty member from the general faculty; **the supervising dean/director and a representative from human Resources or a trained Search Advocate.** The Division Chair shall act as the chair of the screening committee.

D.1. Part time instructors are hired on a **quarterly employment contract.**

D.2. **Quarterly employment contracts** for part-time faculty will be issued prior to the first class session. If the class does not have sufficient numbers, the **contract** may be cancelled.

**Article XXV: Outside Employment – No Change**

**Article XXVI: Discipline/Dismissal for Cause**

**D.** The supervising dean or the VP of Learning & Student Success may provide an academic employee with a letter of expectation/direction. Such letters are not considered a step in the progressive discipline process and will not be placed in the employee's personnel file. Letters of expectation/direction will be retained by the supervising dean or VP of Learning & Student Success until such time as the issue has been corrected, not to exceed **twenty-four (24)** consecutive months from the date the letter was issued.

**Article XXVII: Faculty Enrollment in College Classes – No change**

**Article XXVIII: eLearning – No Change**

**Article XXIX: Intellectual Property – No Change**

**Article XXX: Curriculum Development**

- E.1. Changed the stipend amount for new courses to **\$300 per credit.**
- E.2. Change the stipend amount for substantive changes to **\$150 per credit.**

**Article XXXI: Committees – No Change**



## **Article XXXII: Assessment**

- B. Each department, division or area (counseling or library) has the responsibility of developing, implementing and evaluating an assessment plan pertinent to their area. These plans are created with the assistance of the Assessment Committee through the division representative.

An assessment plan **focuses on the quality of a program or major component of a program. The plan states the primary program and/or** institutional (e.g. general education) learning outcomes **to be addressed**; tools to measure the outcomes, and a schedule for the use of the assessment tools. **Each department, division, or area is expected to develop and implement an assessment plan each year.** The annual assessment plan for the coming year is due and must be posted to the designated location by the end of the first contract week of fall quarter.

Assessment report means a written report on assessment of student learning results and how those results were used for course or program improvement or modification. **The report can also state how assessment results were used for course improvement or modification.** The report can support future budget requests, resource allocation, and recommendations for institutional improvements. The report on assessment results from the current year is due and must be posted to the designated location by the last contract day of spring quarter. If there is a delay in completing the plan and/or report, the department responsible for completing the report will notify the appropriate Dean and the VP of Learning & Student Success, in writing, explaining the delay and establishing a new due date for completion of the plan and/or report.

## **Article XXXIII: Instructional Program/Department Review – No Change**

## **Article XXXIV: Declaration of Emergency/Reduction-In-force for Full-Time Academic Employees – No Change**

## **Article XXXV: Grievance Procedure – No Change**

## **Article XXXVI: Calendar – New calendars for 2025-26 and 2026-27**

## **Article XXXVII: Labor Management Committee – No Change**

## **Article XXXVIII: Conditions and Duration**

The agreement shall be in full force and effect **July 1, 2024** following its approval unless otherwise provided and shall remain in effect through **June 30, 2026**.

## **Appendix A: Instructor Loads – No Change**

## **Appendix B: Development and/or Publication of Research Materials – No Change**

## **Appendix C: Certifying Agencies for Professional/Technical Instructors – No Change**

## **Appendix D: Procedure for Reporting Absences – No Change**

## **Appendix E: Faculty Guidelines for Suspended Operations – No Change**

## **Appendix F: Regular & Substantive Interaction – No Change**

## **Appendix G: Associate Faculty Compensation – NEW (see page 124)**

**Appendix H: Academic Calendars – UPDATED (see page 127)**

**MOU – Advising NEW (see page 130)**

**MOU – Associate Faculty Mentoring NEW (see page 132)**

**MOU – College in the High School (CiHS) NEW (see page 134)**

**MOU – Distribution of High Demand Funds UPDATED (see page 135)**

**MOU – Distribution of Nurse Educator Funds UPDATED (see page 137)**

**MOU – Mentor Program NEW (see page 139)**

**BIG BEND  
COMMUNITY COLLEGE**

**2024-2026**

**A Negotiated Agreement**

**between**

**Big Bend Community College  
Faculty Association**

**and**

**Community College District No. 18  
Board of Trustees**



BIG BEND COMMUNITY COLLEGE  
FACULTY NEGOTIATED AGREEMENT  
2024-2026

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## **Preamble**

This is the Negotiated Agreement by and between the Community College District No. 18 Board of Trustees (hereinafter "the Board") and the Big Bend Community College Faculty Association, (hereinafter "the Faculty Association").

## **Article I: Recognition**

The Board hereby recognizes the Faculty Association as the exclusive negotiating representative for all Community College District No. 18 academic employees as defined in Article II of the Negotiated Agreement.

## **Article II: Definitions Relating to this Contract**

- A. **Academic employee:** see definition of Faculty below.
- B. **Adjunct Faculty** is an academic employee who is employed on a quarterly basis with no guarantee of continuing employment. This terminology is also used interchangeably with part-time instructor/faculty. Adjunct faculty are either Associate faculty, Senior Associate, or Distinguished Associate faculty as defined in Article X.
- C. **Advising Committee** is a negotiated committee that consists of a cabinet-level sponsor (Dean of Student Services), chair (Director of Advising & Retention), counselor, three teaching faculty (with one from workforce education), a TRIO SSS advisor, a WES advisor, a retention coordinator, a staff academic advisor, and a BEdA Ed Planner. Responsibilities for this committee are outlined in the Memorandum of Understanding (MOU) at the end of the agreement.
- D. **Associate Faculty** is a faculty member who is neither tenured, tenure- track, nor on a temporary full-time contract. By definition, an Associate Faculty member is a part-time faculty member. An Associate Faculty appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire an Associate Faculty member subject to the terms and conditions set out in Article X.
- E. **Administrator** refers to professional personnel who have been specifically assigned to administrative appointments by the Appointing Authority.
- F. **Appointing Authority** refers to the President of Big Bend Community College as designated by the Board with a "written order filed in its office, delegating to the President . . . any of the powers and duties vested in or imposed upon . . . it" [RCW 28B.50.140]. This delegation is outlined in BBCC Board of Trustees Resolution 2020-1.



- G. **Board** refers to the Board of Trustees, Community College District No. 18, Big Bend Community College.
- H. **Budget Review Task Force** as defined in Article XXXIV, Section A.
- I. **Campus** refers to any single educational facility and/or academic location of the College.
- J. **College** refers collectively to all educational facilities and/or academic locations of that college within the State of Washington.
- K. **College Assessment Committee (CAC):** The committee includes one faculty member from each division, including one member from the English and Math departments (who may also be the respective division representative), one counselor, and the Dean of Institutional Research and Planning. The CAC may also include up to three administrators appointed by the college president in addition to the Dean of Institutional Research and Planning.
- L. **Committee:** A committee/workgroup/taskforce is any Administration-convened assembly of college personnel which includes full-time and/or associate faculty who are tasked to perform work for the college.
- M. **Conditional Leave** is a leave granted through the President's office specific only to Article XVIII, Section I. If granted, every effort will be made to provide the students with the instructional information missed during the period of absence.
- N. **Course Syllabus** is a detailed description provided to students that explains course content, outcomes, timelines, and evaluation criteria. It must follow the curriculum, course objectives, and contact hours as identified in the Master Course Outline (MCO) on file in the office of the Vice President of Learning & Student Success. It may contain any information that the instructor chooses to provide the students and may change at the instructor's discretion and with sufficient student notification. Sufficient notification is defined as a minimum of 7 days' notice and in writing. Exceptions to the seven (7) days' notice can be made if the seven (7) days' notice is not possible and the change is for student success in the class.
- O. **Employee organization (The Faculty Association)** means the organization which includes as members the academic employees of Big Bend Community College and which has as one of its purposes the representation of the employees in their employment relations with the Board of Trustees of Big Bend Community College. This organization is the Faculty Association of Big Bend Community College.
- P. **Face-to-Face (Traditional) Classes:** students and instructors meet together for a certain number of hours, in a classroom and on a regular weekly schedule.

- Q. **Faculty** means any academic employee who is employed as an instructor, counselor or librarian, whether working full or part-time.
- R. **Faculty negotiation team** refers to the person(s) designated by the Faculty Association to meet, confer, and negotiate with the Board.
- S. **Full time academic employee** refers to an employee who receives an annual contract.
- T. **Hearing Committee** refers to a specially appointed committee composed of the appropriate Vice President, or appropriate administrator, a Division Chair, three tenured faculty, and a student representative. This committee is empowered to hear charges on Discipline/Dismissal for Cause, Article XXVI.
- U. **Hybrid Classes** combine face-to-face classroom time with online instruction. Students in a hybrid class come to campus at scheduled times and meet face-to-face with instructors and students. Many class activities are conducted online, including class work assignments, discussions, and group projects.
- V. **Hybrid-Flexible (HyFlex)**: A class in which the student can choose to attend face-to-face or take the class using a mix of online scheduled or online asynchronous. Students may switch between modes throughout the term. The class must include at least one of the following instruction mode combinations:
1. In-Person and Online Asynchronous
  2. In-Person and Online Scheduled
  3. In Person, Online Scheduled, and Online Asynchronous
- W. **Immediate family** is defined as spouse, registered domestic partner, siblings, parents, grandparents, children, grandchildren, aunts, uncles, nieces, nephews, mother-in-law, father-in-law, sister-in-law, brother-in-law, or those of the employee's spouse, dependents of the employee or persons living in the same household as the employee, or other persons approved by the President or their designee.
- X. **Instructional Council** is that organization which provides review and recommendation in the areas of the academic program, instructional budget, policies, publications and associated administrative actions. Its membership includes the appropriate Vice President; Dean of Student Services; Dean of Arts and Sciences; Dean of Workforce Education; Director of Basic Education for Adults; Director of Library Resources and eLearning; Executive Assistant, Instruction; Division Chairs; and a Student Services Representative. Ex-officio members are the Director of Information Technology, and the Dean of Institutional Research and Planning.
- Y. **Master Course Outline (MCO)** is the document approved by the Instructional Council and the Vice President of Learning & Student Success that contains

course information such as prerequisites (if any), the course description, required textbook(s), course goals, course objectives, a content outline, planned teaching methods/learning strategies and the evaluation methods or grading procedures. This document sets the standards for the course. The MCO will be updated at every three (3) to five (5) years; any substantive changes must be approved by the Instructional Council and the Vice President of Learning & Student Success. Substantive change is when more than one-third of the course content and/or outcomes are proposed to be changed. Copies of the approved MCOs are kept on file in the office of the Vice President of Learning & Student Success and posted on the BBCC website.

- Z. **Online Classes** consist entirely of online elements with no face-to-face component. Some online classes require students to interact with each other, the faculty, and content at specific times, while others are entirely self-paced.
- AA. **Per Diem Rate** refers to an Academic Employee's daily per diem rate as their value on the Salary Index Matrix (SIM) divided by 173 days.
- BB. **Probationary Review Committee** refers to that joint faculty-administration-student committee provided for in Article XX: Probationary Evaluation Process for Tenure.
- CC. **Probationer** as in RCW 28B.50.851 is a full-time academic employee appointed in a tenure-track position but not yet granted tenure.
- DD. **Professional Days** are contractual days that academic employees may be required to be on campus according to the provisions of Article IX D.1.
- EE. **Professional Development Units (PDUs)** are identified in Article XV and are awarded for activities that provide a faculty member with information, training, or experience that will either benefit them in the performance of their job as an academic employee or benefit the college.
- FF. **Professional Rights and Responsibilities Committee** refers to the three-person committee, provided for in Article XIII: Professional Responsibility, also Article XVIII: Leaves, A.4., named by the President of the Faculty Association of Big Bend Community College, which will hear complaints of violations of professional rights and responsibilities review salary placement grievances of academic employees, professional growth unit reviews, review sabbatical leave requests, and select, review, and approve Exceptional Faculty Award applications to be recommended to the Board of Trustees, through the College President (Article XVI) and other employment matters. Each committee member will represent a different division.
- GG. **Program Review Committee** as defined in Article XXXIII consists of the Vice President of Learning & Student Success or their designee, an administrator, the Chair of the affected division, two tenured academic employees not from the affected program and appointed by the faculty association president, and one

academic employee not a member of the affected area and is appointed by the affected program to act as their advocate, and a student representative.

- HH. **Recordkeeping Day:** Contract days following finals are designated as recordkeeping days. These days are for instructional faculty to finish grading, submit grades, and complete necessary documentation. No meetings, unless requested and agreed to by the faculty member, will be scheduled on these days except in June when one Recordkeeping Day may be used for probationary faculty committee meetings. In extenuating circumstances, the College President or designee may convene meetings with appropriate faculty on these days.
- II. **Reduction-in-Force** refers to an action initiated by the Board which reduces the number of and/or reassigns academic employees in accordance with the criteria and procedures established in this document (Articles XXXIII and XXXIV).
- JJ. **Release Time** from teaching/counseling/librarian duties, as identified in Article XII, may be provided to an academic employee for one or more quarters. This release time must be pre-approved annually by the college president.
- KK. **Remedial Committee:** A committee formed to evaluate the performance of the faculty member according to Article XIII, E.2a. The committee consists of three faculty assigned by the Faculty Association President and one administrator assigned by the President or his designee.
- LL. **Review Committee** refers to a specially appointed committee, as referenced in Article XX Section C, composed of an administrator appointed by the President, Division Chair of the affected division, and one faculty person at large appointed by the Faculty Association President. In the instance where the affected faculty member is the Division Chair, an alternate faculty member will be chosen jointly by the Faculty Association President and the College President.
- MM. **Sabbatical Committee** refers to the joint faculty–administration committee provided for in Article XVIII: Leaves.
- NN. **Screening Committee** as identified in Article XXIV, is for the process of hiring full-time academic employees. Membership consists of the appropriate Division Chair, one faculty from the teaching area, one faculty at large, and the appropriate Vice President or designee.
- OO. **Senior Associate Faculty** is a faculty member who is neither tenured, tenure-track, nor on a temporary full-time contract. By definition, a Senior Associate Faculty member is a part-time faculty member. A Senior Associate Faculty appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire a Senior Associate Faculty member subject to the terms and conditions set out in Article X.

- PP. **Suspended Operations:** In the event of an emergency situation adversely affecting college operations, public health, or the well-being and safety of students, faculty, or staff, the college president or designee may declare a temporary closure of any or all units of the college. See Appendix E for details.
- QQ. **Tenured Faculty Evaluation (TFE) Committee** refers to that joint faculty-administration committee provided for in Article XIX: Evaluation of Academic Employees.
- RR. **Turnover Savings:** Turnover savings are defined as the ongoing (permanent) difference between the compensation level of a faculty employee who is no longer employed and the compensation level of the faculty replacement. If there is no difference in compensation levels or the difference results in a negative amount, there is no turnover savings and the amount used for calculation purposes will be zero (0).
- SS. **Web Enhanced:** A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required. This is not considered an “eLearning Course.”

### **Article III: Board of Trustees Rights**

The Board, on its own behalf and on behalf of the public and the appointing authority, hereby retains and reserves unto itself all power, right, authority, duty, and responsibility conferred upon and vested in it by the laws and constitution of the State of Washington and of the United States, including, but without limiting, the generality of the following rights:

- A. To the executive management and administrative control of the College district and its properties and facilities of its employees.
- B. To hire all employees and, subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, or their dismissal, demotion or layoff.
- C. To establish educational programs, courses and related services, including special programs, and to provide for athletic, recreational, cultural and social activities for students and the community.
- D. To decide upon the duties, responsibilities, and assignments of employees with respect thereto, and with respect to administrative and non-teaching duties and activities.

- E. The exercise of the foregoing power, right, authority, duty and responsibility by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited by the specific and express terms of negotiated policies, by the constitution and laws of the State of Washington and the United States and regulations by the State Board for Community and Technical College Education.

#### **Article IV: Faculty Association Rights**

- A. The Faculty Association shall have the right to guaranteed payroll deduction of membership dues for the representative employee organization, and the Board shall remit such dues to the authorized Association representative if authorized by the employee. It is the responsibility of the Association to obtain written authorization from faculty members so affected. Dues deductions shall be continuous thereafter and only terminated when the member in question follows the revocation process outlined on the Washington Education Association (WEA) enrollment form. Such deductions shall be remitted as directed by the Association.
  - 1. Representation Fee: No full-time faculty member shall be required to join the Association.
  - 2. Revocation of membership payroll deductions shall be made in writing to the Association on a form available from the Association between the beginning of the academic year and November 1 and shall become effective at that time. The Association shall submit notice of any revocation to the College.
- B. The Faculty Association and its members have the right to use the College facilities for meetings without charge, provided that such use shall not interfere with or interrupt normal College operations, nor cause increased maintenance costs to the College and arrangements are made through the appropriate office for use outside normal College hours.
- C. Duly authorized representatives of the Faculty Association shall be permitted to transact official Association business on college property. Transaction of such business shall not interrupt the normal College operations.
- D. College owned or rented office equipment may be used by the Faculty Association for its own purposes to the extent permitted by law. The Association shall have the right to use other equipment at reasonable times when such equipment is not in use. The Faculty Association shall pay the actual cost of photocopies, long distance telephone calls, mailing costs, and supplies and materials used. The Association agrees that such use of the above shall not take priority over normal uses or interfere with the operation of the College. The Faculty Association cannot use the internal campus mail system (handling of unstamped mail) for distribution

of Faculty Association materials (Federal Private Express Statute 18 U.S.C. 1693 1699; 39 U.S.C. 601 606). Bulletin boards and mailboxes may be used by the Association for distributing and posting of Association materials if handled by a Faculty Association member.

- E. The Faculty Association Representative shall be seated in proximity of the members of the Board at all public board meetings and shall be allowed to enter any items on any agenda by submission to the President ten (10) calendar days prior to the meeting and shall be allowed to speak on any question on any agenda.
- F. The Faculty Association shall be provided with all information they request that is not exempt from disclosure, subject to applicable law or expressly authorized by the terms of this agreement.
- G. The College President shall furnish, upon request, agendas, minutes and study materials at the same time and in the same form as those furnished to the Board except for that information which is discussed in executive session, or in its current state of discussion, must be considered confidential to prevent public embarrassment to an individual, individuals, or the College.
- H. The Human Resources Office shall furnish the Faculty Association with a listing of the names and addresses of all faculty, including evening, off campus, and summer personnel if requested. State and/or Federal guidelines will determine the type of information released.
- I. The College President shall furnish to the Faculty Association one (1) copy of all official minutes.
- J. Academic employees have the right to provide feedback on the performance of their supervising dean/director as part of the performance evaluation process. Academic employees also have the right to participate in an employee climate survey in accordance with adopted Board Policy or Administrative Process.
- K. The Faculty Association shall have the right to participate in the administrative hiring process in accordance with adopted Board Policy or Administrative Process.

## **Article V: Negotiations Procedures**

- A. Negotiations may be initiated either by the Board or the Faculty Association. The College President will arrange the initial meeting with the faculty negotiations representative within fifteen (15) calendar days of receipt of a written request for said meeting. All requests for meetings by either party shall include specific written statements which are to be considered. All negotiations are to follow the prescribed method as follows or as determined at the first meeting of the negotiation teams.



- B. Each party shall designate a Chief Negotiator and notify the other party at least seven (7 calendar) days prior to the initial meeting. Arrangements for the next meeting must be mutually agreed upon prior to the conclusion of each negotiations' session.
- C. All negotiation topics shall be presented in writing and negotiated through the College President or their designee and the Faculty Association Chief Negotiator and the Association Negotiating Team. The Faculty Association reserves the right to meet with the Board or a committee thereof to negotiate any items that cannot be settled in good faith bargaining with the College President.
- D. The Board agrees that all legally negotiable policy, as defined by state law, either particular to Big Bend Community College, supplementary to state law, and/or State Board policy or regulation, shall be approved by the Faculty Association prior to adoption by the Board.
- E. Any statement released to the press in regard to negotiations must be mutually agreed upon by the College President and the President of the Faculty Association.
- F. No outsiders, other than designated note takers, shall attend negotiations meetings unless they are designated in writing as consultants. Their attendance must be agreed upon prior to the meeting.
- G. In the event that an impasse is declared by either the Board or the Faculty Association, both agree to mediation through Public Employees Relations Commission (PERC).
- H. Provisions of the agreement shall continue indefinitely except as modified in future negotiations.
- I. Negotiations will be opened annually by April 1, unless there is a multi-year contract in effect, in which case negotiations will open by April 1 in the year of contract expiration. Formal negotiation items will be exchanged at the first official meeting of the negotiating parties.
- J. In the event the legislature provides additional funds for salary increases for the period covered by this Negotiated Agreement, the Board will, in accordance therewith, negotiate a salary increase with the Faculty Association in addition to the salary set forth in this term of this Negotiated Agreement. At the conclusion of negotiations, an updated Salary Index Matrix will be issued as an addendum to the published Index in the current Negotiated Agreement. (Note: all changes to this agreement must be negotiated and approved by both parties).
- K. At any year's end, negotiations will open for distribution of available turnover savings as defined in Article II of this agreement.

- L. During the term of negotiations, items may be identified which require extended study and research. Due to time constraints it may not be reasonable to conduct this research during the negotiation period. Therefore, if agreed upon by both parties, as outlined in a memorandum of understanding (MOU), each area of the agreement in question will be assigned to an issue study group consisting of faculty members appointed by the Faculty Association President, and administrators appointed by the College President.
  - 1. The study group's assignment will be strictly limited to the items and timeline specified in the MOU.
  - 2. At the completion of the study period as identified in the MOU, the research will be compiled into a report to be made available to the negotiating teams. For each of the items discussed in the finished report, there must be a discussion of any fiscal impact on the college.
  - 3. The outcomes of the group (report) and all supporting materials will be forwarded to both negotiating teams. Each team will consider the information to determine usefulness in negotiations.
  - 4. Neither team is obligated to use the findings of the report in negotiations.
- M. Upon tentative acceptance of the Negotiated Agreement by both teams, the tentative agreement is submitted to the Faculty Association for formal ratification. Following formal ratification by the Association, the tentative agreement is submitted to the College President for their recommendation. The President then forwards it to the Board of Trustees at the next regularly scheduled or special board meeting consistent with Article XXXVIII. The college agrees to prepare and distribute copies of the approved Negotiated Agreement to faculty upon request at college expense. An electronic copy will be available on the BBCC website.

## **Article VI: Provisions of the Negotiated Agreement**

- A. Faculty under this agreement have the right under applicable administrative code (State of Washington), to pursue appropriate legal recourse following the completion of all negotiated due process requirements as outlined.
- B. If any provision of this Negotiated Agreement should be ruled invalid by or contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, and any substitute action which is not commanded by law shall be subject to appropriate consultation and negotiation with the Faculty Negotiation Team.
- C. In the event that any provision of this Negotiated Agreement is or shall at any time become contrary to law, all other provisions shall continue in effect.

- D. Relevant statistics, budget information, and material related to negotiations shall be made available, upon request, to the Faculty Negotiation Team. Requests shall be made in writing and directed to the VP of Human Resources & Labor. Requests shall be acknowledged within seven (7) business days and the information provided as soon as practical thereafter, consistent with the nature of the material requested. The acknowledgment will either include the requested information, the expected date on which the information will be provided, or the reasons why the College cannot comply with the request.
- E. The Board of Community College District No. 18, Big Bend Community College, recognizes the Faculty Association of Big Bend Community College as the duly elected employee organization representing all faculty.
- F. No portion of this Negotiated Agreement can be altered by any person without the agreement of both the Board and the Faculty Association.

## **Article VII: Academic Freedom and Freedom of Expression**

- A. **Academic Freedom.** The purpose of this statement is to promote public understanding and support of academic freedom and agreement on procedures to assure them at Big Bend Community College. Institutions of higher education are conducted for the common good and not to further the interest of either the individual academic employee or the institution as a whole. The common good depends on the free search for truth and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Academic freedom grants academic employees free expression in their search for truth and understanding in the classroom. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the academic employee and of the student in learning. It carries with it duties correlative with rights.
- B. **Freedom of Expression.** When representing or speaking as an employee of BBCC, academic employees will adhere to the principles of fair comment and criticism, neither speaking nor publishing libelous statements. When speaking as a private citizen, the academic employee should make an effort to indicate that they are not an institutional spokesperson.
  - 1. Academic employees, both full and part-time, are entitled to freedom in the classroom in discussing their subject and should make every effort not to introduce into their teaching controversial matter which has no relation to their subject. The academic employees should always strive for accuracy and should show respect for the opinion of others.

## Article VIII: Organization of Instructional Divisions

The following is the organization of the instructional divisions of Big Bend Community College for the purpose of grouping instructional disciplines and identifying Division Chair positions.

Division	Discipline or Program	Division	Discipline or Program
<b>Allied Health</b>	First Aid Health Education Medical Assistant Nursing Nursing Assistant-Certified Physical Ed. Simulation Technology	<b>Academic Support</b>	College Success Skills Librarian Counselors
<b>Humanities</b>	Art Communications Drama English Developmental English Foreign Language Journalism Music Philosophy	<b>Aviation</b>	Aviation/Commercial Pilot Unmanned Aerial Systems
<b>Math &amp; Science</b>	Astronomy Biology Botany Chemistry Geology Engineering Environmental Science Geography Mathematics Nutrition Physics Science	<b>Professional Studies</b>	Accounting High School Completion Agriculture Business Business Info. Mgmt. Computer Science Early Childhood Education Economics Education English Language Acquisition
<b>Social Science</b>	Anthropology Criminal Justice History Political Science Psychology Sociology	<b>Trades and Industry</b>	Agriculture Mechanics Automotive Technology Aviation Maintenance Technology Commercial Driver's License Industrial Systems Tech. Manufacturing & Process Technology Mechatronics Welding Technology

## Article IX: Position Descriptions

- A. The primary duty of full-time faculty is to serve students through faculty/student contact and by other activities related to the learning process. Faculty are generally required to be on campus for their specific teaching/work assignments and normal office hours, and related professional activities. Both the College and the Faculty recognize that portions of the professional expectations of faculty allow them to be off campus. Other responsibilities of full-time faculty:

1. Participate in campus governance through active participation on college committees and attendance at Division Meetings.
2. Participate in commencement ceremonies, unless excused by the President.
3. Participate in professional development that improves teaching abilities and content knowledge.
4. Participate in recruiting activities to support courses and college enrollments.
5. Maintain the curriculum for each course taught. Maintenance of curriculum means minor changes in each course taught involving 50% or less of the content being revised and/or development or incorporation of new pedagogy involving 50% or less of the course presentation.
6. Assist students in planning an educational program and in selecting courses. When necessary, refer students to appropriate student services for assistance.
7. Participate in College activities which may include projects, surveys, studies, meetings, trainings, professional development, and assisting in the preparation of reports.
8. Work collaboratively with deans/directors, the Registrar, and the Vice-President to create and edit catalog content, course schedules, and other publications.
9. Provide departmental budget submission and monitor budget spending.
10. Assist appropriate administrator and departments with recruiting and screening prospective adjunct/part-time faculty within the department.

#### **B. Counselor**

1. Student Services offers a cluster of services which seek to maximize the student's potential to make responsible and appropriate decisions relating to their educational, personal, social and vocational development. Counselors are to be student advocates and responsible to the Dean of Student Services. The work year for counselors shall be 173 days as specified in the Negotiated Calendar. A counselor may agree with his or her immediate administrator to work any of the 173 days on dates other than those specified in the Negotiated Calendar. With prior approval by the Dean of Student Services, a counselor may substitute a special activity for an in-service activity.
2. The administration may arrange special training sessions during the first (return) week of fall quarter for new counselors and for counselors who are

newly assigned to committees or other responsibilities. These sessions will be to familiarize said counselors with the responsibilities and procedures that accompany committees or responsibilities. This week can also be used to have counselors attend state required training activities that cannot be included in the fall in-service due to time limitations. All reasonable attempts will be made to include such training on regularly scheduled in-service days.

### **3. Responsibilities**

- a. Participate in the Student Services area by involvement in advising, counseling, and related functions. This would include, to the extent reasonably possible, attendance at and involvement in applicable student groups or functions such as New Student Registration and Viking Orientation.
- b. Advise and counsel students both individually and in groups according to a schedule which shall be determined by the counseling staff in cooperation with the Dean of Student Services.
- c. Assist students in accessing and interpreting relevant information on occupational and educational opportunities.
- d. Provide personal and social counseling. When appropriate, refer students to an off-campus resource (e.g. social and emotional problems requiring professional help).
- e. Assist students in accessing transfer information and interpreting that information.
- f. Administer and interpret tests as part of the counseling process. Assist students to realistically evaluate their aptitudes, abilities, achievement and interests.
- g. Help students to develop effective study skills.
- h. Serve as a consultant to other academic employees regarding the counseling and advising needs of particular students and receive students through referral by other academic employees.
- i. Cooperate with counseling personnel in neighboring high schools to provide accurate information about college programs.
- j. Other duties as agreed upon in writing by the counselor and the Dean of Student Services.

- k. Be available 35 hours per week as assigned by the Dean of Student Services. Such services may include research, high school visitations, professional meetings, and other activities relating to counseling functions. Counselors should be available for student counseling approximately 30 hours per week.
- l. Participate in campus governance through active participation on college committees.
- m. Design, implement and evaluate assessment activities for the Counseling department as outlined in Article XXXII.

### **C. Division Chair**

The division organization shall utilize a representative identified as Chair for the instructional division as identified in Article VIII of this document. The rate of pay that recognizes duties and responsibilities served by the Chair, over and beyond the responsibilities of the classroom portion of the instructor's assignment, shall be made in accordance with the schedule in Article XIV, Section D. Division Chairs are responsible to the appropriate Dean/Vice President. The term of the Division Chair shall be from July 1 to June 30 and shall also include the June Instructional Council meeting prior to becoming Division Chair.

#### **1. Selection of Division Chair**

- a. Only tenured faculty (including those who have been approved for tenure the following September) are eligible to serve as Division Chair, except in cases in which there are no tenured faculty within the affected division. The Faculty Association President will not be eligible to serve as Division Chair. The selection of the Faculty Association President or a non-tenured faculty as Division Chair may be granted by mutual agreement between the Faculty Association President and the College President or designee.
- b. The Division Chair will be selected by a vote of the full-time faculty members of the particular division. All full-time faculty members should participate in the selection of their Division Chair. Faculty with temporary or single-year contracts are not eligible to vote.
- c. By April 15, the Vice President of the Faculty Association will query eligible full-time faculty members of each division for the nomination of faculty to serve as Division Chair. Nominations must be made in writing by hard copy or email to be considered official. The process of choosing faculty to nominate is internal to each division. The Vice President of the Faculty Association will put forth all proper nominations for a vote.



- d. By May 1, the Vice President of the Faculty Association will then provide ballots to the full-time faculty members in each division listing the names of those division members nominated to serve as Division Chair. In the event that the Vice President of the Faculty Association is serving as a Division Chair, the election for that division will be conducted by the President of the Faculty Association.
- e. In the case of a tie, the senior faculty member (of those tied) will serve as the Division Chair for the following year.
- f. Announcement of the names of Division Chairs for the following year will be made by June 1. This announcement will be made by the Vice President of the Faculty Association via email to the faculty, the Vice President of Learning & Student Success, all deans/directors who supervise faculty, and the Executive Assistant to the Vice President of Learning & Student Success.

## **2. Length of Service**

- a. Maximum service limits are provided to allow for all faculty and all departments to share in the representation and service to the college as provided by division chairs.
- b. The maximum length that any one faculty member can serve as Division Chair is five consecutive years. Exceptions to this may be granted in writing by mutual agreement between the Faculty Association President and the College President or their designee.
- c. When there are multiple departments in a division, the maximum length that any one department may control the Division Chair post is five consecutive years. Exceptions to this may be granted in writing by mutual agreement between the Faculty Association President and the College President or their designee.
- d. A Division Chair may be removed from their responsibilities within the terms of this article either by majority vote of the division or a collaborative agreement between the President of the Faculty Association and the College President or their designee.
- e. Division Chairs will notify the supervising dean or director of any potential conflicts of interest due to immediate family members working within the division or taking classes within the division upon becoming aware the potential conflict of interest exists. The Division Chair and the supervising dean or director will develop a written plan that will describe the steps taken to mitigate any actual, apparent, or perceptible preferential treatment.

### **3. Required Duties/Responsibilities of Division Chair**

The responsibilities of the Division Chair are in addition to contracted instructional duties. The Division Chair is not responsible for supervision of full-time or part-time faculty. Divisions may elect to have an Assistant Division Chair. The Division Chair must submit a memo to the supervising dean and the Vice-President of Learning & Student Success outlining the distribution of duties between the Division Chair and the Assistant Division Chair before a stipend will be issued. Assistant Division Chair is acting Division Chair in all designated duties. Each division will still only have one vote at Instructional Council, even with the election of an Assistant Division chair. While the individual is serving as Division Chair, overload teaching will be scheduled in such a way as to not interfere with normal Division Chair duties. To provide the opportunity for faculty input for administrative functions, the Division Chair will:

- a. Represent the division and division members on the following committees:
  1. Instructional Council
  2. Academic Master Planning Committee
  3. Facilities Planning Committee
  4. Budget Review Task Force
  5. Screening committees for new full-time faculty in division. Division Chairs with multiple concurrent full-time faculty recruitments may request the Faculty Association President assign another tenured faculty member to serve in place of the Division Chair.
  6. Probationary Review Committees. Division Chairs with multiple Probationary Review Committees may request the Faculty Association President assign another tenured faculty member to serve in place of the Division Chair.
  7. Program Review Committee (affected division)
  8. Shared Governance Council
  9. Other committees as required by the Negotiated Agreement or as agreed to by the President of the Faculty Association and the BBCC President.

- b. Represent the division at meetings to discuss critical matters as requested by the College President or their designee.
- c. Report items discussed in the above committees and any other pertinent information to the faculty they represent.
  - 1. Draft minutes from Instructional Council will be sent out to faculty within three (3) business days after the meeting.
- d. Schedule and conduct three division meetings each quarter (including the lunch meeting during the three in-services). Division meetings may be held on in-service days. Agenda items, a list of attendees, and any policy decisions/language made during the meeting will be distributed to the Division. The agenda, list of attendees, and policy decisions/language will be kept on file by the Division Chair for two years with a copy circulated to each member of the Division.
- e. Meet with appropriate Dean or Vice President of Learning & Student Success as necessary to share concerns and other items of interest from the division faculty.
- f. Serve as liaison between administration and faculty to support division operations.
- g. Review Master Course Outlines (MCOs) and may assist faculty with the development or modification of courses and programs.
- h. Ensure the department/program is represented when recruiting and screening prospective adjunct/part-time faculty within the division.
- i. As outlined in the Academic Grievance Process in the Student Handbook, meet with students to resolve academic grievances that have not been resolved by the faculty member.
- j. Listen to concerns and actively participate in discussions with the division members.
- k. Newly elected Division Chairs will attend the June Instructional Council meeting to receive an orientation on Division Chair responsibilities.
- l. Support Associate (part-time) faculty within their division as outlined in Article X, Section C to include the functions of recruitment, selection, and coordinating observations.

#### **D. Instructor (Full-time)**

1. The work year for instructors shall be as specified in the Negotiated Calendar. An instructor may agree with his or her immediate administrator to work any of the 173 days on dates other than those specified in the Negotiated Calendar with notification of the Division Chair. Attendance shall be required for the number of days indicated on the Negotiated Calendar for the current year as days scheduled for advising, teaching, testing and in-service. Attendance may be required on some recordkeeping days as per the definition in Article II. The request to work any of the 173 days on dates other than those specified in the Negotiated Calendar shall be accompanied by a written explanation of how the duties of the faculty member's position will be accomplished on the alternate dates, student needs will be addressed during the absence and any negative impacts on students will be mitigated.

It is expected that the scope of responsibilities requires a minimum of thirty hours on campus or instruction-related activities, or for activities such as scheduled off-campus college-related meetings or conferences, recruiting activities, or instruction/supervision during clinical or externship courses.

The four-day teaching calendar is structured so that faculty and students accomplish the work of five traditional instructional days in four calendar days. During the remainder of the 173 days faculty members may also be required to attend meetings that cannot reasonably be scheduled during the four-day teaching week because of faculty teaching and office-hour schedules. Every attempt will be made to meet Monday through Thursday. If committee members cannot agree to meet Monday through Thursday, the responsibility for making the decision to meet on Friday falls on the administrative member of the committee.

Faculty will be required to attend an in-service activity for professional development no more than once a quarter, as per the negotiated calendar. With prior approval by the Vice President of Learning & Student Success, a faculty member may substitute a special activity for an in-service activity.

2. The administration may arrange special training sessions during the first (return) week of fall quarter for new faculty members and for faculty who are newly assigned to committees or other responsibilities. These sessions will be to familiarize said faculty members with the responsibilities and procedures that accompany committees or responsibilities. This week can also be used to have faculty attend state required training activities that cannot be included in the fall in-service due to time limitations. All reasonable attempts will be made to include such training on regularly scheduled in-service days. Attendance is required at trainings held during

in-service days unless the faculty have received the training previously. If a faculty member misses trainings held on regularly scheduled in-service days, the time and day of subsequent make-up training sessions is determined by the College. Required trainings held during concurrent sessions during in-service will be clearly communicated to affected faculty. Faculty may be required to complete training through face-to-face or online sessions. The College will provide a list of required trainings to the Faculty Association prior to the start of the academic year.

### **3. Responsibilities during the contract year**

- a. Teach assigned courses in accordance with the Master Course Outline (MCO) and schedule requirements.
- b. Maintain the curriculum for each course taught. Maintenance of curriculum means minor changes in each course taught involving less than 50% of the content being revised and/or development or incorporation of new pedagogy involving less than 50% of the course presentation.
- c. Participate in professional development that improves teaching abilities and content knowledge.
- d. Maintain required licensing and Professional/Technical Certification.
- e. Participate in activities with an instructional purpose that require content area knowledge. This may include developing and maintaining special program accreditation and/or funding.
- f. Assist students in planning an educational program and in selecting courses. When necessary, refer students to appropriate student services for assistance.
- g. Maintain and submit grades and attendance reports to college personnel when required. Maintain student course materials for two (2) quarters beyond the quarter of attendance. Materials may be kept beyond two (2) quarters if those materials are needed for an active grievance or complaint, in which case the records will be kept for a period of time as defined by state rules and regulations.
- h. Design, implement and evaluate assessment activities for the department as outlined in Article XXXII.
- i. Prepare instructional information, i.e. existing MCOs, annual and quarterly schedules, and catalog information, as may be requested by the Division Chair, the Dean, or appropriate administrator.

- j. Post syllabi to the portal for each course taught no later than the end of the first instructional week of each quarter during the college calendar year.
- k. Prepare and maintain instructional lab materials and notify appropriate college personnel as to needed repairs, replacement, safety issues, routine maintenance, and inspection(s).
- l. Order instructional materials, including textbooks, for courses taught according to published timelines.
- m. Post a weekly responsibility schedule on the office door, with a copy uploaded to the BBCC Portal, no later than the end of the first instructional week of each quarter during the college calendar year. The responsibility schedule shall include class hours and posted hours available to students. Posted hours are for the purpose of meeting with students for advising and academic assistance. Faculty may meet with students in other suitable campus locations. The alternative meeting place must be posted on the instructor's schedule.

**Campus Office Hour Requirement:**

<u>Defined Weekly Contact Load</u>	<u>Office Hours</u>
15-20 hrs	5 hrs
21-30 hrs	3 hrs

- n. Participate in recruiting activities to support courses and college enrollments.
- o. Participate in the screening, assessment, and observation of Associate Faculty, instructional support personnel, and student assistants as requested by the Dean.
- p. Monitor expenditures from the departmental budget.
- q. Participate in campus governance through active participation on college committees.
- r. Develop and maintain a safe educational environment and communicate and enforce safety rules.
- s. Maintain an educational environment that promotes student learning and success.
- t. Each full-time instructor should maintain communication with their students and post their preferred communication method within

course syllabi. Faculty are not required to respond to student inquiries on weekends or at night but are expected to respond promptly to all student communication and to make their communication policies clear to students via their course syllabi.

- u. Other duties and responsibilities as defined and agreed upon in writing with the appropriate Vice President/Dean and individual faculty member. The Faculty Association President will be informed of the agreement.

## **E. Adjunct/Part-Time Instructor**

Within this section, the terms Adjunct faculty and/or Part-Time Instructor refer to both Associate, Senior Associate, and Distinguished Associate faculty.

1. A part-time appointment is only for the period and teaching assignment stated in the employment document. On-campus, off-campus, and on-line instructors are responsible to the appropriate Dean or Director.

Part-time Instructors are either Associate Faculty, Senior Associate, or Distinguished Associate Faculty as defined in Article X.

Associate, Senior Associate Faculty, and Distinguished Associate Faculty within any education setting where BBCC MCOs are the governing document for the development of curriculum and where students receive BBCC credit shall adhere to the responsibilities listed below.

### **2. Responsibilities**

- a. Prepare and teach assigned courses in accordance with the Master Course Outline and in consultation with a full-time faculty member in the assigned department.
- b. Meet the class times as required by the quarterly schedule.
- c. Assist students with questions related to the course(s) being taught.
- d. Each part-time instructor should maintain communication with their students and post their preferred communication method within course syllabi. Associate and Senior Associate faculty are not required to respond to student inquiries on weekends or at night but are expected to respond promptly to all student communication and to make their communication policies clear to students via their course syllabi.
- e. Refer students to appropriate college resources as needed.

- f. Maintain and submit grades and attendance reports to college personnel when required. Maintain student course materials for two (2) quarters beyond the quarter of attendance. Materials may be kept beyond two (2) quarters if those materials are needed for an active grievance or complaint, in which case they will be kept for a period of time as defined by state rules and regulations.
  - g. Submit assessment data in consultation with a full-time faculty member in the department.
  - h. Assist with development, selection, and/or recommend selection of instructional materials for courses being taught.
  - i. Notify the Human Resources Office in the event of absence (see Appendix D).
  - j. Prepare course and other instructional information as may be requested by the Division Chair, the Dean, or the appropriate administrator.
  - k. Post syllabi quarterly to the portal for each course taught.
  - l. Maintain an educational environment that promotes student learning and success.
  - m. Develop, teach and enforce safety rules in any classroom or lab environment.
  - n. Schedule and hold one office hour per week for the purpose of meeting with students. Notify students of the scheduled time within the course syllabus.
  - o. Participate in one in-service (Part or Full-Time) per academic year.
  - p. Design, implement, and participate in assessment activities as designated by the related department/division.
3. Associate, Senior Associate Faculty and Distinguished Associated Faculty assignments do not qualify towards tenure.

#### **F. Librarian**

1. The library offers a wide range of resources and services to assist students, faculty, and residents of the College district to realize educational, personal, social, and employment goals.

The professional librarian is expected to help maintain this learning resource and provide assistance to help the Library meet its goals. The



librarian reports to the Director of Library Resources & eLearning and is required to be on duty 35 hours per week.

The work year for librarians shall be 173 days as specified in the Negotiated Calendar. A librarian may agree with his or her immediate administrator to work any of the 173 days on dates other than those specified in the Negotiated Calendar. During the remainder of the 173 days librarians may also be required no more than once a quarter to participate in professional development based on established institutional objectives and goals, unless they have requested and received prior approval in writing from their Dean that they have already engaged in other such activities during that quarter. With prior approval, a librarian may substitute a special activity for an in-service activity.

2. The administration may arrange special training sessions during the first (return) week of fall quarter for new librarians and for librarians who are newly assigned to committees or other responsibilities. These sessions will be to familiarize said librarians with the responsibilities and procedures that accompany committees or responsibilities. This week can also be used to have librarians attend state required training activities that cannot be included in the fall in-service due to time limitations. All reasonable attempts will be made to include such training on regularly scheduled in-service days.

### 3. **Responsibilities**

- a. Provide reference and circulation services to students, faculty, staff, and other library users.
- b. Work collaboratively with college faculty; be responsible for developing and coordinating the teaching and assessment of information literacy skills across the campus.
- c. Develop, teach, and assess library skills sessions, subject-specific curriculum, orientations, and training in the use of information resources for faculty, students, and co-workers.
- d. Collaborate with faculty on collection development and assessment.
- e. Promote use of the library services and resources.
- f. Assume operational responsibility for the library in the absence of the director.
- g. Actively contribute to the operation and improvement of the library through professional reading, participation in continuing education

activities, and continuing commitment to the library's ability to serve patrons.

- h. Other duties and responsibilities as defined and agreed upon in writing by the Director of Library Resources & eLearning and the Librarian.
- i. Participate in campus governance through active participation on college committees.
- j. Design, implement and evaluate assessment activities for the Library as outlined in Article XXXII.

### **Article X: Associate and Senior Associate Faculty**

- A. **Definition:** An Associate Faculty member is a faculty member who is neither tenured, tenure- track, nor on a temporary full-time contract. By definition, an Associate Faculty member is a part-time or adjunct faculty member. An Associate Faculty appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire an Associate Faculty member subject to the terms and conditions set out in Article X.
- B. **Definition:** A Senior Associate Faculty or a Distinguished Associate Faculty member is a faculty member who is neither tenured, tenure- track, nor on a temporary full-time contract. By definition, a Senior/Distinguished Associate Faculty member is a part-time or adjunct faculty member. This appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire a Senior/Distinguished Associate Faculty member subject to the terms and conditions set out in Article X.
- C. **Evaluation:** Evaluation of Associate Senior Associate Faculty shall occur on a regular basis to ensure the effectiveness and quality of the instructional program. Evaluation shall include student surveys, course observations, a self-evaluation as well as input from the Division Chair.
  - 1. During the first three (3) quarters of employment and once each academic year beyond the first three (3) quarters, it is the responsibilities of the assigned dean/director to see that the faculty member be observed by a qualified observer. The assigned dean/director, in collaboration with the division chair, may request more frequent evaluation as needed. The observer will provide the observation report to the faculty member with copies sent to Human resources to be retained in the associate faculty member's personnel file.

2. Student surveys for Associate Faculty will be conducted for every class taught, each quarter.
3. At the end of the first year of employment and every other year after that each associate faculty member shall complete a self-evaluation that reflects upon the fulfillment of the duties and responsibilities associated with the appointment. The completed self-evaluation will be submitted to the assigned dean/director and the division chair to be reviewed along with the student surveys and course observations. Self-evaluations may be retained in the personnel file at the request of the faculty member.
4. Once student surveys and course observations are completed, the supervising dean may schedule a meeting with the associate faculty member to discuss performance. An associate faculty member may also request such a meeting with the assigned dean/director.

#### **D. Associate Faculty Steps**

1. **Senior Associate Faculty.** In order to recognize Senior Associate Faculty who provide a significant contribution to our college and to facilitate ongoing professional development:
  - a. **Compensation:** Upon attainment of Senior Associate Faculty status, the faculty member's salary rate, as defined in XIV.I.7, will increase by 5% beginning Fall Quarter of the following academic year. The increased salary rate will be maintained for the academic year as long as the faculty completes the requirements under D.5.
  - b. **Promotional Criteria:** Associate Faculty may apply for the promotion to Senior Associate Faculty once they have completed the following three (3) requirements:
    1. **Teaching Requirement:** The associate faculty member must have completed one of the following teaching requirements (academic years do not need to be consecutive, however, associate faculty who have separated from the college more than 18 months and returned will be asked if they wish to use their prior teaching to meet teaching requirements):
      - a. Teach for BBCC two (2) academic years and a minimum of 45 credits
      - b. Teach for BBCC three (3) academic years and a minimum of 30 credits
      - c. Teach for BBCC four (4) academic years

2. **Positive Classroom Observations:** Student surveys in previous two quarters are positive with an average score of meets expectations or higher and no more than two average scores of “needs improvement” per course. Most recent peer observation is positive, earning “meets expectations” or higher in all categories. The division chair and dean can agree to waive the student survey requirement following a classroom observation and discussion focused on the student concerns raised in the surveys.
3. **Faculty Choice Activities:** The associate faculty member must complete at least one of the additional activities listed below in the year of application for promotion. It is the associate faculty member’s decision which activities they will complete. In addition, upon receiving promotion, the associate faculty member must complete at least two of the activities below each year in order to maintain the promotional rate of pay:
  - a. Participate in department curriculum or course development
  - b. Participate in a standing committee (as defined in XXXI.A.2), chosen in consultation with the faculty association president
  - c. Provide one office hour per course per week (only applies to faculty teaching more than one course per quarter).
  - d. Participate in the development and/or analysis of department assessment and assessment reporting beyond merely reporting of course data.
  - e. Tutor one hour a week in a college organized tutoring environment. Tutoring could be in person or in a virtual setting. This tutoring would be in addition to office hours. Tutoring sessions are arranged in advance with coordinator of the tutoring program.
  - f. Participate in at least two (2) faculty in-services. These could be either the part-time, full-time, or BEdA in-services
  - g. Participate in two (2) New Student Registration (NSR) advising sessions
  - h. Participate in paired classroom observations wherein the Associate faculty member observes another

faculty member's class and is in turn observed by that faculty member. This should be completed twice, each time with a different faculty member. This observation is not evaluative.

- i. Mentor a new associate faculty member following the responsibilities outlined in Article XXI.F.2
- j. Complete an activity worth the equivalent of 1.0 PDU. This PDU will not count towards PDU stipend as described in Article XV.
- k. Complete an activity of service to the college chosen in consultation with the division chair or supervising dean or director.

**2. Application Process:** The process for Associate Faculty promotion will be:

- a. Requests for promotion to Senior Associate Faculty are submitted via email to the assigned dean/director and division chair by May 1 of each calendar year. The faculty member applying for promotion will submit a completed "Senior Associate Faculty Reflection" form along with positive student-course surveys from the previous two (2) quarters (or the waiver described in X.D.2), and documentation of completed faculty choice activities as outlined in this agreement. At the time of the request, the faculty member must be scheduled to complete the teaching requirement by the end of Spring Quarter. Requests for promotion without the completed form and the required documentation will not be processed.
- b. The supervising dean/director, in consultation with the Division Chair, will review the request and supporting documentation provided by the faculty member and approve or deny the request by June 1.
- c. Approval or denial of promotional decisions will be made by the supervising dean/director in consultation with the Division Chair and provided by written notification to the faculty member prior to June 1. If denied, the supervising dean/director will provide written explanation for the denial and will provide an improvement plan, if applicable.
- d. The Associate Faculty member may appeal the decision to the VP of Learning and Student Success by June 15. The VP's decision is final and will be communicated in writing by June 30.
- e. If a financial emergency has been declared by the State Board for Community and Technical Colleges (SBCTC) and is in effect at the

time the promotion has been approved, the college may postpone the salary increase until funding has been restored.

3. **Continued Development and Service to College:** Upon receiving promotion to Senior Associate Faculty, the faculty member will complete two of the activities listed under “Faculty Choice Activities” in D.1.b.3. In addition, each year the faculty member will complete the “Senior Associate Faculty Reflection” form each year and submit the document to the division chair and supervising dean/director by May 1. If documents are not submitted by May 1, the promotional rate will discontinue in the Fall Quarter of the upcoming academic year.
4. **Distinguished Associate Faculty.** In order to promote excellence in teaching and learning and to recognize Senior Associate Faculty who provide a significant contribution to our college through multiple quarters of continued service:
  - a. **Compensation:** An annual stipend of \$2,200. Distinguished Associate Faculty may receive the stipend provided they submit documentation of participation in all required activities outlined in D.1.b.3.
  - b. **Promotional Criteria:** After teaching of greater than or equal to 50% FTEF for nine (9) contiguous quarters or more, excluding summer, associate faculty may apply for Distinguished Associate Faculty status. Distinguished Associate Faculty perform all duties required of Associate faculty. In order to receive the annual stipend, each year they must submit documentation to the appropriate dean of participation in the following activities:
    1. One office hour per week, per course taught.
    2. Participation in campus or departmental assessment activities.
    3. Complete a Faculty Self-Assessment tool and create a Professional Development Plan.
    4. Satisfactory student and peer/administrator evaluations required for most quarters based on the evaluation schedule.
    5. Participation in three in-services (Part or Full-time) per academic year (for those faculty who teach 76% or more, credit will not be for in-service since those days are already compensated, substitute optional items (\*) for the in-service credit).
    6. Selection of one of the following activities:

- a. Participation in the new student advising sessions each quarter, or
  - b. Observe three (3) associate faculty each quarter, or
  - c. Tutor five hours in the Writing Center or STEM Center each quarter.
  - d. Committee work.
  - e. Student Club Advisor or Co-Advisor.
- c. **Application Process:** Senior Associate Faculty who wish to be considered for promotion to Distinguished Associate Faculty must follow the procedure outlined below.
  - 1. Applications for Distinguished Associate Faculty to receive the annual stipend must be submitted to the supervising dean/director by May 1.
  - 2. Approval or denial of stipend decisions will be made by the supervising dean/director in consultation with the Division Chair and provided in writing to the Senior Associate Faculty member prior to the end of spring quarter. If denied, the supervising dean/director will provide written explanation for the denial and will provide an improvement plan, if applicable. The Senior Associate Faculty member may appeal the decision to the VP of Learning and Student Success. Their decision is final.
  - 3. Distinguished Associate Faculty may continue to apply for an annual stipend provided they follow the application process outlined above and provide documentation of completed activities noted in section 4b.1-6.

## **E. Annual Contracts**

- 1. The college reserves the right to offer annual contracts to associate faculty which meet an average of 80% or more annual teaching load for three or more years and have achieved Senior Associate Faculty status for the previous three years.

## **F. Annual Contracts Process**

- 1. Eligible Senior Associate Faculty will be informed prior to the end of Spring Quarter that they are being offered an annual contract for the following year.
- 2. Eligible Senior Associate Faculty will be assigned classes by the Dean, after full-time faculty have been assigned their full load of classes and

offered one overload each. Once a contract has been signed, Full-Time faculty will only have the option to take a class from a contracted Senior Associate Faculty member if the class is required to meet a Full-Time Faculty member's load. Full-Time faculty seeking an overload contract will not have the option to take classes from an annually contracted Senior Associate Faculty member.

3. Should the College not be able to provide the Senior Associate Faculty member the contracted number of classes, the College must make arrangements that ensure the Senior Associate Faculty is compensated to a level commensurate with teaching those classes. Additional college duties could be required to compensate for lost classes. Duties will be determined by the Division Chair in collaboration with the assigned Dean/Director and in agreement with the affected department and Division Chair. If duties or other assignments could not be agreed upon, the contract can be amended in consultation with the appropriate Division Chair.

#### **G. Compensation**

1. Salary and Benefits: Associate, Senior Associate, and Distinguished Associate Faculty shall receive compensation and benefits pursuant to this agreement.
2. Orientation, In-Service, and Additional Duties Compensation: Associate, Senior Associate, and Distinguished Associate Faculty will be compensated for additional duties pursuant to this agreement.

H. **Work Space and Resources.** All Associate, Senior Associate, and Distinguished Associate Faculty shall be provided resources required to teach their courses and access to a workspace containing a college-provided computer and phone in order to fulfill college responsibilities. The College shall provide space that affords the ability to confer with students in a way that protects the student's privacy.

I. **Department/Division Meetings.** Associate, Senior Associate, and Distinguished Associate Faculty shall be invited to participate in department/division and other committees.

### **Article XI: Seniority**

#### **A. Seniority Units and Determinations of Seniority**

1. **Assignment to Seniority Units.** Academic employees with teaching responsibilities will be assigned to a seniority unit by the appropriate Vice President after consultation with the appropriate Dean and/or Division Chair. The evaluation is to be based on the majority of the full time



teaching assignment for the previous three (3) instructional quarters. Academic employees on leave will be assigned on the basis of the full time teaching assignment of the most previous three (3) instructional quarters. Summer quarter is not used as a computing base. Counselors and librarians are automatically assigned to their respective units. Counselors and librarians are defined for seniority unit placement although they report to the supervisors identified in Article IX. Division placement is not a factor in determining an academic employee's seniority.

2. **Appeal of Unit Assignment.** Academic employees who feel they have been incorrectly placed in a seniority unit shall have the right to appeal to the Vice President of Learning & Student Success. Written notice of an appeal must be received by the Vice President within one calendar month following the receipt of notification of the employee's assignment to a seniority unit. A response to the academic employee shall be provided within seven (7) working days after the appeal has been filed. In the event a satisfactory resolution is not reached, the academic employee may appeal to the President. This appeal, including the basis for the appeal, must be in writing and filed within five (5) working days after receipt of the Vice President's response. Within five (5) working days following receipt of the employee's written appeal, the President's written decision will be provided to the academic employee and the Vice President. The President's written decision is final. The academic employee reserves the right to Faculty Association representation during the entire appeal process.
3. **Notification of Seniority Unit Assignment.** Each academic employee shall be assigned to a seniority unit upon initial hire. Distribution of current seniority unit assignments shall be made in writing by the appropriate Vice President or their designee at the Fall In-service.
4. **Establishing Seniority Unit Ranking.** The placement of each academic employee in a seniority unit shall be determined by:
  - a. The date the employee signed the first full-time professional contract with Community College District No. 18. A period of professional leave status shall receive full allowance for the years of full time service. An employee who has been granted a leave of absence without pay will maintain all accrued seniority. The employee can request to have their seniority continue to accrue while on leave.
  - b. In the event the full-time employment contracts of individual academic employees bear the same signing date, seniority shall be determined by:
    1. First date of the signature of a letter of intent by the academic employee to accept employment; or

2. First date of application for employment.

## **Article XII: Instructor Loads**

### **A. Full-Time Faculty**

1. The actual credit-student load carried by an instructor varies, depending on: the discipline which is taught; the nature of the course; the number of students in the class; and the teaching requirements at Big Bend Community College.
2. In defining teaching loads the College utilizes traditional concepts of what constitutes a full-time teaching load, averages, and other data experienced in community colleges in the state system, suggested load assignments from various professional associations, and studies made by other community colleges. All these factors are mutually considered by the administration and faculty in resolving teaching load issues. In all cases, student need will dictate scheduling and load requirements.
3. Academic employees hired before June 30, 1999 will be assigned classes under the Article XIV A.3 provisions of the 1998-99 Negotiated Agreement as found in Appendix A.
4. A normal full-time teaching load may be made up of a combination of day and alternative classes each quarter during the academic year (Fall, Winter, and Spring quarters). Alternative classes are considered to be courses taught fully online, in the evening, on Fridays or Saturdays, or in a hybrid format. The schedule will be determined by the supervising dean/director or the VP of Learning & Student Success, in consultation with the academic employee. eLearning courses may be part of an Academic Employee's full-time teaching load or an overload assignment.
5. To ensure a sufficient presence on campus, unless authorized by the VP of Learning & Student Success or designee, full-time Academic Employees shall teach a minimum of one-third (1/3) of their teaching load per quarter as traditional (face-to-face) classes. Based on student enrollment patterns, the one-third (1/3) traditional (face-to-face) class time equivalent to four (4) days at sixty-five (65) minutes per day may be offset by one of the following:
  - Two (2) Hybrid courses that meet twice per week; or
  - One (1) "block" that meets twice per week; or
  - Any other course or combination of courses that equal an average of 260 minutes (4 days x 65 minutes) on campus per week for the quarter.

6. Faculty hired after July 1, 2016 may be required by the college to teach a course in an alternative format if it meets the needs of the department or student population in agreement with the affected faculty and Division Chair. Evening assignments will not be followed the next day of the week with a class beginning before 11:45 a.m. without concurrence of the faculty member. Alternate day (Friday and/or Saturday) classes are assigned only in full agreement with the affected faculty member.
7. With the consent of the individual faculty member, based on student/college need, the contractual obligations to the college may include non-credit courses, workshops, seminars, or other community service type activities.
8. If the total annual teaching assignment, during the academic year, is less than specified in Section B of this section, the supervising dean may assign additional instruction or related duties after conference with the individual instructor and Division Chair to determine an appropriate assignment. The additional duties will be appropriate to the instructor's experience and qualifications. This assignment is not to exceed the specified number of contact hours for total instruction or related duties. Also, the assignment is not to exceed two quarters without written permission from the Vice President of Learning & Student Success. The instructor may appeal the assignment to the Vice President of Learning & Student Success.
9. The Division Chair, the Vice President of Learning & Student Success and/or the supervising Dean, in consultation with the faculty member, will make load (instructional) assignments. Loads are to be assigned according to instructional, student, and fiscal needs of the institution. During the academic year, it is preferable that faculty teaching load is fulfilled within the faculty member's primary department or discipline. Overloads should also be made within that discipline whenever possible. Exceptions can be made in consultation with the supervising dean/director, division chair, and faculty from the affected departments or programs. Decisions should factor in: student needs, program needs, scheduling needs, and maintaining a healthy associate faculty pool. These classes may either be considered part of the full-time Academic Employee's normal teaching load or an overload assignment. Before any changes are made, every reasonable effort will be made to consult the affected faculty member.
10. Academic employees may be given release time from teaching/counseling/librarian duties for one or more quarters when assigned responsibilities for special institutional projects. The college president must approve all special assignments supported by release time and a written contract stating the details of the assignment must be provided to the faculty member and the Faculty Association President.

11. Academic employees teaching science lab courses may elect to teach a double-lecture section with separate labs. Load will be calculated based on two separate sections. In order for the double-section to make, enrollment in the combined section must meet 1.5 of maximum class capacity.
12. Academic employees may request to average their teaching load across three quarters (Fall through Spring). Requests must be submitted to the supervising Dean/Director and the Vice President of Learning and Student Success prior to August 1.
13. The supervising dean will ask full-time and part-time academic employees of their interest to teach during summer quarter. Summer quarter classes will be assigned in accordance with A.9.

## B. FTEF Divisor

An instructor is considered to have a full teaching load with the following assignment (average for three quarters) excluding summer quarter. Instructor load is to be figured according to lecture and lecture/lab classifications first. If an Academic Employee is teaching in two lab/lecture categories, load will be calculated in the primary work assignment category.

Type of Class	# of Contact Hours Weekly
<b>Lecture:</b>	15
<b>Lab/lecture (a):</b> Art, Lab Sciences, Music, Computer Science (CS), Workforce Education	16
<b>Lab/lecture (b):</b> Agriculture Mechanics (AGM), Auto Technology (AUT), Aviation Maintenance Technology (AMT), Nursing Assistant Certified, First Aid (FAD), Industrial Systems Technology (IST), Manufacturing and Process Technology (MPT), Mechatronics (MCT), Medical Assistant (MA), Welding Technology (WLD), Basic Education for Adults (BEAdA)	22
<b>Lab/lecture (c):</b> Nursing	20
<b>Lab/lecture (d):</b> Physical Education	25
<b>Lab/lecture (e):</b> Commercial Driver's License (CDL), Commercial Pilot/Aviation (AVF) (includes 5 office hours), Work Based Learning/Co-op Education	30
<b>Lab/lecture (f):</b> Agriculture (AGR), Business (BUS), Business Information Management (BIM), Education, Early Childhood Education (ECE), Geographic Information System (GIS), Unmanned Aerial Systems (UAS)	15

### **C. Overload Assignment**

1. Full-time faculty members may accept an overload assignment on an extra contractual basis for compensation not to exceed 4/3 of their normal teaching load. Exceptions may be granted by the Vice President of Learning & Student Success or their designee in consultation with the Division Chair for special circumstances.
2. Overload assignments will be assigned in accordance with A.9.
3. Salary for overload assignments is based on the part-time faculty salary schedule.
4. Overload assignments for probationary academic employees must be approved by the Vice President of Learning & Student Success in consultation with the Division Chair and input from the chairperson of the probationer's Review Committee.
5. If a course is cancelled and the faculty member has an overload assignment, the cancelled course will be considered the overload.
6. Overload contracts will be issued prior to the first official student day of the class. Contracts for courses with enough enrollment to run will be issued at least one week before the first student day of class. The overload contract will state the course(s) to be taught, gross salary, and the duration of the appointment.

### **D. Part time Assignment**

Salary is based on the credit rate as listed in the current part-time faculty salary schedule.

### **E. Maximum Class Size**

1. Class size shall be set at a level consistent with quality instruction. It is recommended that maximum class size be determined by the appropriate Vice President or the appropriate Dean, after consulting with the Division Chair and instructor involved.
  - Online/Hybrid courses will be capped at the same number as their ground equivalent.
  - Lower class maximums might be required due to room constraints, resource constraints, or special considerations discussed between the affected faculty and the Dean.

- Class capacities maybe exceeded upon mutual agreement of the instructor and the Dean.

#### **F. Minimum Class Size**

1. Minimum enrollment for classes shall be 12 students.
2. Exceptions to the minimum class size policy may be granted by the Vice President of Learning & Student Success or their designee for one of the following reasons:
  - Continuing (sequential) and advanced classes that have a prerequisite which is included in the sequence in order to be considered; e.g. Spanish 121 and 122, Chemistry 161 and 162.
  - The course satisfies a certificate or degree requirement as defined in the current catalog.
  - Specialized courses which, due to the subject matter content, are offered only once per year or every other year.
  - Classes where enrollment is limited due to facility or state regulations.
  - Classes which meet special program or scheduling needs (i.e. night/weekend).
  - An instructor may request to run an under-enrolled class if the number of students below minimum class size in the under-enrolled class is added to a class with a waiting list, being taught in the same quarter and having the same credit value. Both the under-enrolled class and the waitlisted class must be non-general elective courses; e.g. Class "A" is a five credit class and has 10 students enrolled. Class "B" is a five-credit class, has reached full enrollment capacity, and has a waitlist of five or more students. The instructor would add 5 students to class "B" to off-set the under-enrollment in Class "A".
3. All classes that meet minimum class size by the first class meeting will be considered to have "made." Instructors will be paid at the published rate. Requests for exceptions to the above policy should be directed to the appropriate Vice President or their designee.
4. Faculty members wishing to explore alternative strategies for enrollment are encouraged to share ideas with their Division Chair, Dean, and/or the VP of Learning & Student Success. Final authority for implementing alternative strategies rests with the VP of Learning & Student Success. If an alternative assignment is given, the time required for the assignment can be

no more than 82.5 hours for Instructors and 96 hours for Librarians and Counselors. This equates to 25% of their expected on-campus hours for one quarter. An accounting of the time will be required.

#### **G. Course Cancellations**

1. Prior to discontinuing any class, the Vice President of Learning and Student Success or their designee shall consult with the appropriate Division Chair and affected faculty member regarding the recommendations. Division Chairs are encouraged to bring such matters to the attention of the Vice President. Final authority shall rest with the Vice President of Learning and Student Success. Such notification must be in writing and provided in a timely manner, but no later than the third day of the first week of classes.
2. Only under unusual circumstances will a class be discontinued after the third (3rd) regularly scheduled session.

#### **H. Independent Study**

1. Requires a written learning contract between the instructor and student, approved by the Vice President of Learning & Student Success or their designee. The contract must include a statement of the subject content, the specific learning outcomes for the course, learning tasks and work to be completed by the student, and credit to be earned. Time is arranged between student and instructor. Independent study classes are not clustered with other classes.
2. Receive credits as described on the MCO, if one exists, or in accordance with the guidelines in the State Board Policy Manual if no MCO exists.
3. Are reimbursed at a base rate of \$100 plus \$100 per student per credit; enrollment not to exceed 5 students.

#### **I. Interruptions to Class**

1. Academic Employees have a right to support and assistance from the college in maintaining an educational environment that promotes student learning and success. To this end, staff, administrators, and academic employees agree to keep classroom interruptions to a minimum. Where classroom interruptions are a concern, the academic employee will be notified of the need to interrupt a class in advance.
2. In situations where administrative contact with student is a requirement of the program, the academic employee and the supervising dean will work together to develop a plan for student/administrator contact that does not negatively affect the learning environment.

3. The parties recognize that emergent situations may arise and require an interruption to the class in order to ensure the safety and health of students, academic employees, and other college personnel.

### **Article XIII: Professional Responsibility**

(see also Article IX)

- A. If an instructional position has certain certification or licensing requirements as specified in the employment contract, obtaining and maintaining those requirements is a condition of continued employment (see Article IX, Section 3.d., and Appendix C).
- B. The responsibility of the academic employee is to serve the student primarily through classroom faculty student contact and by indirect assistance as related to the teaching process. These responsibility factors should be established to ensure an appropriate balance of faculty assignments (1) in the institution, (2) within a division, and (3) for an individual academic employee.
- C. **Responsibility Schedule:** Each full-time academic employee shall develop a weekly responsibility schedule in conjunction with and approved by the Division Chair and the appropriate Vice President or their designee. This schedule shall be posted on their office door, with a duplicate copy uploaded to the BBCC Portal, no later than the end of the first instructional week of each quarter during the College calendar year. The responsibility schedule shall include class hours and office hours.
- D. Academic employees shall develop written objectives in a Master Course Outline for each course taught. These objectives will be available to students planning their learning programs. Each Master Course Outline shall be reviewed and updated every three (3) to five (5) years to ensure instructional efficiency. A course syllabus is the document instructors provide students informing them of course content and procedures and is in accordance with the Master Course Outline.
- E. **Academic Employee Responsibility:** The Faculty Association agrees with the principle of personal accountability and is fully willing to cooperate with the administration on this matter according to the following procedures:
  1. The Professional Rights and Responsibilities Committee as appointed by the Faculty Association President will hear complaints of violations of professional rights and responsibilities. Matters may be referred to this committee by the Association President on behalf of any faculty member or by the appropriate Vice President. Faculty may not bring another faculty member to the PR & R Committee. The committee will hold hearings to examine the complaints and will return a recommendation to the Association President who will submit the recommendation to the



administration for action. While a poor Tenured Faculty Evaluation may be indicative of performance of professional responsibilities, it is, in itself, insufficient evidence of poor performance. Documentation showing a pattern of poor performance over a period of twenty-four (24) months is necessary for referral to the Professional Rights and Responsibilities Committee. Documentation may include but is not limited to:

- a. a pattern of student complaints or grievances; an official form containing the complaint and all subsequent actions will be filed in the Instructional office with a copy to the faculty member involved.
  - b. a pattern of complaints regarding clinical site work;
  - c. a pattern of excessive student withdrawals;
  - d. a pattern of excessive absenteeism or reoccurring failure to meet classes;
  - e. a failure to fulfill professional responsibilities, e.g., committee assignments. (refer to Articles IX and XXXI)
  - f. a failure to work cooperatively and professionally with peer faculty and/or staff.
2. The PR & R Committee will meet with the academic employee, appropriate students, division members, etc. to evaluate the evidence. A report of the PR & R Committee will be sent to the VP of Learning & Student Success and the Faculty Association President within three weeks (15 working days) of initial charges. If the PR & R Committee finds that there is sufficient evidence to indicate that the faculty member is not performing to contractual expectations, then the employee will be placed on remedial status. If the complaints concern a Vice President/Dean, the College President rather than the Vice President/Dean will review the matter. If the complaints concern the College President, the Board of Trustees will review the matter. If a faculty member feels they have a complaint, recourse may be sought through the normal chain of command.
- a. A Remedial Committee equivalent to a probationary committee (three faculty assigned by the Faculty Association President and one administrator assigned by the President or designee, but without the student) will be formed to evaluate the performance of the faculty member over a period of up to twenty-four (24) months.
  - b. The Remedial Committee will meet with the affected faculty member during the first week of the first quarter of remediation to work out a remediation plan based on the evidence and report of the PR & R committee. Should the remediation involve instructional complaints,

then the remediation process shall include student surveys, classroom visitations, and peer faculty and dean/director observation/evaluation.

- c. At the end of the three quarters the Remedial Committee will submit a report to the PR & R Committee, the Faculty Association President and the Vice President of Learning & Student Success giving an evaluation of the faculty member's progress. The Professional Rights and Responsibilities Committee will evaluate the report and may recommend one of four options:
  1. Exoneration of said faculty member.
  2. Reprimand of said faculty member with a letter placed in their personnel file and a recommended plan of professional development and/or remediation.
  3. Recommend continuation of remediation if significant progress has not been made.
  4. Recommendation for dismissal of said faculty member. Should dismissal be recommended, the faculty member is entitled to due process as allowed in RCW 28B.50.863 and Article XXVI, D of the *Negotiated Agreement*.
3. In any case, the Chair of the Professional Rights and Responsibility Committee will issue a written report of the investigation to the appropriate administrator, President of the Faculty Association, and the faculty member in question. Final recommendation will then be given to the President of the College by the appropriate administrator.

**F. Professional Support:**

1. The parties agree there may be times when Associate and tenured faculty need additional support in the areas of teaching and learning, governance, student success, or other areas of professional responsibility. Probationary Committees will provide support for and address concerns about Probationary Faculty.
2. Except for extreme conditions, the supervising dean, with notification to the Division Chair, will meet with an Academic Employee to evaluate concerns and develop a plan to resolve issue(s). Concerns may be related to any of the following:
  - a. A pattern of student complaints or grievances;
  - b. A pattern of complaints from industry partners or clinical worksites;

- c. A pattern of excessive student withdrawals;
  - d. A pattern of excessive absenteeism, reoccurring failure to meet classes, or consistent inability to meet the parameters of the assigned class;
  - e. A failure to fulfill governance responsibilities, e.g., committee assignments (refer to Articles IX and XXI);
  - f. A failure to work cooperatively and professionally with peer faculty and/or staff.
3. Based upon the nature of the complaint/concern, the supervising dean, the Division Chair, and the affected faculty member will develop an improvement plan that may include but is not limited to student evaluations, classroom visitations, peer faculty observations, a formal mentoring program, or other activities as deemed appropriate based on the presented concerns. The duration of the plan will be from one (1) to six (6) quarters, excluding summer quarter, depending upon the specific circumstances of the concern.
  4. At the completion of the plan, the supervising dean and the Division Chair will draft an outcome report that will be provided to the affected academic employee, the VP of Learning & Student Success, and the Faculty Association President. The report will include a review of the developed plan, whether or not the plan activities were successful, and one of the following recommend actions:
    - a. Closure of the concern/complaint and improvement plan based on successful resolution of the concerns by said faculty member.
    - b. Recommend continuation of remediation if significant progress has not been made.
  5. The complete report will be placed in the academic employee's personnel file.
  6. The development and implementation of an improvement plan does not obligate the college to continue to issue employment contracts to the affected faculty member. Employment contracts are based on instructional, student, and fiscal needs of the institution.
  7. The college reserves the right to issue letters of reprimand and/or disciplinary action as a means of resolving the complaint/concern should the affected faculty member decline to participate in an improvement plan process. Should dismissal be recommended, the faculty member is entitled

to due process as allowed in RCW 28B.50.863 and Article XXVI, D of the Negotiated Agreement.

## **Article XIV: Compensation**

### **A. Salary Index Matrix (SIM)**

1. Full-time academic employees who meet minimum position requirements shall be placed on the Salary Index Matrix (SIM). The initial salary placement of these academic employees shall be according to relevant experience and credentials. Initial placement may exceed that provided for in Paragraph B. 1 and 2 below upon recommendation of the appropriate Vice President or their designee and the concurrence of the President. Such placement is to be recommended only for those positions where a college assessment of the market value of such a position within the Community and Technical Colleges of Washington requires a higher entering salary to contract with the most appropriate candidate. This placement is subject to review as provided in Section A.3 of this article.
2. The appropriate Vice President or their designee shall place each new full-time academic employee on the Salary Index Matrix.
3. A Credential/Experience Verification Form will accompany the initial contract showing determination of SIM placement and indicating the right to appeal the placement according to this Article. To apply for a change in initial salary placement, the employee must submit evidence to support their appeal for re-evaluation by the end of the second academic year of employment to the appropriate Vice President or their designee; decisions will be subject to re-evaluation by the Professional Rights and Responsibilities Committee within 30 working days of receipt of the appeal, with the committee's recommendation forwarded to the President for consideration within that stated time period.
4. All newly hired, full-time academic employees paid from State funds will be placed on probationary status, except those hired for specially funded programs as referenced in Article XXIV, A.4.
5. SIM advancement for completion of degrees shall be subject to provisions outlined in section C.1 of this article. The academic employee must notify the appropriate Vice President's office and the Human Resources office in writing by April 1 of the intent to move on the SIM due to degree completion.

## B. Placement on the Salary Index Matrix (SIM)

1. This is a method of determining an academic employee's salary by multiplying the base salary by a decimal value (salary index number) as negotiated for full-time academic employees. The base salary shall be **\$69,431** equaling an index of 1.0000. Placement shall be according to Placement Points. There are two components to Placement Points consisting of Experience Points and Credential Points. The sum of both subsets of points equals the placement points used to determine a starting salary.
2. Placement Points are awarded on formal verification of relevant experience, credentials and/or degrees from accredited institutions. New hires will provide verification of relevant experience, credentials and/or degrees from accredited institutions in the manner prescribed in the official BBCC Credential/Experience Verification form and all documentation will be maintained in the academic employee's personnel file in the H.R. Office.
3. The Credential/Experience Verification form will be developed and/or revised jointly with the Vice President of Human Resources and Labor and the Faculty Association President. An initial placement will be made upon hire, and the new employee has six (6) months from the date of hire to provide completed Credential/Experience Verification forms for confirmation of credentials and potential upward adjustment of placement points.
4. **Experience Points** for initial placement are calculated first and are awarded for each full or pro-rated year of employment experience directly related to the position being filled, up to a maximum credit of 10 years. Experience points will identify an experience-only based salary. To identify the index for Experience Points, each year of relevant employment experience would increase the index value by 0.01, such that 10 years (maximum allowed) of relevant experience would increase the index value to 1.10. Pro-ration would lead to fractional points, e.g., one-half year of full-time relevant experience would equal one-half of an experience point that is equal to .005 on the SIM. Teaching experience is based on the academic year while industry work experience is based on the calendar year. The index of that salary is then adjusted upward with the Credential Points as determined below.
5. **Credential Points** (added to base of 1.00) are awarded as follows:
  - a. Certifiable as per WAC 131-16-091 (Technical/Professional standards) **OR** relevant Baccalaureate Degree = .00
  - b. Journeyman credentials from appropriate program of certification **OR** verification of at least five (5) years full-time relevant work

experience for those trades that do not have formal journeyman criteria OR relevant Master's Degree = .06

- c. Qualified\* Masters of Fine Arts (MFA) = .09  
(\*MFA will be placed at master's level if there were comparable credits in a master's program at that school. If the MFA program at that school required at least thirty (30) more credits than a master's program, then placement can be at the MFA level.)
- d. Certification of at least ten (10) years of full-time related work experience with at least two (2) of those years full-time teaching in the field, **OR** a relevant Doctorate = .15
- e. The same years of full-time work and/or teaching experience that qualify an employee for Credential points cannot also be counted as years of experience for Experience points.

## **6. Faculty Rehired After Separation**

In the event that a tenured faculty member separates from Big Bend Community College and is later selected to fill the same tenure-track position as their former appointment, as part of their placement on the Salary Index Matrix (SIM), the faculty member shall retain all salary increases associated with previously held titles and attained promotional steps.

## **C. SIM Movement/Promotional Steps**

1. **Advanced Degree.** After hire, when a full-time academic employee is awarded an advanced degree as part of a pre-approved professional development plan, and submits an official transcript verifying the degree, the employee will be awarded movement of 0.10 on the SIM. The salary adjustment will be effective July 1 of the next fiscal year, subject to legislative funding. If completion of the degree is a condition of employment for a new academic employee, there will be no movement on the SIM upon completion of that degree.
2. **Tenure Promotion.** The base salary of each tenure-track faculty member will increase \$2,000.00 upon the award of tenure effective the following instructional year. Upon earning tenure, the faculty's title will become Associate Professor.

### 3. Tenured Faculty Promotional Steps

- a. **Intent:** Full-time faculty shall have an opportunity to be promoted to Senior Associate Professor, Professor, and Full Professor, provided all criteria have been met and the promotion has been approved by the College.
- b. **Compensation:** Upon attainment of Senior Associate Professor, the faculty member's base salary will increase \$3,000. Upon attainment of Professor, the faculty member's base salary will increase an additional \$3,000. Upon attainment of Full Professor, the faculty member's base salary will increase an additional \$3,000. These salary changes shall take effect on September 1 following the approval of the promotion.
- c. **Promotional Criteria:**
  - 1. Tenured faculty may apply for the promotion to Senior Associate Professor once they have completed the following three (3) requirements:
    - a. **Teaching:** Two (2) years of teaching at BBCC after the award of tenure.
    - b. **PDUs:** The faculty member has completed thirty (30) Professional Development Units (PDUs) in three (3) or more professional development competency areas.
    - c. **Student Evaluations (Teaching Faculty Only):** Student evaluation surveys from a total of three (3) courses split between Fall and Winter Quarters of the year of application to be used only for faculty review and reflection.
  - 2. Senior Associate Professors may apply for the promotion to Professor once they have completed the following four (4) requirements:
    - a. **Teaching:** Four (4) years of teaching at BBCC after the award of Senior Associate Professor.
    - b. **PDUs:** The Faculty member has completed fifteen (15) Professional Development Units (PDUs) in three (3) or more professional development competency areas.

- c. **Activities:** completed two (2) additional activities listed in 4.g from different categories. These can be from any of the three (3) categories (Individual Level, Cross-Faculty Level, Campus Level).
  - d. **Positive Student Evaluations (Teaching Faculty Only):** Student evaluation surveys from a total of three (3) courses split between Fall and Winter Quarters of the year of application for promotion are positive with an average score of “meets expectations” or higher and no more than two average scores of “needs improvement” per course.
- 3. Professors may apply for the promotion to Full Professor once they have completed the following three (3) requirements.
  - a. Teaching: Four (4) years of teaching at BBCC after the award of Professor.
  - b. Activities: The faculty member has completed two (2) additional activities listed in 4.g, with at least one (1) from the Campus Level and the second from either the Campus Level or Cross-Faculty Level. These activities are in addition to the two (2) applied towards Distinguished Tenured Faculty status and must be completed after the awarding of Distinguished Tenured Faculty status.
  - c. Positive Student Evaluations (Teaching Faculty Only): Student evaluation surveys from a total of three (3) courses split between Fall and Winter Quarters of the year of application for promotion are positive with an average score of “meets expectations” or higher and no more than two average scores of “needs improvement” per course.
- d. **Application Process:** The process for faculty promotion will be:
  - 1. The process for promotion to Senior Associate Professor, Professor, and Full Professor is initiated by the faculty member sending an email to their supervising dean/director, the VP of Human Resources & Labor, and the President of the Faculty Association indicating the faculty member’s intent to apply for promotion at the end of the academic year. This email will be sent by October 15 of the calendar year. In



response to this email, the dean/director will arrange for student evaluations to be conducted in the Fall and Winter quarters.

2. In the Spring Quarter, requests for promotion and all materials are submitted to the VP of Learning & Student Success by April 15 of each calendar year. At the time of the request, the faculty member must have completed the required uncompensated PDUs. The VP will review the request and supporting documentation provided by the faculty member and approve or deny the request.
  3. The promotion decision will be communicated to the faculty member no later than May 15. If the promotion is denied by the VP of Learning & Student Success, the faculty member and union president will be provided with a written explanation of the decision specifying which promotional criteria were not satisfied. A faculty member denied promotion may re-submit a request for promotion in any subsequent year.
  4. Upon achieving Senior Tenured Faculty, Distinguished Tenured Faculty, or Honored Tenured Faculty promotional status levels, faculty members may continue to receive compensation for accumulated PDUs in accordance with Article XV.
- e. Activities compensated for under other sections of this agreement are not eligible for consideration under the Senior Associate Professor, Professor, or Full Professor criteria. Monies for promotions will be made available from funds other than Legislative-approved increases, COLA, increments, and turnover dollars.
  - f. If a financial emergency has been declared by the State Board for Community and Technical Colleges (SBCTC) and is in effect at the time the promotion has been approved, the college may postpone the salary increase until funding has been restored.
  - g. The following activities can be used towards application for promotion to Professor and Full Professor. It is the faculty member's decision which activities they will complete within the required categories as listed in 3.b and 3.c. Activities are organized into three categories: Individual Level, Cross-faculty Level, and Campus Level.

<b>Individual Level</b>	<b>Cross-faculty Level</b>	<b>Campus Level</b>
Using professional development to improve student success	Team Teaching	Leading or chairing a committee or workgroup (not search committee)
Have classroom observed by another faculty member and receive feedback on practice	Mentoring or onboarding of instructor or advisor, or student services staff	Community Engagement Activities (star gaze, fair, Chem Night, HS visit/outreach)
Complete training on best-practices for online learning and apply learning to a course and receive peer feedback on the updates.	Paired classroom observations with another faculty member	Serving on more than three committees or workgroup (stipend committee work exempt)
Change delivery of course content or student services such as advising/counseling (Flipped, online, etc.)	CiHS Work (in lieu of payment)	Care team
New practices based on lessons learned (positive or negative) in the faculty workplace (beyond reported assessment activities)	New curriculum development (tied to need/pathway/completion)	Participate in institutional planning or facilities planning process
Equity work in the faculty workplace	Articulation alignment for High School or University	Engagement activities with student beyond classroom (such as clubs, communities)
Professional presentations/Publications	Counselor classroom visit and lesson	Campus-wide presentation and/or training
Professional membership related to job duties. This membership must be maintained with continuing education, work experience, and/or similar requirement.	Facilitate internal trainings targeted at faculty	Campus or system wide equity work
Observe an advising session of a counselor and debrief afterwards	Providing a training based on lessons learned from PDUs	Serve on state-wide committee

Individual Level	Cross-faculty Level	Campus Level
Maintain license status not required by job description.	Work with faculty or campus staff outside of the faculty member's position description outlined in Article IX that supports student success or achievement	Contribution of materials to serve the entire campus community (such as admissions, advising, outreach, recruitment, library services, website, or other related materials)
	Paired advising session observations with another faculty member	

#### D. Compensation for Additional Responsibilities (not subject to tenure)

Additional Responsibility	Compensation
Division Chair	\$5,876/year
Assistant Division Chair	\$1,722/year
Chief Pilot	\$5,876/year
Assessment Committee Chair	\$6,463/year

In lieu of a stipend, the division chair may elect to take one-third (1/3) release time per quarter for division chair duties. If the division chair elects to take release time, the division agrees to not appoint an assistant division chair.

#### E. Nursing

1. Summer Session salaries for full time practical nursing faculty shall be at the same daily rate as their regular contract that is defined as 173 days for purposes of salary proration. The daily rate is computed by dividing the employee's regular contract salary by 173 days. An employee can be paid in half day or full day increments.
2. During the academic year, full-time Nursing Academic Employees traveling offsite for clinical or preceptorships shall receive the following stipends in addition to standard Washington State OFM mileage rates. Distances are calculated from the BBCC main campus.

25-50 miles one way	\$25 per day
51+ miles one way	\$50 per day

- F. Salaries for full-time contract faculty will be paid in 24 equal payments starting on the October 10 pay date and concluding with a paycheck on June 25, equal to one regular paycheck plus a multiple payment equal to 6 paychecks.
- G. Leave replacement faculty filling in for full-time faculty on approved long-term leave (one-quarter or more) will be placed on the appropriate entry level of the Salary Index Matrix, but granted one experience step for each full-time academic year of experience at Big Bend Community College up to three years of experience. Accumulated part-time and/or full-time substitute faculty status does not apply toward meeting tenure.
- H. Employment in extended assignment (non-teaching) at the same level of responsibility beyond the contract year (except as specified in Section G above) shall be at the same daily rate as the regular contract that is defined as 173 days for purposes of salary proration. The daily rate is computed by dividing the individual's regular contract by 173 days. An employee can be paid in half-day or full-day increments.
- I. **Adjunct/ Part-time Academic Employees and Overload Assignments for Full-time Faculty**

Within this section, the terms Adjunct faculty and/or Part-Time Academic Employees refer to both Associate, Senior Associate, and Distinguished Associate faculty.

Adjunct/Part Time Salary Schedule: These assignments are not subject to tenure. Payment is for all duties of the assignment as outlined in the job description for part-time instructors in Article IX, D.

1. Adjunct faculty members, excluding those paid on an hourly basis, will be issued quarterly appointment notices that state the course(s) to be taught, gross salary, and the duration of the appointment prior to the first official student day of the class. In the event the adjunct faculty member is new to the college and has not completed new hire paperwork, the quarterly appointment notice will be issued within seven (7) days of the receipt of the new hire paperwork by the Human Resources Office.
2. An adjunct faculty member's appointment for a course assignment may be cancelled if their services are not needed, if there is insufficient enrollment in the course they are appointed to teach, or the course they are appointed to teach is needed to make a full-load for a tenured faculty member.
3. Part-time Academic Employees - payment for less than .76 FTEF (Full-Time Equivalent Faculty) is determined on a per class basis, according to the part-time salary schedule at the end of this section.

4. Part-time Academic Employees – payment for .76 FTEF or more (Full-Time Equivalent Faculty) is determined by the actual percentage of FTEF, based on index of 1.000 on the Salary Index Matrix, divided by three (3) to indicate a quarterly base. This rate is adjusted to 75% as part-time duties do not include non-instructional duties, e.g. academic planning, program development and review, academic advising, committee work, or participation in institutional governance.
5. The part-time salary rate will be used to compute adjunct salaries of lecture/lab courses when that amount is greater than that which would be received in the .76 FTEF percentage as described above.
6. Year-long (3 quarters – fall, winter, spring) full-time emergency hire replacement positions will be placed on the Salary Index Matrix appropriate to their relevant experience and appropriate academic credentials for the position. Year-long full-time emergency hires will carry out all the responsibilities of full-time academic employees. In the event the emergency hire continues into a probationary contract, the year spent as an emergency hire will not be counted towards tenure.
7. Associate Faculty compensation is outlined in Appendix G of this agreement.

**J. Full-time Faculty Overload and Moonlight Rates**

Full-time faculty will be compensated at the Step 2 Rates listed in Appendix G for all Overload/Moonlight contracts.

**K. Substitute Rates**

Substitute rates will be based on the part-time salary paid for that class and will be computed by using the number of instructional days that class meets, plus the pay for the final, pro-rated to 70%.

**L. Committee Work Performed Outside of Normal Contract Days**

Screening or Hearing committee work, required by the Negotiated Agreement or requested by the college outside the normal academic employee workload, specifically weekends, vacations (academic recess periods), and during the summer, shall be compensated at the greater of \$75/day or \$37.50/hour. It is understood that this is payment for any and all meetings, regardless of the number, and the final recommendation of the committee. Should the college president or a vice president desire faculty input on a particular issue during the summer, the Division Chair will be asked to attend those meetings. The Division Chair stipend includes up to ten (10) hours of summer meetings, including screening or hearing committee meetings as defined in Article II. If the Division Chair or the Assistant

Division Chair is not available a division representative shall attend in their place. A stipend of \$75 per meeting shall be paid to the division representative and this amount shall be deducted from the annual stipend of either the Division Chair or the Assistant Division Chair whichever is regularly assigned to attend the meeting. The Assessment Committee Chair stipend includes completing the annual report on assessment by August 30.

**M. Stipends for Special Non-Teaching Assignments**

Stipends may be offered to academic employees for special non-teaching assignments such as the following: placement testing; curriculum development; portfolio reading; lecture/film series; presentations at workshops, seminars, and in-services, etc. The pay for these assignments will be determined by the Vice President of Learning & Student Success after consultation with the supervising Dean/Director and the academic employee. Faculty may choose to have a representative from the Faculty Association present during any discussion of the pay for these assignments.

- N. All salary rates defined in this article do not apply to Special Assignments, Community Ed., Contract Services, Grants, and/or those academic employees paid from special funds where rates are established in the funding source.
- O. All credit-bearing courses taught for BBCC will be taught by an employee who has been issued a full-time faculty contract or a course-specific part-time faculty contract. All faculty contracts will be paid according to Article XIV, Compensation.

**Article XV: Professional Development Units (PDUs)**

The College and the Faculty Association agree that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the college. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings, contribute to the improvement of instruction and student success, and enhance the individual's contribution to the general welfare of the college.

Professional Development Units (PDUs) may be earned for activities that provide a faculty member with information, training, or experience that will either benefit them in the performance of their job as an instructor or benefit the college. Professional development units shall be granted subject to the provisions of the article.

**A. Competency Areas for PDUs**

Professional development units may be earned in one or more of the following ten competency areas:

1. **Communication:** increasing classroom/counseling/library presentation, writing, speaking, and/or listening skills, or learning a language that facilitates working with students from different cultures.
2. **Discipline/area knowledge:** learning new themes, concepts, applications, or enhancing expertise in professional assignment.
3. **Technology:** selecting and applying technology to enhance student learning or service or teaching effectiveness.
4. **Andragogy/Pedagogy (learning about teaching):** learning how students learn, acquiring and using critical thinking, assessment, and cross-curriculum and collaborative learning strategies.
5. **Cultural diversity:** activities that lead to improving knowledge and understanding of cultural diversity and including cultural diversity in the curriculum.
6. **Mentorship:** participation in the Big Bend Community College Faculty Mentoring Program and be an active mentor. (Eligible only for Full-Time and Senior Associate Faculty)
7. **Accredited College Courses:** courses that are part of an approved degree program.
8. **Safety and first aid courses:** safety and first-aid courses offered by recognized organizations, e.g., a state agency, fire or police department, etc.
9. **Certification/Recertification:** preparation for an approved certification, recertification process and/or the actual testing time during that certification/recertification process.
10. **Service to the college:** participation in activities such as division meetings, in-service, committee work, new student registration, and assessment activities (Eligible for Associate Faculty only).

## B. Granting of PDUs

1. Professional Development Units (PDUs) are granted for activities that fall into one or more competency areas as noted in section A. and that promote professional growth, maintain the quality of educational offerings, contribute to improvement of instruction and student success, and enhance the individual's contribution to the general welfare of the college according to the structure below:

- a. Pre-planned, pre-approved work experience outside of regular college teaching or counseling, not to exceed ten PDU's in any calendar year, will convert to PDUs as indicated below.
  1. 40 hours of work experience = 1 PDU
- b. Courses from an accredited university or college will convert to PDUs as indicated below. For undergraduate courses in the instructor's department or area of instructional practice see 1.h.
  1. PDUs for transcribed courses are calculated using Carnegie units of eleven (11) hours per quarter credit, sixteen (16) hours per semester credit. 4 hours for these credit bearing courses = 1 PDU.

PDUs for transcribed courses from a competency-based education program that are NOT the same as the Carnegie units above will be determined as follows: Number of semester credits X 4 = number of PDUs i.e. 3 credit units = 12 PDUs. It is the responsibility of the Faculty member to provide the necessary documentation to show Carnegie equivalency if the ratio does not match the one above.
- c. Reading relating to college initiatives, andragogy, pedagogy, cultural inclusion, content knowledge, and/or accessible technology will convert to PDUs as indicated below.
  1. Up to 50 pages = 1.0 hours; 51-100 pages = 2.0 hours; 101-150 pages = 3.0 hours, and so on. 8 hours of reading = 1 PDU
- d. Attending conferences, training programs, and non-credit institutes and workshops of significant educational value will convert to PDUs as indicated below. Also includes presentation of original material at said conferences, programs, or workshops. PDU calculations are based on the published course duration/completion hours.
  1. One full day (8 hours, normally 9:00am to 5:00pm) = 1 PDU
- e. Participating in training programs in the areas of teaching, learning, or assessment will convert to PDUs as indicated below. PDU calculations are based on the published course duration/completion hours.
  1. One full day (8 hours, normally 9:00am to 5:00pm) = 1 PDU



- f. Publication, professional exhibits, presentations, coordinator of community events, talks, or written speeches, not to exceed ten (10) PDUs in original work will convert to PDUs as indicated below. Also includes planning, preparation, coordinator, and presentation of original work. Faculty who receive payment for activities that fall under this category are not eligible to receive PDUs.

- 1. 4 hours = 1 PDU

- g. Mentorship activities as defined in Article XXI or service as an advisor to an ASB-recognized student club or community will convert to PDUs as indicated below. Service as a club or community advisor is determined by the ASB as referenced in the BBCC Student Organization Handbook.

- 1. 8 hours of activities = 1 PDU

- h. Non-credit courses, such as MOOCs, and undergraduate courses in the instructor's department or area of instructional practice will be treated as workshops and convert to PDUs as indicated below. If the faculty member requests the MOOCs to be calculated at the higher, credit-bearing PDU rate, then all completed assessments and the MOOC syllabus must be provided to the Dean at the time of the request.

- 1. 8 hours = 1 PDU unless approved at the higher, credit-bearing rate (see b.)

- i. Participation in activities such as division meetings, in-service, committee work, and assessment activities will convert to PDUs as indicated below. These activities are limited to Associate Faculty, only. Associate Faculty receiving payment for meeting or in-service attendance or contracted work assignments may not also claim PDUs.

- 1. 8 hours of service activities = 1 PDU

- j. An activity that promotes professional growth, maintains the quality of educational offerings, contributes to improvement of instruction and student success, and/or enhances the individual's contribution to the general welfare of the college but does not fall within an existing competency area or an activity category may be submitted to the HR office for approval as a PDU activity. The HR office will determine if a new category is needed and, if so, the correct calculation rate. Faculty who do not agree with the decision of the HR Office may submit an appeal as outlined in this article.

2. It is the responsibility of the faculty member to submit completed PDU forms with all required documentation to their supervising dean/director for approval. PDU completion forms and supporting documentation must be submitted to the dean/director for approval no later than six (6) months following the completion of the PDU activity. PDU forms signed by the supervising dean/director will be sent to the Human Resources Office for review and processing.
3. Professional development activities in the area of work experience or that require travel must be pre-approved by the appropriate Dean and Vice-President. Faculty may seek preapproval for PDU activities not directly related to their professional assignment. Forms for preapproval of professional development activity or to report completion of activity are available on the BBCC website.
4. College-assigned meetings and committee attendance are normal duties for Full-Time and Senior Associate Faculty and cannot be used under Article XV.
5. Associate Faculty shall receive either a stipend for attending each quarterly in-service or professional development units but may not receive both. The stipend amount will be the greater of \$75/day or \$37.50/hour. The intent to claim PDUs for in-service activity must be made at the time of attendance.
6. Those academic employees who are in pre-approved degree programs as outlined in Article XIV Section C.1 continue accruing degree credits with no payouts as they will move on the SIM upon completion of the degree. Professional development other than for the pre-approved degree programs for those employees will count towards accumulation of PDUs eligible for payouts. If completion of a degree is a condition of employment for a new academic employee, there will be no movement on the SIM or PDUs granted upon completion of the degree.

#### **C. PDU Stipend Payment**

1. Probationary academic employees, tenured academic employees with less than five (5) years of teaching experience at BBCC, Associate, and Senior Associate Faculty are eligible to receive a professional development stipend of \$1,722 upon completion of 15 PDUs. Stipends will be issued to those faculty members that accumulate a minimum of 15 PDUs prior to April 1. Faculty members with less than 15 PDUs by March 31 must communicate their intent to claim a stipend by April 15 with approved documentation on file in the HR office by August 31.

2. Probationary academic employees and tenured academic employees with less than five (5) years of teaching experience at BBCC may elect to defer payment of the PDU stipend in lieu of accumulating PDUs for the purpose of applying for promotion to Senior Associate Professor in accordance with Article XIV, Section C.
3. Faculty may communicate their intent to claim or defer a stipend via email or written note to the HR Office. Stipends will be paid to those eligible faculty members on the last payday in September.

#### **D. PDU Accrual for Senior Associate Professor Promotion**

1. Tenured academic employees with a minimum of five (5) years of teaching experience at BBCC may accrue PDUs for the purpose of applying for promotion to Senior Associate Professor. Tenured faculty promotion criteria and the approval process is defined in Article XIV, Section C.
2. Tenured academic employees who have been promoted to Senior Associate Professor may continue to accumulate PDUs. A \$1,722.00 professional development stipend will be issued to those faculty members that accumulate a minimum of 15 PDUs prior to April 1. Faculty members with less than 15 PDUs by March 31 must communicate their intent to claim a stipend by April 15 with approved documentation on file in the HR office by August 31. Faculty may communicate their intent to claim a stipend via email or written note to the HR Office. Stipends will be paid to those eligible faculty members on the last payday in September.

#### **E. Funding**

1. If a financial emergency has been declared by the State Board for Community and Technical Colleges and is in effect at the time the stipend is due, the total amount of stipends may be limited to \$15,000 that year. In such years, faculty members who have received stipends in the previous calendar year may not receive a stipend until all other eligible faculty members have received their stipend. In addition, during a financial emergency no faculty member may receive more than one stipend until all eligible faculty members have received one stipend. Priority for funding a stipend will be based upon the earliest date of completion of the 15 completed PDUs. Any remaining PDUs, including any unfunded blocks of 15 PDUs, carry over for future payments.
2. Stipend dollars will be made available from funds other than Legislative-approved increases, COLA, increments, and turnover savings.
3. Full-time and Associate Faculty are limited to no more than three (3) stipend payments in September of each year. Uncashed PDUs will be carried over to the next year.

- F. **Appeals for denial of PDUs** will be reviewed by the Professional Rights and Responsibilities Committee with a recommendation to the Vice President of Learning & Student Success. The final decision on PDUs will be made by the Vice President of Learning & Student Success.

#### **Article XVI: Exceptional Faculty Award Guidelines**

- A. A maximum of \$13,000 may be granted per academic year for Exceptional Faculty Awards. Each Exceptional Faculty Award may be granted up to a maximum of three thousand dollars (\$3000).
- B. Individual faculty members are limited to one (1) grant every two years.
- C. Award recipients must agree to continue employment at BBCC for the academic year following the awarding of the grant.
- D. Awards are available to academic employees, which means any employee serving as an instructor, counselor, or librarian, whether full or part-time. Awards are also available to faculty groups, or the faculty as a whole.
- E. The Professional Rights & Responsibilities Committee, up to one (1) Associate Faculty appointed by the President of the Faculty Association and one (1) administrator appointed by the college President will solicit, review and approve those applications to be recommended to the Board of Trustees, through the college President, concerning the recipient(s) and the amount(s) of individual awards. If a committee member submits an application they will be replaced with another member, appointed by the Faculty Association President, for the awarding process.
- F. Awards shall be limited in accordance with RCW 28B.50.844. Awards may be granted for activities to include faculty development activities, in-service training, temporary substitute or replacement costs directly associated with faculty development programs, conferences, travel, publication and dissemination of exemplary projects; to make a one (1) time supplement to the salary of the holder or holders of a faculty award, for the duration of the award; or to pay the expenses associated with the holder's program area. Funds from this program shall not be used to supplant existing faculty development funds.
- G. When the purpose of the award is to supplement the salary of the holder, the payment must be made through the payroll system. The payment will be subject to the withholding of all payroll taxes and retirement.
- H. Awards used to fund travel must be based on the applicant's application, which demonstrates that there is a direct and verifiable benefit to the college.

- I. Verification of expenditures, including receipts for airline tickets, lodging, meeting registration, etc., will be submitted to the President's Office and a one (1) page summary of activities will both be submitted and presented orally to the Board of Trustees upon completion of the project. This is the direct responsibility of the recipient. The reimbursement check will be presented at the Board meeting.
- J. The committee shall send application forms to the faculty by October 1, January 10, and March 15 of each academic year. Deadline for submission of application will be November 1, February 10, and April 15. The committee's decision will be forwarded to the Board of Trustees through the President, so that action will be taken at the following regularly scheduled Board meeting after submission to the President. This is to allow three distinct award cycles per year.
- K. Changes to these guidelines and the application process must be approved by the Faculty Association and the Board of Trustees.

#### **Article XVII: Insurance and Retirement Benefits**

- A. The College shall provide insurance, leave, and retirement benefits in accordance with the applicable statutes and regulations governing Washington State employee benefits, funded through the state and in accordance with the rules and regulations governing the College. The Human Resources Office shall communicate benefit eligibility to all full-time and part-time faculty. Eligible full-time and part-time faculty members have several options from which to select and include in a benefits package. Insurance plans are available for medical/dental, life, accidental death and dismemberment, and long-term disability. Retirement savings programs such as tax-sheltered annuities, deferred compensation, and other savings programs are available for eligible employees who apply.
- B. The College will provide the maximum employer contribution, per month, for eligible employees towards available insurance and retirement plans, in accordance with the laws and regulations of the State of Washington.
- C. Employees will be required to make a monthly contribution, according to their selected insurance and/or retirement plan. Such contributions shall be made through payroll deduction. Premiums and/or contribution rates are determined by the Washington State Health Care Authority, the State Board for Community and Technical Colleges, and applicable laws and regulations of the State of Washington.
- D. All insurance and retirement benefits shall remain in effect during periods when the employee is on paid leave. Employees have the opportunity to self-pay such premiums during approved leaves without pay in accordance with applicable laws and regulations.

- E. Full-time and part-time faculty who are eligible to accrue sick leave are eligible to participate in a Voluntary Employees' Beneficiary Association (VEBA) trust upon retirement. Participation in VEBA is dependent upon the outcome of an annual vote as outlined in college policy.

## **Article XVIII: Leaves**

### **A. Sabbatical/Professional Leave**

#### **1. Purpose**

- a. The purpose of sabbatical leave is to benefit the college and its students by providing academic employees with the opportunity to engage in activities leading to professional growth and revitalization. The college encourages eligible faculty to make use of sabbatical leave. Such leave would allow for an extended period of time free from normal contractual obligations in order to pursue legitimate professional goals.
- b. This purpose is consistent with the provisions of RCW 28B.10.650 as now exists or hereafter amended and with the college's commitment to faculty professional development. Appropriate uses of sabbatical leave would include formal study, travel relevant to work assignment, work experience in one's teaching field, or any other activity which would allow the faculty member to contribute substantially to the college. Financial gain should not be the primary goal of the sabbatical.
- c. First priority for sabbatical leaves shall be given to providing opportunity for professional growth and revitalization within the academic employee's discipline. Second priority shall be given to requests for academic training outside of their discipline.

#### **2. Eligibility**

- a. Faculty who have been through at least one Tenured Faculty Evaluation are eligible to apply for sabbatical leave for one, two, or three consecutive quarters. A maximum of three quarters of sabbatical leave can be taken in any seven-year period.

#### **3. Approval**

- a. All sabbatical leaves require the approval of the Board of Trustees. The number of sabbatical leaves approved by the Board shall not exceed five percent (5%) of the full-time contracted faculty. The

number of leaves granted shall be subject to the availability of state funds. In the event that the number of applicants exceeds the number of recipients, the Board shall name a first and second alternate to replace a leave recipient should an employee not accept a sabbatical leave.

- b. The most important obligation of a sabbatical leave recipient is to make every effort to accomplish the tasks set out in the application. If circumstances occur prior to the start date of the sabbatical that make it impossible to fulfill the approved sabbatical leave, the recipient will be expected to relinquish the awarded sabbatical and perform normal duties during that year.

#### **4. Sabbatical Committee**

- a. The Sabbatical Committee shall be comprised of two administrators appointed by the College President and three faculty members from the Professional Rights & Responsibilities Committee.
- b. The Sabbatical Committee shall receive and screen sabbatical requests, interview sabbatical leave applicants, and submit recommendations to the VP of Learning and Student Success and the President.

#### **5. Application Procedure**

- a. Applications for sabbatical leave must be submitted to the Human Resources Department by October 15. Once an application has been received, the Vice-President of Human Resources & Labor will notify the College President and the President of the Faculty Association and a committee shall be convened. Applications for sabbatical leave must include the following:
  - 1. Narrative description of the project
  - 2. Accounting of the use of budgeted travel funds, if any are requested during the proposed leave. Budgeted travel funds are subject to approval regular budget review process used by the supervising dean, the Department, and the Division.
  - 3. Specific, measurable outcomes of the project
  - 4. A detailed time schedule of activities
  - 5. A current resume, CV, or descriptive summary of professional development activities and service to the college and/or community

6. Two letters of support from colleagues and/or a supervisor
- b. The Sabbatical Committee shall use the following criteria in developing their recommendation regarding the sabbatical request.
    1. The proposal is understandable to the committee, including those outside the applicant's discipline.
    2. Proposed outcomes are well-defined and are proportionate to the length of the requested leave.
    3. The project is realistic and attainable.
    4. The proposal clearly states how the sabbatical will enhance and improve the applicant's professional competence or growth, including benefits to students, educational programs, and/or the community.
  - c. The Sabbatical Committee will provide a written recommendation to the Vice President of Learning & Student Success by December 1 with a copy of the recommendation provided to the applicant. In the event the Sabbatical Committee recommends modification or denial of the sabbatical request, the applicant may submit additional information to the VP of Learning & Student Success by December 15. The VP will add their recommendation and forward the application(s) and additional information to the President. The President may recommend candidates for sabbatical leave awards to the Board of Trustees after they have given reasonable consideration to the recommendations of the Sabbatical Committee and the VP of Learning & Student Success. The President will provide written notification to the applicant of the recommendation to the Board of Trustees.
  - d. In the event the President recommends modifications to the original sabbatical request, the applicant may choose to submit a letter and supporting documents to accompany the President's recommendation to the Board of Trustees. Applicants are encouraged to attend the board meeting to answer any questions from the Trustees.
  - e. The President will submit a recommendation to the Board of Trustees at the first regularly scheduled meeting of the calendar year, at which time the Board will take action on the recommendation. Approved requests for sabbatical leave shall commence at the start of the next academic year. The final decision to grant a sabbatical leave shall rest with the Board after it has given



reasonable consideration to the recommendation from the college President.

- f. Timelines may vary with the mutual consent of the Association and the District.

## **6. Compensation**

- a. Faculty are encouraged to seek outside funding support for their sabbaticals. Compensation from the college during sabbatical leave shall be computed on the basis of the recipient's 173-day contractual salary for the year in which the leave is taken.
- b. The following rates apply:
  - 1. 90% of salary for one-quarter leave.
  - 2. 85% of salary for two-quarter leave.
  - 3. 80% of salary for three-quarter leave.
- c. All recipients of sabbatical leave shall execute a contract with Big Bend Community College in which the recipient agrees to return to the college and serve in a position comparable to the position vacated during the leave.

## **7. Completion of Sabbatical Leave**

- a. Upon completion of the sabbatical leave, the recipient must return to college duties for a period of time at least equal to that of the approved sabbatical leave before they are eligible to apply for another sabbatical leave. Failure to return from leave as outlined in the signed contract will result in the recipient repaying all salary provided by the college during the approved leave. The recipient shall be placed in a position at a salary no less than the one received before the leave. It is the intention of the college to place the recipient in the same or similar position upon return.
- b. A written report of sabbatical leave activities shall be submitted to the President within three months of the return from leave. The report should address the proposal in the application for leave, describe what was accomplished, and explain the current status of the project. The report may also describe other professional accomplishments during the time of the leave. The recipient must also report the results of the sabbatical leave to the campus community. Options include, but are not limited to, a public lecture

or presentation, a website devoted to the project, or a written summation made available through the college library.

- c. The time spent on sabbatical leave will be recognized as equivalent to time spent as a full-time faculty member of the college and will constitute fulfillment of instructions, service, and professional development responsibilities for the time spent on sabbatical. While on sabbatical leave, faculty may use budgeted travel funds and may earn PDUs for professional development activities based on the language in Article XV of the current negotiated agreement.

## **B. Retraining Leave**

1. A faculty member who could become qualified for a projected position vacancy within the time provided by a "Professional Leave" may apply for a retraining leave. All conditions applicable to "Professional Leave" must be met except that the faculty member will be preparing for another position rather than improving in the one held. If, after the retraining leave, the College cannot provide for the projected position because of program, enrollment, and/or financial changes, the faculty member affected may remain in their originally tenured position subject to all leave requirements. In the event a retraining leave is prompted by a non-renewal of program and the projected position does not materialize, the faculty member will not be provided a contract and will not be required to repay the College.

All procedures pertaining to the following absences and leaves for faculty shall be made with due consideration being given to preserving the continuity of instruction and related activities to the fullest extent possible. Faculty shall meet with all scheduled classes except in cases of unavoidable absences due to illness, injury or similar uncontrollable factors. In case of any such absence from the College during normal working hours, a faculty member must notify the H.R. Office as soon as possible.

## **C. Sick Leave**

1. **Academic employees on an annual contract** shall earn ten days (80 hours) of sick leave per contract year accrued at one day (8 hours) per academic month of full-time employment, September through June. There is no limit to the number of days an annually contracted academic employee can accumulate from year to year. This paid sick leave is for personal and immediate family illness, injury, or additional bereavement leave (see definition of immediate family in Article II).
2. **Part-time/Adjunct academic employees** shall be entitled to earn sick leave in accordance with RCW28B.50.4893:

- a. Sick leave shall be earned on a pro-rata basis on in-class hours based upon their percent of full-time for all part-time faculty contracts within each academic quarter (fall through spring). Counselors and librarians will have their percent based on the assigned load identified in Article IX. This leave may be utilized when an academic employee is unable to meet assigned in-class teaching hours that quarter due to personal and/or immediate family illness, injury, or additional bereavement leave (see definition of immediate family in Article II).
  - b. Accruals for part-time academic employees will be rounded to two decimal places.
  - c. The employee's sick leave accrual for the quarter will be granted when the signed contract(s) are received in payroll.
  - d. Sick leave shall accrue each quarter of active employment and may accumulate without limitation.
  - e. The College will maintain a part-time academic employee's sick leave balance for up to 12 months following active employment. Active employment is defined as having been issued a part-time teaching/counseling/librarian contract in any 12-month period. Sick leave balances will revert to zero following 12 months of inactive status or separation from employment.
  - f. Part-time academic employees who return to employment following a 12-month period of inactivity or separation from employment will begin their sick leave accrual from zero. Previous accruals are not available for reinstatement.
  - g. Part-time academic employees shall have the same notice requirements as full-time academic employees as identified in C.3, below. As follow-up to the notification, the formal completed sick leave form must be submitted to the appropriate administrator within 24 hours of returning to work.
  - h. Part-time academic employees are entitled to use their accrued sick leave consistent with rules governing full-time academic employees. Sick leave may be used only for contracted days.
  - i. A part-time academic employee's compensation will be adjusted for class time missed beyond available accrued sick leave or for unmet class time not qualifying for paid sick leave.
3. **Procedure for reporting absences: see Appendix D.** Requests for sick leave must be submitted to the supervising dean/director using the online

employee self-service function in PeopleSoft. Requests must be submitted within twenty-four (24) hours of a return to campus.

4. After five (5) consecutive days of illness or injury, or in the case of a pattern of absences utilizing sick leave, a consultation with the employee may be requested by the Vice President of Human Resources. Following this consultation, or if the opportunity for the consultation is refused by the employee, medical certification may be required. The College may request a second opinion at the college's expense.
5. Sick leave absences are calculated at 8 hours for each contract day. If a single period of absence includes a professional day (e.g., a Thursday absence and an absence on the following Monday), the absence for the professional day will be deducted from the sick leave balance, unless the faculty member has worked the professional day and noted this on the sick leave request.
6. Shared leave allows sick leave to be donated to another BBCC employee according to board policy, if the employee maintains 22 days of sick leave. Only compensable sick leave can be used for donation. (RCW 41.04.650-655)
7. Full-time faculty may use their accumulated sick leave to cover sick leave related absences during overload assignments during the academic year. Full-time faculty working summer quarter may use their sick leave accumulated during the academic year for sick leave related absences. Sick leave can be used for a maximum of three calendar days during summer quarter. Use of accrued sick leave for overload or summer assignments will be at a rate of 0.5 hours of sick leave deduction from the faculty member's sick leave balance for each hour of contact time missed.

#### **D. Leave of Absence Without Pay**

1. An employee may be granted a leave of absence by the appointing authority because of that employee's extended illness or other extended personal or professional need.
  - a. An employee who has not requested a professional leave for salaried work experience may request a leave of absence without pay.
  - b. A leave of absence without pay may be granted when it has been determined that appropriate instructional coverage can be provided by either hiring a replacement instructor, or the current teaching staff can absorb the schedule of classes that would be taught by the instructor requesting leave of absence without pay.

- c. A leave of absence without pay, when granted, is at the professional convenience of the College. The faculty member granted a leave of absence without pay will be able to return to their faculty position at the expiration of said leave unless a change of program, or lack of students, or a financial emergency has caused a RIF of that position under Articles XXXIII and XXXIV of this agreement, in which case the layoff provisions of Article XXXIV will apply to the faculty member returning from leave.
2. No proportionate salary will be paid to the employee while on leave of absence without pay, nor will the college continue to provide the insurance plan, except for absences covered by approved FMLA leave. For other leaves of absence without pay, the employee can contact the Health Care Authority to seek options under the Consolidated Omnibus Budget Reconciliation Act (COBRA).
3. Credit toward tenure will not be granted to an employee who fills a position that has been granted a leave of absence.

**E. Other types of leave are available to faculty per state and federal law.**

Examples of this are the Paid Family Medical Leave Act (federal) and the Washington Family Medical Leave Program for such things as pregnancy, adoption, parental leave, care of self or family member for a long-term illness, etc. Other examples are leave for Disability, Domestic Violence, Military, etc. If a faculty member requires leave for a reason not identified in this Negotiated Agreement, they should contact the Human Resources Office as soon as reasonably possible so options can be identified to protect the employee's job while on such needed leave. Leave beyond what is guaranteed by these laws may be considered upon employee request. (RCWs 49.12.265, 49.76.020, 38.40.060, 49.77, 49.86, 50A.04)

**F. Bereavement Leave**

Bereavement leave may be taken as follows:

4. Employees shall be granted up to three (3) days with pay per occurrence because of a death in the immediate family, or other persons approved by the College President or their designee.
5. Additional days of bereavement leave shall be deducted from the employee's accumulated sick leave (up to 5 additional days).

**G. Civil/Jury Leave.** The academic employee shall be excused from their duties for jury service or to reply to a subpoena. Such academic employee shall be paid the regular pay upon submission of leave form accompanied by a copy of jury summons or subpoena outlining the dates the employee is requested to be in court. Such leave shall not be deducted from any other leave to which the

employee might be entitled. Employees will be allowed to retain any compensation paid to them for their civil/jury service.

- H. **Personal Leave.** Full-time academic employees under annual contract shall receive two (2) personal leave days per instructional year commencing the first effective day of their contract. Each employee may accumulate up to a total of six (6) unused personal leave days. This leave can be taken in no less than two (2) hour increments. Leave may be taken provided there is appropriate coverage of instruction and/or services to students. Prior approval (when possible) through the supervising dean/director is required. This leave may not be used in violation of any other provision of this contract. Personal leave will not be approved during commencement or in-service days except in extenuating circumstances, with prior approval by the President. Requests for accumulated personal leave days to be taken consecutively that are deemed disruptive to instruction or contracted responsibilities will be denied. No more than two (2) personal leave days may be used per quarter during the academic year.
- I. **Conditional Leave.** In the event an individual faculty member is unable to meet contractual responsibilities because of verifiable unsafe or inclement conditions within the BBCC service district affecting modes of transportation between their place of residence within the BBCC service district and assigned BBCC classroom/work location, he or she will be allowed to use a personal day. If a faculty member does not have a personal day available, leave is then subject to the approval of the college president. (See definition for Conditional Leave.)
- J. **Faculty Association Leave.** Leave with pay may be granted to 1-3 members of the Faculty Association to attend a state, regional, or national meeting, related to the business of the Association, at no additional travel or per diem expenses to the college. This leave is limited to 3 days total per academic year. It can be granted to one member for 3 days or distributed among 3 members for 1 day, or any combination thereof. This leave may be granted when it has been determined by the appropriate Vice President or Dean that coverage can be provided by current faculty absorbing the duties of those using this leave, or in the event that is not possible and a suitable substitute can be identified, by hiring a replacement.
- K. **Suspended Operations:** In the event of an emergency situation adversely affecting college operations, public health, or the well-being and safety of students, faculty or staff, the college president or designee may declare a temporary closure of any or all units of the college. Procedures for suspended operations are detailed in Appendix E.
- L. It is the responsibility of the College to ensure adequate coverage of an employee's contracted duties when the employee is on an approved leave. For absences less than five (5) days, the employee will make a reasonable attempt to ensure that appropriate coverage of instruction and/or services to students is arranged and communicate those arrangements to the supervising dean. In the

event the employee is unable to make arrangements for coverage of instruction and/or services to students due to the emergent nature of the absence, the employee or family member will follow the Procedure for Reporting Absences outlined in Appendix D of the agreement.

Remote work may be approved by the supervising dean/director based on the specific circumstances of the absence and the employee's instructional and work responsibilities. Such remote work may not exceed five (5) days without approval by the VP of Learning & Student Success.

### **Article XIX: Evaluation of Academic Employees**

- A. The purpose of Tenured Faculty Evaluation shall be to provide for continued development and growth of academic employees and the instructional programs available to students of Community College District No. 18. The results are intended to implement faculty development and recommendations for improvement, and not to be part of a punitive process. If the Vice President of Learning & Student Success and Dean agree that remedial action is necessary, they will develop and monitor a plan of improvement in which the faculty member will participate.
- B. The Vice President of Learning & Student Success shall have final responsibility for evaluation of professional staff assigned to their supervision in concert with the supervising Dean/Director.
- C. The Vice President of Learning & Student Success, in conjunction with the Dean of Student Services, will have final responsibility for evaluation of professional staff assigned to their supervision.
- D. In accordance with RCW 28B.50.872, tenured academic employees will be placed on a rotating schedule for Tenured Faculty Evaluation that provides for an evaluation every four (4) to six (6) years. Faculty who are due for evaluation will be notified by the Vice President of Learning & Student Success before the end of spring quarter the year before evaluation.
- E. Each year in September, a committee will be formed consisting of all tenured faculty members due for evaluation in that academic year. The committee shall also consist of the supervising Dean/Director who have faculty undergoing evaluation. The committee may decide to meet as two or more sub-committees if the number of faculty under evaluation is large. The purpose of the committee will be to provide a mutually supportive group for faculty involved in Tenured Faculty Evaluation. All members of the group agree that it is their professional responsibility to provide constructive feedback to the faculty members participating in Tenured Faculty Evaluation. The committee or designated sub-committees will meet a minimum of one (1) time per quarter during the evaluation year. The fall

meeting will involve discussion of the evaluation process, of accomplishments and challenges since the last evaluation period, and of possible plan details. The winter meeting will involve discussion of plans. The spring meeting will allow for progress reports, review of student evaluations, and additional supportive discussion before the official report is due.

- F. The principle evidence of performance shall be a plan that addresses at least one area that will be completed by the end of the current evaluation year (May 31) and two additional areas that will be undertaken before the next evaluation year:
  - 1. Improve or update content knowledge.
  - 2. Improve or update skills for teaching, learning, and assessment.
  - 3. Improve or update skills related to advising or other student services.
  - 4. Improve or update skills for multi-cultural competency.
  - 5. Improve or update skills for instructional technology.
  - 6. Expand professional responsibility by participating in new, on-campus activities or off-campus service or professional development.
- G. In addition to the Tenured Faculty Evaluation Progress Form, student evaluations will be completed in three (3) classes, chosen by the faculty, during fall or winter quarters of the evaluation year. The Tenured Faculty Evaluation Form must be submitted to the Tenured Faculty Evaluation Committee for approval no later than the second week of winter quarter of the evaluation year. The plan should indicate which of the six (6) areas listed above will be addressed, what activities will be undertaken related to each area, and how that activity is likely to benefit the faculty member, students, and the college. It is the responsibility of the Tenured Faculty Evaluation Committee to review each plan submitted to ensure that it meets the above requirements.
- H. During the Tenured Faculty Evaluation, it is the responsibility of each faculty member participating in evaluation to carry out his or her plan and to compile relevant documentation related to each area of the plan. A progress report should address each area of the plan, the activities tied to each area, and the results of those activities including any relevant documentation. The committee will meet before the end of spring quarter to discuss the progress of their plans.
- I. By May 31 of the evaluation year, each faculty member participating in Tenured Faculty Evaluation will submit the Tenured Faculty Evaluation Progress Form to the Vice President of Learning & Student Success. After the report is reviewed by the Vice President of Learning & Student Success, it will be forwarded to the Human Resources Office for inclusion in the personnel file. Any faculty member can request a review discussion with the Vice President of Learning & Student



Success. The Tenured Faculty Evaluation Progress Form and summary of student evaluations will be retained in the Human Resources Office. All other source documents will be destroyed after May 31 of the subsequent year. Modifications to this process must be agreed to by the Faculty Association and the college President.

## **Article XX: Probationary Evaluation Process for Tenure**

**(Probationary faculty hired after June 30, 1991 are affected under New Laws 1991, Chapter 294 amending the RCW and all pertinent laws dealing with tenure.) The language in this agreement will apply to new probationary faculty effective September 1, 2024.**

### **A. Purpose**

The tenure process at Big Bend Community College is governed by RCW 27B-50-850 et seq. The authority to grant or deny tenure is vested in the Board of Trustees of Community College District 18. The granting of tenure represents confidence by Big Bend's Board of Trustees that the individual concerned will continue to make substantial contributions to student success, the profession of teaching and learning, and to the Big Bend College District.

### **B. Tenure Considerations**

1. Administrative appointments shall not be eligible for tenure.
2. An individual serving in an administrative position and who shall additionally serve as an instructor, counselor, librarian, or other comparable position, shall not be eligible for an award of tenure or for consideration of such an award.
3. A tenured faculty member, upon appointment to an administrative position, shall be allowed to retain their tenure.

### **C. Probationary Review Committees**

1. Review committees shall be established for each of the instructional divisions, the library, and student services.
2. The probationary review committees required by RCW 28B.50.850 through 28B.50.869 shall be composed of members of the administrative staff, the student body representative, and the tenured faculty. Faculty appointments to the Probationary Review Committees must be made based on anticipated hiring for the next academic year. These appointments will be confirmed with the Vice President of Learning & Student Success no later than the end of spring quarter.

Quarter 1 of the probationary review process shall begin in fall quarter. The representatives of the tenured faculty shall represent a majority of the members on each probationary review committee. The members representing the tenured faculty on each probationary review committee shall be selected by the Faculty Association. The student representative shall be a full-time student in good standing, chosen by the student association in such manner as Associated Student Body (ASB) shall determine. The administrator shall be appointed by the President or their designee and will call the first meeting during the first week but not later than the end of the second week of the probationer's employment. Attendance by the student representative is not mandatory at this first meeting if they have not been appointed.

Each probationary review committee shall be comprised of at least five (5) persons, three of whom shall consist of tenured faculty representatives of the disciplines for whom review committees have been established; provided, however, that each faculty member so appointed shall have at least three (3) years community college experience at the time of their appointment. Each probationary review committee will choose its own Chair, subject to approval by the college president and faculty association president and meet at least once during each quarter.

3. At least four of the five committee members, including the administrator, must be present at all probationary review committee meetings. However, probationary review committee recommendations shall be the responsibility of all five committee members.
4. The duration of each appointment to the probationary review committee shall be for a minimum of one year. Committee members may be reappointed throughout the probationary period.
5. If a vacancy arises upon any probationary review committee prior to the expiration of the appointed term, the vacancy shall be filled pursuant to section "2" of this rule.
6. Either faculty member or administrative member of the probationary review committee can be replaced prior to the expiration of the term upon recommendation to the faculty or to the College President respectively by a majority of the committee. The procedure in item "2" above shall be followed in filling the vacant position. No change can be made during a hearing.
7. The Chair of the probationary committee is responsible for the following:
  - a. Perform all duties of a committee member.

- b. Arrange for all probationary committee meetings following the first meeting.
  - c. As part of the meeting agenda, work with committee members to develop a timeline for the probationary evaluation process as outlined in the Negotiated Agreement.
  - d. Conduct all probationary committee meetings and provide updates to committee members, as part of the meeting agenda, on the timeline and any outstanding items and upcoming deadlines.
  - e. Prepare quarterly reports, write annual probationary report including findings, commendations, and recommendations with assistance from committee members.
  - f. Forward documentation to the Administrator to upload into the online Probationary Evaluation Process files by the deadline.
  - g. In the event the Chair of a probationary committee fails to fulfill the duties and responsibilities of a committee chair as outlined in this article, the College President and faculty association president may require the faculty member to step down from the Chair position and for the committee to select a new Chair.
8. The Committee Secretary is responsible for the following:
- a. Take minutes for all probationary committee meetings.
  - b. Write up summary minutes, make needed edits upon review, and request approval of minutes at the following committee meeting. Note the date/time approved and any requested and approved edits to the minutes in the document.
9. The Administrator is responsible for the following:
- a. Perform all duties of a committee member.
  - b. Call first meeting for new probationary committee.
  - c. Arrange for Faculty/Admin Surveys and Student Evaluations.
  - d. Tabulate and distribute results of Faculty/Admin Surveys, Peer Observation Forms, and Student Evaluations to committee members for review.
  - e. Ensure committee members' complete observations of the probationer's teaching performance and submit required

documentation. Gather all documentation and maintain online Probationary Evaluation Process files.

- f. Work closely with the chair and the probationer to ensure the probationer's progress.
- g. Forward probationary committee reports to the VP of Learning & Student Success by the deadline.

10. Committee members are responsible for the following:

- a. Review probationary guidelines/process prior to the first meeting.
- b. Attend all probationary committee meetings. Maintain confidentiality of all probationary committee meetings.
- c. Schedule classroom visits (during classroom visitation window), complete visitation form, review visitation form with probationer providing quality feedback, return signed visitation forms to the administrator and the committee chair by the deadline.
- d. Review evaluation documents prior to committee meetings, if available.
- e. Provide quality feedback to probationer concerning evaluation documents during committee meetings.
- f. Participate in developing the annual probationary report including findings, commendations, and recommendations. Sign completed report by the deadline.
- g. Act as an informal mentor to the probationer and foster communication between the probationer, committee, and the administrator.

#### **D. Probationary Review Committee Evaluation**

- 1. Each probationary review committee shall be required to conduct an evaluation of each full-time probationary faculty appointee assigned to such review committee by the College President and render reports required by this rule to the President, the probationary faculty appointee and to the Board during the regular College year.
- 2. The probationary review committee and the probationer shall understand that the purpose of the evaluation is twofold; namely to guide the probationer so that their effectiveness in their faculty appointment shall be upgraded, and to provide a simple record of their annual performance of their probationary appointment.

3. The probationary period will usually not exceed nine (9) consecutive college quarters, excluding summer quarters. However, the 1991 Tenure Modification Act does allow, upon recommendation from the review committee and with written consent of the probationary faculty member, for the Board of Trustees to extend the faculty member's candidacy for one (1), two (2), or three (3) quarters beyond the maximum probationary period of nine (9) consecutive quarters, excluding summer quarters. No such extension shall be made, however, unless the probationary committee's recommendation is based on its belief that the probationary faculty member needs additional time to complete satisfactorily a Performance Improvement Plan (PIP) already in progress and in the committee's further belief that the probationary faculty member will complete the plan satisfactorily.
4. Three (3) written recommendation reports are due to the Board of Trustees; one during the 2nd, 5th, and 8th quarters of employment. The committee must evaluate the probationer during eight (8) quarters. If spring quarter evaluations raise concerns regarding the probationer's performance, the committee must meet with the probationer to review those evaluations prior to the last contract day of spring quarter after the probationer's grades have been turned in.
5. The probationary review committee will observe the probationer's classes between weeks four (4) and nine (9) of the quarter. Both the probationer and reviewer must agree on the date, time, and place of the observation at least 24 hours in advance of the observation. The probationer may request to be observed prior to week 4.
6. The probationer will complete a Professional Development Plan (PDP) which examines their teaching practice and participation in campus governance and other job duties. This PDP should also include a review of goals for the duration of the probationary process. It will be completed during Fall Quarter and submitted to the chair of the probationary review committee. The plan may be created in collaboration between the probationer and the probationary review committee. The probationer may submit an update to their PDP based on a review of Fall Quarter student evaluations. The update must be submitted to the chair of the probationary review committee by the end of week two (2) of the winter quarter. The PDP is considered a working document and may be adjusted by the probationer in consultation with the probationary review committee.
7. Every effort will be made to ensure online observations of probationary faculty are as equitable to a face-to-face evaluation as possible.

## **E. Probationary Review Committee Evaluation Standards**

Each probationary review committee shall consider the following standards in the course of evaluating each full-time probationer's effectiveness in their appointment:

### **1. Instruction and Mastery of Discipline**

- a. Includes analysis of student learning and alignment of instructional strategies and assessment to course outcomes, course design, availability and responsiveness to students, and other relevant factors, such as subject knowledge.
- b. Sources of assessment may include, but not limited to, quarterly student surveys, institutionally generated enrollment and student achievement (defined as a 1.0 or better) data, committee, subject matter expert (SME), and dean/director observations/evaluations, and Professional Development Plan, as well as other data sources relevant to Instruction and Mastery of Discipline identified by the probationer and/or the review committee.

### **2. Role in the College Community**

- a. Participation and collaboration as a member of the college community, including committee assignments, departmental tasks, and, where appropriate, engagement activities with the broader community (both inside and outside the college).
- b. Sources of assessment may include, but not limited to, committee, SME and dean/director evaluation, input from the department, division and/or relevant college structures (e.g. areas in which the faculty member is engaged, such as committees, workgroups, etc.), and/or community input when/where available as well as other data sources relevant to the Role in the College Community identified by the probationer and/or the review committee.

### **3. Responsiveness to Students**

- a. Includes a demonstrated contribution to student progress toward academic and professional goals through responsiveness with students both inside and outside the classroom or professional area of assignment for non-teaching faculty.
- b. Sources of assessment may include, but not limited to, dean/director evaluation, quarterly student feedback, peer observations and/or Professional Development Plan as well as other data sources relevant to Responsiveness to Students identified by the probationer and/or the review committee.

#### 4. Professional Development

- a. Includes establishing a Professional Development Plan (PDP) as well as identification of areas for future growth and development to inform the PDP as outlined in RCW 28B-50-850 et seq.
- b. Sources of assessment may include, but not limited to, the PDP plan and student feedback, committee observations and feedback as well as other data sources identified by the probationer and/or the review committee.

#### **F. Communication of Evaluation to Probationers**

1. During the course of each evaluation interview conducted by the appropriate probationary review committee, the probationary review committee shall, as a part of its duty, note by written summary the probationer's progress in regard to the evaluation standards.
2. Upon completion of said evaluation report, it shall be signed by the probationer and each probationary committee member and distributed by the Chair of the probationary review committee to the appropriate Vice President/Dean/Director, the Division Chair, and the probationer. If any probationary committee member has any disagreements with the report, they may so note their disagreement in writing to be included with the completed evaluation report.
3. If the probationer has any disagreements in regard to matters noted by the review committee in its evaluation report, they may so note their disagreement in writing to the Committee Chair and the appropriate Vice President within seven (7) calendar days after receipt of their copy. Said writing is to be attached to evaluation report copies by probationary review Committee Chair.
4. If, in the course of its evaluation, the probationary review committee determines that the probationer is performing unsatisfactorily in whole or in part, it shall develop a Performance Improvement Plan (PIP) with the probationer that will be devised to improve such deficiencies. The purpose of the PIP is to clearly communicate series areas of concern and/or gaps in the probationer's work performance and to allow the probationer an opportunity to demonstrate improvement. The PIP will clearly state the measurable criteria for improvement and action steps.
5. All files should be maintained in the college Human Resources Office.

#### **G. Tenure Recommendations/Contract Renewal/Non-Renewal of Probationary Faculty**

1. The probationary review committee's recommendation and all source documents shall be transmitted to the appropriate Vice President prior to the end of the 4th week of instruction of the probationer's 2nd, 5th and 8th quarters of employment accompanied by a comprehensive summary of the probationary committee's findings. Copies of the recommendations shall be sent to the probationer, their Division Chair, and the appropriate Vice President/Dean/Director and all source documents shall be sent to the Office of Human Resources. The appropriate Vice President shall add their recommendations to those received by the College President, and will provide copies to the probationer and all probationary committee members as well.
2. The probationary faculty appointment period shall be one of continuing evaluation of the probationer through fall, winter, and spring quarters of each negotiated calendar year by the probationary review committee. The evaluation process shall place primary importance upon the probationer's effectiveness in their appointment. The probationary review committee shall meet at least quarterly with each probationer, and provide, in writing a signed report, of their progress during the probationary period and receive the probationer's written acknowledgment thereof. All probationary committee reports will be signed by all faculty and administrators on the committee as well as the probationer. The probationary review committee shall, as per subsection (3) below, make appropriate recommendations to the Board through the President. The College President at this time may choose to add their recommendation or may respond to questions from the Board regarding their recommendation.
3. If at any time prior to the end of the 4th week of instruction for the 2nd and 5th quarters of the probationer's employment, the review committee recommends nonrenewal of the probationer's contract, or if before the end of the 4th week of instruction for the 8th quarter, during the probationer's third year of their appointment, the probationary review committee recommends that tenure not be awarded said probationer, written notice thereof shall be transmitted to the President of the College, who in turn shall forward the same to the Board and to the probationer.

#### **H. Board Decisions Regarding Tenure**

1. Upon receiving the various recommendations regarding the award or non-award of tenure or the nonrenewal of a contract of the evaluated probationers, the Board shall, before its final meeting of the 2nd, 5th and 8th quarters of a probationer's employment, examine the records of the probationer(s) so referred to them and give reasonable consideration to the



recommendation of the probationary review committee as to the award or non-award of tenure or the nonrenewal of a contract to said probationer or probationers.

2. All Board decisions regarding the award or non-award of tenure to probationers considered pursuant to this section shall be accomplished by no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment. Written notice of such award or non-award shall be transmitted by the Board to the probationer no later than the last day of the 2nd, 5th and 8th quarter of a probationer's employment.
3. The final decision to award or withhold tenure, or to continue probationary status for faculty, shall rest with the Board, after it has given reasonable consideration to the recommendation of the Probationary Review Committee and the College President. Any recommendations of the Probationary Review Committee and the President shall be advisory only and not binding upon the Board. The Faculty Association and the President agree that the ultimate authority to grant or deny tenure, or continuing probationary status, for faculty is vested with the Board.
4. In the case of the award of tenure, all probationary source documents, including all original evaluations, will be destroyed upon satisfactory completion by the newly tenured faculty member of the first tenured faculty evaluation cycle (Article XIX). Within thirty (30) calendar days the faculty member being evaluated may indicate in writing on the summary evaluation document that they choose to have the source documents retained in their personnel file.

#### I. Tenured Faculty Moving to a Different Tenure Faculty Position

In the event a tenured faculty member applies for and is selected to fill a different tenure-track appointment from their current appointment, the faculty member will participate in a period of evaluation and observation to assess their instruction, subject matter knowledge, and responsiveness to student needs. The period of evaluation and observation shall be three (3) quarters, not including summer quarter. The former position may be filled by a one-year temporary position or held open for a year to allow the tenured faculty member the option to return to their previous tenure appointment.

A committee shall be formed that includes at least five (5) persons to include the supervising Dean/Director, Division Chair, two (2) tenured faculty members and a subject-matter expert (SME) in the discipline. The SME role could be filled by a faculty member, staff, or an advisory committee member.

The evaluation/observation period may include an assessment of student surveys, institutionally generated enrollment and student success data, committee observations/evaluations, and a self-evaluation and any other documents relevant to

their instruction, subject matter knowledge, and responsiveness to student needs, the faculty member wishes to bring forward.

At the end of the evaluation/observation period, the committee will provide a recommendation to the Appointing Authority to either permanently appoint the faculty member to the new position or offer the tenured faculty member an opportunity to return to their previous tenure appointment, if available.

## **Article XXI: Mentor Program**

A. **Goals:** The goals of the faculty mentoring program are to:

1. Provide a confidential, supportive, and non-judgmental collegial relationship that will accelerate the new faculty member's understanding of the college and adaptation to a new position.
2. Promote diversity, equity, and inclusion.
3. Formal/informal professional and social networking.
4. Encourage commitment to the mission, vision, and values of the college.
5. Provide individual recognition and encouragement.
6. Provide guidance on responsibilities and professional priorities.
7. Provide knowledge of the college policies and procedures.
8. Enable employees to feel welcome and to understand career paths.

B. All new full-time BBCC faculty must be assigned a mentor during their first quarter at the college. Any other faculty member may be assigned a mentor at the discretion of the Dean or upon the request of the faculty member. Other mentorship relationships may be considered at the discretion of the Dean and in consultation with the Division Chair.

C. Mentors are selected on the basis of their ability to serve as a resource and positive role model for new faculty. Mentors acquaint new faculty with BBCC as an institution and with valuable information concerning teaching at BBCC. In addition, mentors pass on to new faculty the teaching wisdom they have acquired over the years. A mentor functions as an individual who does not judge, evaluate, or make employment decisions for or related to the new faculty member. Instead they offer an insider's guidance, insight, and support. The mentor is also expected to respect the new faculty member's right of academic freedom in their teaching.

#### **D. Mentor Eligibility**

1. To serve as a mentor, full-time faculty must meet the following criteria:
  - a. Serve on a college governance committee within the last three years.
  - b. Achieve the designation of Tenured Faculty.
2. All tenured faculty meeting eligibility requirements, as noted in section D.1 will be included in the active mentor pool. Tenured faculty that do not wish to serve as a mentor shall request removal of their name from the list of eligible mentors by submitting a written request to their supervising dean/director no later than May 1 of each year.

#### **E. Mentor Appointments**

1. At the August Division Chair meeting, the Deans/Directors and Division Chairs will identify new faculty and match them with mentors from the current Mentor List. A mentor will be assigned as soon as possible after employment is confirmed. The supervising dean/director of the mentee will inform both the mentor and the mentee of the appointment. The mentor is responsible to initiate contact with the mentee to plan mentoring activities for the upcoming academic year.
2. Mentor appointments continue for at least one (1) calendar year for probationary tenured faculty and at least one (1) quarter for associate faculty or other mentee relationships.
3. In the event either the mentor or the mentee wish to make a change to the relationship, either party may contact the appropriate dean to request a change. The supervising dean/director will work with the Division Chair to determine the best course of action.
4. At the end of the academic year, both the mentor and the mentee will complete an assessment of the program. Completed assessments will be provided to the Division Chair and the Dean/Director.
5. Faculty may not serve as mentor for family members.

#### **F. Responsibilities**

1. Both mentors and mentees are responsible for establishing a confidential relationship built on trust and honesty and interacting with each other in a collegial manner. Both are to remember the intent of the mentoring program is not to provide oversight to the mentee, but to provide

information and insight to the new faculty member that will enhance student learning and thus promote the mission of the college.

2. Mentors are responsible for the following:

- a. Make initial contact with the mentee prior to the start of the initial quarter to develop confidential, mutually agreed upon goals and will remain in touch with the mentee.
- b. Use a checklist of suggested topics relevant to the mentoring relationship to track mentoring hours. The topics listed will be general. Additional topics can be added as needed and the document will not include specific details that would betray the confidential nature of the mentoring relationship.
- c. Provide appropriate guidance to the mentee's questions, needs, or concerns, and develop measurable goals for the mentee.
- d. Engage the mentee in discussions of pedagogy, responsibilities, course management, advising, and the Negotiated Agreement.
- e. Assist probationary tenure mentees with the completion of a self-assessment form for the probationary tenure process, through reflective listening.
- f. Arrange for job shadow opportunities with multiple instructors, if appropriate.
- g. Maintain the confidentiality of all shared information.
- h. Commit the time necessary to ensure a successful relationship.
- i. Share knowledge and experience with the mentee in a way that benefits the mentee in their career at BBCC.
- j. Remain impartial about colleagues, programs, and services provided by the college.
- k. Successfully complete a Mentor training every three years.

3. Mentees are responsible for the following:

- a. Commit the time necessary to ensure a successful relationship.
- b. Exchange ideas and experiences with the mentor in a collegial manner and develop measurable goals for the academic year.

- c. Take advantage of the experiences and opportunities provided by the mentor.
- d. Maintain the confidentiality of all shared information.
- e. Keep the mentor informed of any problems, concerns, or progress made during the academic year.

## **Article XXII: Personnel Files**

- A. The College shall maintain one personnel file for each academic employee. This file shall be in the College Human Resources Office. No other personnel file shall be maintained by any other office or administrator of the district. This shall not preclude the maintenance of all lawful payroll records by the payroll office or maintenance of other essential records by appropriate personnel for the operation of the institution. Division Chairs and appropriate Vice President/Dean/Director may maintain working files in their individual offices. No documents or information from these working files that is more than one (1) year old may be used for corrective action and/or discipline or other adverse action against an academic employee.
- B. Right to Examine and Place Material in File: Each academic employee shall have the right to review the entire contents of the personnel file, with exception of confidential placement recommendations. Examinations of personnel file shall occur only following a previously arranged appointment or as duties permit.
- C. Material may be placed in an academic employee's personnel file by supervisors after the employee has been given the opportunity to read the material and to append answers to any charge, complaints, or statements involved. No evaluation, correspondence, or other material making derogatory or adverse reference to an academic employee's behavior or performance will be placed in an academic employee's personnel file without said employee's knowledge and signature.
- D. At the employee's request, adverse material not restricted by law will be removed from said employee's personnel file after three (3) calendar years.

## **Article XXIII: Personnel Policies**

- A. The Board hereby agrees that every academic employee shall have the right to freely support and join any legal organization for mutual aid and protection or the furthering of the district's educational program. No employee shall be discriminated against on the basis of race; color; creed; religion; national or ethnic origin; age; sex; sexual orientation, gender identity/expression, the presence of any physical, mental, or sensory disability; use of a trained guide dog or service animal; marital status; pregnancy status; AID/HIV or hepatitis C; genetic information; status as a

veteran; political affiliation, activity, or belief; membership and/or participation in, lack of membership and/or participation in any legally constituted organization.

- B. Faculty shall not be required to work under known unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being, or the health, safety or well-being of students as determined by existing regulations and codes as outlined in the Washington Industrial Safety and Health Act.
- C. Each full-time faculty member shall be paid semi-monthly for a nine-month period with a multiple payment at the end of the third quarter in accordance with state guidelines
- D. Errors in Salary/Benefits Computation: Errors in computation related to salary and/or benefits shall be brought to the attention of the employee as soon as discovered. In the event the College has made an overpayment, the College and the employee shall work out a mutually agreeable plan for payback. Any overpayment amount still outstanding at termination shall be deducted from the earnings of the final pay period. In the event the College has underpaid, the deficit shall be made up on the next possible pay period.

## **Article XXIV: Hiring Standards and Procedures for Faculty**

### **A. General Provisions**

- 1. **Statement of Intent:** The hiring procedures as outlined below are intended to ensure a consistent recruitment and selection process and that faculty have meaningful representation in that process. It is also the intent to bring for interview individuals who have the potential to embody the mission, vision, and values of the college.
- 2. **Equal Opportunity:** Big Bend Community College provides equal opportunity in education and employment and does not discriminate against anyone based on race, creed, color, religion, national origin, age, sex, marital status, pregnancy, pregnancy status or families with children, status as a mother breastfeeding her child, AIDS/HIV or hepatitis C, honorably discharged veteran status, sexual orientation, gender identity or expression, disability, use of trained guide dog or service animal by a person with a disability, genetic information, or any other legally protected classification.
- 3. **Board Responsibility:** The Board and President of Community College District No. 18 must assume full responsibility for proper staffing and operation of Big Bend Community College. It is imperative, therefore, that the hiring decisions for academic employees be the responsibility of the appointing authority. The following procedures will involve current academic

employees in the screening process for employment of new full-time academic employees.

4. **Type of Appointment:** All full-time academic employees shall be offered either a tenured or probationary appointment in accordance with the tenure provisions set forth in this contract, with the exception of those hired for specially funded programs or emergency hires.
5. **Documents:** Upon request, each faculty member shall be given a copy of any college document which affects their status of employment.

## **B. Standards**

1. **Academic Faculty /Counselor/Librarian:** The standards for hiring and maintaining employment for full-time academic faculty shall meet the standards outlined in WAC 131-16-070 through 091.
2. **Professional/Technical Faculty:** The standards for hiring and maintaining employment for Professional/Technical faculty shall meet the standards of WAC 131-16-080 through WAC 131-16-094. Professional/Technical faculty must have or be able to obtain a BBCC professional/technical certificate and any other recognized credential unique to a particular discipline. (Also refer to Article IX, Section C.3.d)

## **C. Hiring Procedures for Full-Time Faculty**

### **1. Position Announcement**

- a. When a vacancy is announced the position announcement will be prepared by the Division Chair, a member of the affected department, and the appropriate Vice President or their designee. The position announcement describes the full professional responsibility, as well as the minimum and desirable qualifications.
- b. Once posted, deviations from the published qualifications or the application process will not be considered by the screening committee unless the position announcement is re-published, noting the changes, and active candidates are informed of the changes and given opportunity to modify their applications as necessary.
- c. The Vice President of Human Resources & Labor will provide equal opportunity recruitment procedures for all professional positions being recruited.
- d. Each applicant must submit a complete application file by the announced first review date of the recruitment in order to be

properly evaluated. Incomplete application files from any candidate will not be provided to the screening committee.

## **2. The Screening Committee**

- a. The Screening Committee shall be composed of the appropriate Division Chair; one faculty member from the area within the division being recruited; one faculty member from the general faculty; the supervising dean/director and a representative from human Resources or a trained Search Advocate. The Division Chair shall act as the chair of the screening committee.
- b. The committee may decide whether any additional members may be needed, and what their roles might be.
- c. The responsibilities of the screening committee members include the following:
  - 1. Respect the confidentiality of the process before, during, and after the work of the committee.
  - 2. Immediately disclose any conflicts of interest to the Vice President of Human Resources and Labor.
  - 3. Report and refer any outside-the-committee contacts to the Vice President of Human Resources and Labor.
  - 4. Make themselves available to attend all committee meetings and interviews, and sign any final documentation, including the letter to the President.
  - 5. Provide timely feedback to all committee communications.
  - 6. Review, score applications, and complete other committee assignments or responsibilities within an agreed-upon time frame.
  - 7. Participate in training that may be required for the process.
- d. In the event that fewer than three (3) qualified applicants apply, the Vice- President of Human Resources & Labor and the Screening Committee will determine whether to reopen the search and/or invite the qualified applicants for interview.
- e. The screening committee shall submit to the College President all Screening Committee materials, and a letter listing the strengths and weaknesses as exhibited within the entire screening process of all applicants interviewed.



- f. The letter shall be submitted to the President within two (2) business days after completion of the interview procedure. This letter will be signed by each member of the screening committee prior to its submission to the President. If one or more applicants should prove, in the committee's evaluation, to have qualifications far exceeding the other applicants, as documented by the discussion of strengths and weaknesses, the screening committee has the right to include, within the letter, a recommendation for these applicants for serious consideration by the President.

### **3. The VP of Human Resources and Labor**

- a. Shall communicate on behalf of the committee with all applicants for the open position.
- b. Invite the selected applicants to the campus for interviews with the Screening Committee and the College President. All other applicants will be informed of the status of their application in a timely fashion.
- c. Shall prepare the interview procedure with the screening committee.

### **4. The College President**

- a. The College President reserves the right to select any of the finalists presented by the screening committee.
- b. In the event the President declines the recommendations of the screening committee, the President shall request that the screening committee provide additional applicants for consideration by reopening the position.

## **D. Part time Faculty**

1. Part time instructors are hired on a quarterly employment contract.
2. Quarterly employment contracts for part-time faculty will be issued prior to the first class session. If the class does not have sufficient numbers, the contract may be cancelled.
3. No more than two (2) courses may be offered by one instructor in any time block.
4. The credit rate for multiple courses will be paid only in situations where it can be clearly demonstrated that additional preparation is needed to conduct the additional course in the same time block.

5. Multiple courses offered during the same time block must be approved in advance by the appropriate Vice President or their designee.
- E. **Specially funded Programs:** Positions in specially funded programs of a contract nature are not covered by this contract.
- F. **Administrative Positions:** Administrative hiring procedures are set forth in Administrative Process and are not included in this contract. The Board agrees that at least two faculty members shall be appointed by the Faculty Association President to serve as members of any committee established to screen and recommend candidates for administrative positions. The Faculty Association President will be asked to provide representation for state funded administrative and classified management positions. The Association President may waive faculty participation in any of these searches.

### **Article XXV: Outside Employment**

- A. No full-time academic employee of the College shall engage in outside employment which interferes with their regular College duties within the College workweek as defined in Article IX, Section C.1, which includes Friday.
- B. Prior to acceptance of any employment involving substantial time or an honorarium, the employee shall obtain the written approval of the College President or their designee.
- C. See Appendix B concerning the development and/or marketing of research or institutional materials.

### **Article XXVI: Discipline/Dismissal for Cause**

- A. Tenured faculty members shall not be disciplined or dismissed except for sufficient cause.
- B. A probationer shall not be disciplined or dismissed prior to the written terms of their appointment except for sufficient cause.
- C. The academic employee shall have the right to representation in any disciplinary proceeding, including investigatory interviews with the employee.
- D. The supervising dean or the VP of Learning & Student Success may provide an academic employee with a letter of expectation/direction. Such letters are not considered a step in the progressive discipline process and will not be placed in the employee's personnel file. Letters of expectation/direction will be retained by the supervising dean or VP of Learning & Student Success until such time as the issue

has been corrected, not to exceed twenty-four (24) consecutive months from the date the letter was issued.

**E. Sufficient cause** shall include but not be limited to the following enumerated grounds:

1. Failure to maintain certificates and licenses required by the position may invalidate the employment contract. All certificates and licenses required of an academic employee for their position will be consistent with the job announcement at time of hiring.

Should an academic employee lose a required certification or license, the appointing authority or their designee will explore with the academic employee, their Division Chair, Dean, and Vice President the possibility of restoration of the license(s) or certificate(s). This restoration shall occur within a six-month period from the date of the loss of the license(s) or certificate(s), or within the time of allowable use of accumulated sick leave should loss be due to a health related issue (whichever is longer). Consideration will be given to temporary reassignment or any additional time needed to reacquire said credentials.

Requirements for all employees in a given area may change as professional certifications and requirements evolve in the industry. These changes will be recommended to the appointing authority for action after consultation between the appropriate administrator and the Division Chair. Affected faculty will have input in working out timeline and procedure for obtaining new licensing or certifications.

2. Aiding and abetting or participating in:
  - a. Any unlawful act of violence or incitement to violence.
  - b. Any unlawful act resulting in the destruction of community college property.
  - c. Any unlawful interference with the orderly conduct of the educational process.
3. Incompetence in professional assignment.
4. Insubordination: A defined act or series of acts directed at a supervisor which may be outside the recognized realm of professional conduct, such as:
  - a. Imports a willful disregard of expressed or implied directions of employer and refusal to obey reasonable orders.

- b. Disobedience to constituted authority.
- 5. Unprofessional conduct as defined: "That which violates the rules or ethical codes of a professional or such conduct unbecoming a member in good standing."
- 6. Violation of federal, state, or college rules or regulations.

**F. Procedure for Discipline/Dismissal for Sufficient Cause**

- 1. The supervising Dean or Vice President shall review all matters regarding discipline/dismissal for cause of a tenured faculty member or probationary faculty member prior to the expiration of such probationary faculty appointee's employment term.
- 2. If discipline is deemed appropriate by the supervising dean or the VP of Learning & Student Success, it shall only be for sufficient cause and shall be progressive as applied to the specific facts of the case involved unless the severity of the violation by the employee warrants omission of some steps or waiving the steps entirely. The academic employee shall be notified, in writing, of the disciplinary action being taken. Steps in the progressive discipline process include the following:
  - a. Verbal Warning with Written Confirmation of the warning to follow within five (5) work days of the issuance of the verbal warning.
  - b. Written Warning
  - c. Suspension with or without Pay
  - d. Dismissal
- 3. Disciplinary actions will be placed in the personnel file for up to three (3) years and removed thereafter at the written request of the employee. The employee has the right to file a rebuttal to be included in the personnel file along with the disciplinary action. Any such written rebuttal shall remain attached to the disciplinary action in the personnel file.
- 4. In the event the supervising dean and the VP of Learning and Student Success have cause to believe that suspension with or without pay or dismissal should be taken against an academic employee, they shall advise the President, and if the President deems a sufficient cause exists, shall discuss the matter with the individual faculty member involved within ten (10) working days. The President has ten (10) working days from having the meeting with the faculty member in which to initiate charges. If the President deems sufficient cause exists, a formal charge will be brought against the faculty member in the following manner:

- a. A letter over the signature of the President will be sent to the faculty member when a charge of discipline or dismissal for sufficient cause is made.
  - b. Copies of this letter will go to the appropriate Division Chair, the Chair of the Professional Rights and Responsibility Committee, and the President of the Faculty Association.
- 5. In the event of a dismissal or a contested disciplinary action, a hearing committee as defined in Article II, shall convene.
- 6. The hearing committee shall, after receiving the written charge from the President, establish a date for a hearing giving the faculty member so charged twenty (20) working days' notice of such hearing.
- 7. The hearing committee shall:
  - a. Hear testimony from all interested parties, including but not limited to, other faculty members and students and receive any evidence offered by same.
  - b. Afford the faculty member whose case is being heard the right of cross examination and the opportunity to defend him/herself and be accompanied by both a personal advisor and legal counsel, provided that if the faculty member is represented by legal counsel, the College may be represented by appropriate legal counsel.
  - c. Make a recommendation based exclusively on the evidence produced at the hearing to the President as to whether there is sufficient cause to believe that the faculty member did in fact perform the conduct which justifies discipline or dismissal.
  - d. Promptly and forthrightly prepare recommendations as to the appropriate action to be taken.
  - e. Prepare an informal record of the proceedings before the hearing committee and make the same available to the accused faculty member, and the President. For the purpose of making a record of formal proceedings of the hearing committee, an informal transcription of a tape recording of the hearing will be sufficient.
  - f. When a complaint falls within the scope of Title IX of the Education Amendments of 1972, where the Negotiated Agreement and BBCC Administrative Process (AP) 6113 Title IX Grievance Procedure and AP 4300 Supplemental Title IX Employee Hearing Procedure are in conflict as to process of investigations, discipline, and confidentiality, AP 6113 and AP 4300 shall be the controlling processes to ensure

the rights of the complainant and the respondent are protected as prescribed by federal law.

- G. **Summary Suspension:** The President, or in their absence any officer of the College designated by the President for this purpose, may impose upon any member of the faculty an interim suspension whenever there is reasonable cause to believe that such person has committed and may reasonably be expected thereafter to continue to commit violent or disruptive acts which disrupt the orderly process of the College.

The notice of such suspension shall be in writing and state the nature, terms, and conditions of such suspension, and shall include such restrictions on the use of campus facilities as the President or their designee deems in the best interest of the College.

Any person so placed on interim suspension shall be given prompt notice of charges and shall be given the opportunity to show cause at a preliminary hearing why such interim suspension should not continue until a formal hearing is held or for a period of not more than twenty (20) work days, whichever first occurs. To obtain such a preliminary hearing the person so charged shall submit a written request within four (4) work days from the date the interim suspension was imposed. Such written request shall state the address to which the notice of hearing is to be sent. Faculty members requesting a preliminary hearing shall appear before the review committee as defined in Article II.

1. The review committee shall convene a preliminary hearing not later than five (5) workdays from the date of receipt of such request and shall immediately mail a written notice of the time, place and date of such hearing to the person so charged. A preliminary hearing shall consider only whether there is reasonable cause to believe that such a person may reasonably be expected thereafter to commit violent or disruptive acts which disrupt the orderly process of the College.
2. In a case where the review committee finds that just cause has been demonstrated to initiate an interim suspension, the hearing committee shall schedule a formal hearing which must be held within twenty (20) calendar days from the date of receipt of the recommendation of the review committee which heard the preliminary hearing. Notice of the formal hearing shall immediately be mailed to the person so charged stating the time, place and date of such formal hearing.
3. Interim suspension may be removed by the President upon recommendation of the review committee or whenever the President has reason to believe that the reasons for imposition of the summary suspension no longer exist.

- H. The dismissal hearings provided above in Sections D and E shall be brief adjudicative proceedings conducted pursuant to Chapter 34.05 RCW, the Administrative Procedures Act.

### **Article XXVII: Faculty Enrollment in College Classes**

Faculty members may take courses during any quarter with prior approval of the appropriate Vice President or the supervising Dean. Application of such credit for Professional Development Units (PDUs) will be subject to the provisions of Article XV.B.1.h.

### **Article XXVIII: eLearning**

#### **A. Training and Support**

1. The College will provide adequate initial and ongoing training and support to Academic Employees to develop and successfully deliver eLearning courses, e.g. "Quality Matters."
2. Academic Employees teaching online or hybrid classes must successfully complete training in online course methodology and delivery prior to teaching an eLearning class. Exceptions may be granted by the supervising dean or the eLearning Coordinator.
3. The college will provide adequate initial and ongoing training and support for Academic Employees to develop and successfully deliver eLearning courses.
4. The college will provide the necessary equipment and infrastructure to successfully deliver eLearning courses from campus. Any infrastructure required to deliver eLearning courses from an Academic Employee's home or other remote location will not be provided or supported by the college.

#### **B. Academic Employee Responsibilities**

1. Full-time faculty teaching e-learning courses are expected to be professionally available and maintain a substantial level of contribution to the campus community (students, staff, and administrators) comparable to peers teaching face-to-face courses. They must continue to meet all college governance/service obligations and maintain face-to-face office hours on campus proportional to their face-to-face teaching load.
2. Workload expectations for part-time faculty teaching hybrid and online courses are the same as face-to-face courses unless otherwise noted in Section C.

### **C. Quality and Evaluation**

1. eLearning courses are governed by the same standards, policies, and procedures as face-to-face courses.
2. eLearning courses are expected to achieve the same learning outcomes as their face-to-face counterparts as stated in the Master Course Outline.
3. eLearning courses will be evaluated on the same criteria as face-to-face courses with regard to competence and effectiveness of instruction. Additional criteria may be added to evaluations to address the eLearning delivery mode.
4. Instructors teaching eLearning courses are not required to respond to student inquiries on weekends or at night, but are expected to respond promptly to all student communication and to make their communication policies clear to students via the course syllabi.
5. The College and the Faculty will mutually develop, establish, and maintain minimum standards and best practice guidelines for online instruction and regular and substantive interaction. Regular and substantive interaction is defined in Appendix F.

### **D. Course Development and Approval**

When a new or existing course is selected to be developed as an eLearning course, current BBCC Academic Employees in the program or area for which the course will be offered shall be granted the first opportunity to develop the course. Preference will be given to full-time Academic Employees who request to develop the course and have taught the face-to-face version in the last academic year. If no full-time Academic Employees wish to develop the course, the development opportunity may be offered to a part-time Academic Employee in consultation with the affected program or area. The developer of a course has the right of first refusal the first time the course is offered.

## **Article XXIX: Intellectual Property**

There are three categories of intellectual property that may be produced by an Academic Employee while employed by BBCC: sole ownership by the College, sole ownership by the employee, and joint-ownership by the College and the employee. Conditions or restrictions on intellectual property rights contained in sponsored grants, contracts, or other awards are binding on the College and faculty.



**A. Sole-ownership by the College**

1. Master Course Outlines, syllabi for individual classes, and grades are always the property of BBCC.
2. Written materials, creative works, multi-media materials, and products developed by an Academic Employee who is either employed under special contract with BBCC to produce the work, or who utilizes BBCC resources for the majority of the work and without which the project cannot be completed, become the sole property of BBCC. BBCC resources are state resources provided to conduct official duties, activities reasonably related to the conduct of official state duties, activities related to state employment, and activities otherwise allowed by statute.

**B. Sole-ownership by the employee**

Written materials, creative works, multi-media materials, and products developed by an Academic Employee without the use of BBCC resources, will be the property of the employee. Use of these materials in a BBCC class for instructional purposes or while working with students does not confer ownership to the College. Faculty may not receive royalties for books and/or products they have developed if the book and/or product is required to be used in a course they are teaching.

**C. Joint-ownership**

Written materials, creative works, multi-media materials, and products developed by an Academic Employee using some combination of BBCC resources and employee-owned resources may be considered jointly owned by the College and the employee. Neither can prohibit the other from using the materials. Joint-ownership shall be established under written agreement prior to the start of work. The agreement will outline the division of any monetary benefits for each party.

- D.** No course or elements of a course shall be intentionally recorded or copied without the knowledge and consent of the academic employee. The college will maintain courses and recordings for at least two (2) quarters beyond the quarter in which the course was taught. At that point faculty may request the course and/or recordings be deleted. The College will comply with such request, except in the case where the academic employee has been compensated by stipend to produce the course, elements of a course, or recordings, or by other explicit arrangement. Materials may be kept beyond two (2) quarters if those materials are needed for an active grievance or complaint, in which case they will be kept for a period of time as defined by state rules and regulations.

## **Article XXX: Curriculum Development**

- A. Every effort shall be made by the Instructional Council to ensure that the curriculum remains flexible enough to meet the needs of all students, current and prospective, including academic transfer, workforce education, adult education, and developmental education.
- B. Each instructional department bears primary responsibility for its curriculum and the continuous evaluation of that curriculum.
- C. Final approval of course offerings (curriculum) lies with the Vice President of Learning & Student Success, in conjunction with the Instructional Council (IC).
- D. The College will allocate a minimum of \$6,000 annually for curriculum stipends during the annual budgeting process. These funds are to be managed by Instructional Council (IC). Faculty who wish to apply for curriculum stipend funding to make substantive changes to their curricula will complete and submit an application to Instructional Council two months prior to beginning the changes. The application will include identified changes, justification for the changes, and anticipated time needed to make the changes.
  - 1. A substantive change may involve a change in course title, and/or number, and would normally involve the addition or revision of one-half (1/2) or more of the content, and/or the development and incorporation of new pedagogy involving one-half (1/2) or more of the course presentation.
- E. All curriculum development, new courses or substantive changes to existing courses, which involves a request for funds managed by IC must be approved in advance by IC. All materials will be reviewed by the Division Chair and the supervising dean before being submitted to IC. Funding allocated for curriculum development by the IC, will be payable upon completion and approval of the new curriculum by the IC.
  - 1. New courses will be paid a stipend of \$300/credit. For payment, new courses will require a MCO successfully passed through IC, a syllabus, an assessment plan, sample assessments, and a detailed outline of the course structure and content.
  - 2. Substantive changes will be paid a maximum stipend of \$150/credit. For payment, substantive changes require any changes to the MCO to successfully pass through IC, a revised syllabus, a revised assessment plan, and a detailed outline of changes to course structure and/or content.
  - 3. Intellectual property rights apply to this section.

## Article XXXI: Committees

- A. Active participation in committee work is an essential part of the governance responsibility of all academic employees. Committees, which require or invite academic employee participation, should be clearly identified as to their purpose, their composition, their duration if not continuing, and critical timelines to be met if the committee is to fulfill its responsibilities. To maintain a consistent distribution of responsibilities a process of committee formation is desirable. Consequently, the negotiated agreement recognizes three types of committees as defined below. The three types of committees that are recognized are temporary committees, standing committees, and negotiated committees.

Complete minutes of all committee meetings shall be maintained, including members in attendance, issues discussed, actions taken, and a copy of all materials presented for discussion.

1. **Temporary committees.** The College President forms temporary committees for a specific purpose and for a short period of time. These committees are formed for the purpose of completing a study or project necessary to achieve a clearly defined goal of the college. They may have faculty, staff and/or administrative representation. They are formed when the president needs faculty and staff input and/or advice on particular issues and will continue until the committee assignment is complete. Upon formation, expected timelines, purpose and outcomes will be identified and discussed with the President's Cabinet.
  - a. The president's cabinet will review the formation of all temporary committees.
  - b. When considering the formation of a temporary committee the president's cabinet should consider the following:
    1. The purpose of the committee should be clearly defined and the outcomes that are expected should be clearly outlined.
    2. The number of faculty members, staff, and administrators that will serve on the committee.
    3. A basic time frame for the committee to complete its work.
    4. Are there currently existing committees whose purpose already covers the stated purpose a temporary committee.
  - c. The Faculty Association President will assign the faculty members on temporary committees. The College President will appoint committee representatives other than faculty.

- d. The tenure of a temporary committee shall be determined by the College President for a specific period of time generally not to exceed two calendar years. After completing its charge, the temporary committee disbands. If it is deemed that the work of the temporary committee should be continued past its designated expiration date, it may be converted to a standing committee as noted in Item 5.
- 2. **Standing committees.** Standing committees include those identified in the WAC, Board Policy, and the Administrative Procedure. These committees have been formed to help provide governance of the institution.
  - a. All standing committees should be clearly defined in the AP manual. This definition should include a short description of the responsibilities of the committee and specify the number of faculty members included on the committee.
  - b. Faculty members will be assigned by the Faculty Association President to all current standing committees and approved by the faculty at the first Faculty Association meeting during the first week of the academic year.
- 3. **Negotiated committees.** Negotiated committees are those committees deemed necessary by the faculty and the administration for the proper functioning and governance of the institution. They are defined in the Negotiated Agreement.
  - a. All negotiated committees should be clearly defined in the negotiated agreement. This should include their purpose and composition.
  - b. It should be clearly stated how many faculty members serve on the negotiated committee.
  - c. The Faculty Association President has the authority to assign faculty members to negotiated committees when these committees are required.
- 4. An official list of all committees/workgroups/taskforces, their purpose and composition, will be kept in the president's office as part of the AP manual. Copies will be available in the instructional dean's office for easy reference. The Faculty Association President will keep a copy for reference when assigning faculty to committees.
- 5. Prior to the first Faculty Association meeting of the academic year, the Faculty Association President and Vice President will meet with members of the administration to review the purpose and the membership of the

Standing Committees. This group will identify those committees/workgroups/taskforces that are no longer required or functioning and recommend their disbandment to the president. If desirable, they may also recommend conversion of temporary committees/workgroups/taskforces to standing committee stature.

6. At any time, subcommittees can be formed consisting of members of any existing committees/workgroups/taskforces to study an issue regarding the work of the super-committee. This committee is not considered different from the super-committee and will report back to the super-committee.

### **Article XXXII: Assessment**

- A. The function of the College Assessment Committee is to work in conjunction with the Vice-President of Learning & Student Success, the Institutional Research Office, the Instructional Deans, and the Dean of Student Services in the on-going assessment program of Big Bend Community College. The purpose of assessment is to assess student learning and the achievement of outcomes, evaluate programs and the institution, to insure the programs are current in their content and offerings, are meeting student needs, and are consistent with the mission and goals of the college.
  1. The duties of the committee include:
    - a. to aid in the identification, implementation and evaluation of the instructional programs;
    - b. to assist divisions, departments, and instructors in their assessment efforts;
    - c. to help the institution, its programs, divisions, departments, and instructors maintain and implement an assessment plan.
  2. The duties of individual members of the Assessment Committee are:
    - a. to serve as the liaison between the committee and their respective divisions;
    - b. to serve as the leaders of their division's assessment efforts;
    - c. to provide input into assessment reports.
- B. Each department, division or area (counseling or library) has the responsibility of developing, implementing and evaluating an assessment plan pertinent to their area. These plans are created with the assistance of the Assessment Committee through the division representative.

An assessment plan focuses on the quality of a program or major component of a program. The plan states the primary program and/or institutional (e.g. general education) learning outcomes to be addressed; tools to measure the outcomes, and a schedule for the use of the assessment tools. Each department, division, or area is expected to develop and implement an assessment plan each year. The annual assessment plan for the coming year is due and must be posted to the designated location by the end of the first contract week of fall quarter.

Assessment report means a written report on assessment of student learning results and how those results were used for course or program improvement or modification. The report can also state how assessment results were used for course improvement or modification. The report can support future budget requests, resource allocation, and recommendations for institutional improvements. The report on assessment results from the current year is due and must be posted to the designated location by the last contract day of spring quarter. If there is a delay in completing the plan and/or report, the department responsible for completing the report will notify the appropriate Dean and the VP of Learning & Student Success, in writing, explaining the delay and establishing a new due date for completion of the plan and/or report.

- C. All instructional divisions of the college will be represented on the College Assessment Committee. The committee will include one faculty member from each division, including one member from the English and Math departments (who may also be the respective division representative), and one counselor. The Dean of Institutional Research and Planning will serve on the assessment committee.

The President of the college may appointment up to two (2) exempt staff to the committee to represent other college departments that assess student learning or staff from instructional departments that do not have a full-time faculty member.

The President of the college may appoint up to four (4) administrators to the committee in addition to the Dean of Institutional Research and Planning. At the end of the spring quarter of each academic year, each division will select one of its members to serve as their representative on the College Assessment Committee. The President of the College and the Faculty Association President will each be notified of next year's members by the end of the current academic year.

- D. The Chair of the College Assessment Committee is a faculty member and is recommended by the committee and is paid a stipend for this duty. (Refer to Article XIV D). The term of the Assessment Committee Chair shall be from September 1 through August 30. The work schedule for the summer will be established by the Assessment Chair for the purpose of completing the "annual summary report."
- E. In cooperation with the VP of Learning & Student Success, the duties of the Assessment Committee Chair are:

1. To assist divisions, departments, and instructors in their assessment plans and efforts.
2. To lead the formulation of the College Assessment committee work plan for the year.
3. To work closely with the Deans to ensure reports are completed in a timely manner.
4. To serve as liaison between faculty and administration on assessment issues.
5. To provide an annual summary report on assessment of student learning related to institutional (i.e. general education), program and degree, and course learning outcomes. This report is due by August 30 of each year.

### **Article XXXIII: Instructional Program/Department Review**

- A. The Board shall be deemed to have authority to continue, reduce, modify, or eliminate any instructional program and to layoff academic employees, because of budgetary reasons, change of instructional program, lack of students, or continued pattern of low enrollment.
  1. Evaluation of programs for change of instructional program may include but is not limited to:
    - a. enrollment, trends in enrollment, and the effect of enrollment on the department or program;
    - b. needs of current and prospective students and the ability of the program to meet those current educational needs;
    - c. current and anticipated service needs of the district including college staffing needs taking into consideration retirements, resignations, and professional and other leaves;
    - d. information concerning faculty vacancies occurring through retirement, resignation, and professional and other leave;
    - e. changes in education mission and goals as determined by the Board of Trustees;
    - f. training needs of local industry in the district.
  2. The review process in this Article does not apply to the reduction-in-force provision in Article XXXIV.

3. If the Vice President of Learning & Student Success has reason to believe that it may be necessary to significantly modify, reduce or eliminate an instructional program/department, they shall call together a program review committee. The committee consists of the Vice President of Learning & Student Success or their designee, an administrator, the Chair of the affected division, three tenured academic employees not from the affected program (appointed by the Faculty Association President). In the event the Division Chair is from the affected program, the division shall select an alternate tenured academic employee from the division but not from the affected program/department to represent them on the committee. If no other tenured academic employees are in the division, or it is a single program/department division, a tenured academic employee from outside the division will be selected by the members of the division. In order to provide student input to this process, the committee shall design a survey to be given to a representative sample of students.

The written notice of the review shall identify the program/department under review and the reason(s) for the review. The notice shall be hand-delivered to the President of the Faculty Association and each full-time academic employee of the affected program/department. Delivery of the written notice constitutes a formal request for the appointment of academic employees to the committee.

This committee shall be called to order within five (5) working days following the call for a program review by the Vice President of Learning & Student Success, provided that no meetings regarding program/department review of a specific program will be scheduled outside the academic year as defined in the negotiated calendar, unless specifically agreed to in writing by the Faculty Association President.

Committee appointments and committee meeting times must be accomplished according to schedules noted in this Article and/or agreed to in committee. All committee members have the obligation to attend every meeting in order to fully participate in the program review process. At least five of the six committee members (a quorum) must be present for all meetings. All committee recommendations shall be determined with a roll call vote recorded in the minutes.

- a. The program review committee, chaired by one of the administrators, shall hold meetings to determine whether the program/department in question should be continued, modified, reduced or eliminated. The affected faculty member(s) or their representative may present information relevant to the program review process either in writing, or in person at designated committee meetings. The committee shall submit its



recommendation to the President within 60 calendar days of the first meeting. Upon mutual agreement between the College President and the Faculty Association President the recommendation deadline can be extended.

- b. To assist in its determination, the committee may request a program audit by outside agencies.
  - c. The President shall submit their recommendation and the recommendation of the committee to the Board at the next regular or special Board meeting, excluding meetings that may be scheduled outside the academic year as defined in the Negotiated Calendar. Academic employees from the affected program/department shall have copies of both the committee's and the President's recommendations, and the right to present their testimony to the Board at this time.
  - d. The Board may take up to two consecutive meetings (regular meetings or special meetings or a combination thereof) to render its decision. If the decision is carried over to a second Board meeting, academic employees from the affected program/department have the right to testify at this meeting also. The Board may decide to continue the program/department by concluding the review with no changes. They may request additional information about the program/department whether or not they conclude the review process. They may modify, reduce, or eliminate the program/department. All affected parties, including program/department academic employees, committee members, division chair, dean, Vice President of Learning & Student Success and Faculty Association President, must be notified in writing of the Board's decision within three working days after the meeting at which it is made.
4. If the Board decides to reduce or eliminate the program/department, the review committee shall be reconvened by the third work day (including Friday) after the Board meeting at which the decision is made, to consider whether any tenured academic employee positions should be eliminated. Affected academic employees have the right to testify during these considerations.
- a. If the committee recommends that tenured academic employee positions should be eliminated, it shall first determine whether affected academic employees can be reassigned within the College, according to minimum standards for hiring set by Big Bend Community College policies and procedures, and then, if necessary, they shall recommend layoff of personnel in accordance with

seniority procedures in Article XXXIV, sections D and E. All committee recommendations shall be determined at a committee meeting with a quorum in attendance, with a roll call vote recorded in the committee minutes. The review committee shall make its recommendation to the President no later than ten working days after it has been reconvened. Failure of a quorum of the review committee to meet according to schedules noted in this Article and/or agreed to in committee shall not invalidate the program review process. Under this circumstance, at the discretion of the Vice President of Learning & Student Success, the review process can be extended for the equivalent amount of time lost in order to complete the committee's work.

- b. The President shall notify the affected academic employee(s) and the Faculty Association President of their decision within three (3) working days after receiving the committee's recommendation. The notice shall contain a statement as to whether the nonrenewal is required due to budget reasons, a change of instructional program, lack of students participating in a particular instructional program, or any combination thereof.
- c. The President shall submit a recommendation to the Board at the next (regular or special) Board meeting. Academic employees who have been notified of layoff have the right to present their testimony to the Board at this time.
- d. The Board may take up to two consecutive meetings (regular meetings or special meetings or a combination thereof) to render a decision. If the decision is carried over to a second board meeting, interested parties have the right to testify at this meeting also.
- e. Any tenured academic employee laid off under provisions of this Article shall have all rights enumerated in Article XXXIV, section F.
- f. Any layoff will be effective at the end of the current academic year providing the Board made its initial decision on layoff (as described in 2c above) by the last contract day of winter quarter as defined in the Negotiated Calendar.

#### **Article XXXIV: Declaration of Emergency/Reduction-In-Force for Full-Time Academic Employees**

- A. **Declaration of Financial Emergency.** The Washington State Board for Community and Technical Colleges (SBCTC) can declare a financial emergency pursuant to RCW 28B.50.873. In the event the SBCTC and the BBCC Board of

Trustees declare a financial emergency, the provisions of RCW 28B.50.873 govern a reduction-in-force.

1. **Budget Review Task Force.** For the purpose of providing a continuous flow of information concerning the budget to faculty, classified staff, students, and administration of the College, and for the purpose of monitoring the possibility of a financial crisis in the district, there shall be a budget review task force. The budget review task force shall consist at a minimum of the Vice President of Finance & Administration (Chair), Division Chairs, plus two members of the classified staff and one member of the exempt staff. The task force shall meet at the call of the Chair not less than once each quarter during the academic year. A plan to meet the emergency shall be provided to the President's Cabinet and the Faculty Association officers.
2. **Reduction in Force** deemed necessary under the procedures of this article is to be considered a temporary financial emergency due to any of the following reasons:
  - a. A significant inadequacy of operating funds to the district, or
  - b. A significant inadequacy of funds specified for a designated existing program or service.

#### **B. Determination of Need for Reduction-in-Force**

1. Identification of Financial Emergency:
  - a. When the President becomes aware of any situation which may constitute a financial emergency, the President shall notify the Faculty Association president. This notice shall be in writing and shall include a statement explaining the financial emergency which may necessitate a Reduction-In-Force.
  - b. The president, vice presidents, and appropriate deans shall meet with the Faculty Association officers regarding the financial situation. The meeting(s) shall include exchanges of information which will establish the need for such reductions in academic employees, together with any alternatives or options which either party feels are available.
2. The final determination for the need for a Reduction-In-Force of an academic employee shall be made by the President. At the time a decision is made for a Reduction-In-Force of academic employees, full consideration shall have been given to appropriate reductions of classified and administrative/exempt employees.

### **C. Determination of Comprehensive Educational Services**

1. If the number of academic employees is to be reduced, the Vice President of Learning & Student Success, Deans, and Division Chairs shall evaluate, in the case of each seniority unit, which programs, course offerings and/or other academic employee services are most necessary to maintain a comprehensive educational program at the District. Their recommendations will be made to the College President and the Faculty Association President. Consideration shall be given, but not limited to, the following factors:
  - a. State of Washington law, directives, and guidelines;
  - b. The enrollment and the trends in enrollment and their effect upon each seniority unit;
  - c. The stated goals and objectives of Big Bend Community College;
  - d. Total instructional program at Big Bend Community College;
  - e. Size of division/department in terms of number of instructors;
  - f. Number of academic employees teaching similar subjects;
  - g. Qualification of academic employees in terms of degrees, work experience, and other applicable parameters;
  - h. Service demand for counselors, librarians, and other non-teaching academic employees.
  - i. After considering the recommendations, the College President will make final determination of the most necessary programs, course offerings, and/or other academic employee services.

### **D. Determination of Number of Academic Employees to be Laid Off**

1. If the number of academic employees is to be reduced, the President will, in consultation with the Vice President of Learning & Student Success, Dean, and Faculty Association President, decide in which seniority units such reductions may occur. The President will utilize the appropriate unit seniority list to determine which academic employees may potentially be laid off.
2. The Vice President of Learning & Student Success, in consultation with the appropriate Dean, Division Chair, and Director (if applicable), will decide which duties can be eliminated and which must be reassigned. They will then decide which duties can be reassigned within the seniority unit. If

there are duties which cannot be reassigned within the seniority unite, this group will explore which of these may be reassigned to other qualified full-time academic employees of the institution. The final decision on duty reassignment will be made by the Vice President.

#### **E. Order of Layoff**

1. Prior to the layoff of any academic employee with Community College District No. 18 for the following teaching year, the following procedures will be in force:
  - a. Normal academic employee resignations will not be replaced, providing the academic employee(s) scheduled for layoff are qualified to professionally fill the positions being vacated by the resignation.
  - b. Retirements will not be replaced, providing the academic employee(s) scheduled for layoff are qualified to professionally fill the positions being vacated by the retiree.
  - c. Academic employees granted leaves will not be replaced for the period of the approved leave, providing the academic employee(s) scheduled for layoff are qualified to professionally fill the positions being vacated by the person scheduled for an approved leave.
  - d. Positions that may be vacant can be filled by the person(s) scheduled for layoff providing they are professionally qualified for the vacant position.
2. After taking the preceding actions, the Reduction-In-Force is to be implemented within a seniority unit. The following order of layoff for academic employees will be followed:
  - a. Academic employees holding temporary contracts. (Temporary contracted academic employees, i.e. replacements for tenured academic employees on approved leave.)
  - b. Probationary academic employees proceeding in order of the least amount of service and progressing toward the greater period of service. (Nothing herein shall be construed to affect the decision and right of the appointing authority not to renew a probationary faculty appointment without cause pursuant to RCW 28B.50.857.)
  - c. Tenured academic employees proceeding in order of the least amount of service and progressing toward the greater period of service, provided that all state mandated certification and/or

accrediting guidelines are met (see Appendix C for listing of accrediting agencies).

#### **F. Rights of Academic Employees on Layoff Status**

1. The laid off employee shall be granted an adjudicative proceeding (hearing) conducted pursuant to Chapter 34.05 RCW, the Administrative Procedure Act, if requested at time of notification of layoff in writing to the President.
2. Academic employees who have been laid-off as a result of this Article shall have the right to be recalled. If a full-time academic employee position becomes available, recall shall be in order of seniority for any academic employee who is qualified. The period of recall shall extend to September 1, three (3) years after the effective date of layoff. The President shall notify all appropriate academic employees who are on layoff status not less than twenty (20) calendar days before a decision is to be made to fill a position. Once a position is offered, the employee will notify the President within one calendar week if they intend to accept the position.
3. An academic employee's educational training, earned degrees, past positions, and related experience shall be the factors considered for determining qualifications in filling position openings. Employees on layoff shall have priority for part time assignments.
4. Recalled academic employees will have their previous sick leave balance and seniority restored. Salary placement upon recall shall be no lower than that at the time of the reduction-in-force.
5. Upon request by a laid-off academic employee, the College President will provide a letter stating the layoff was for financial reasons.
6. Academic employees on the layoff list will be notified of any potential academic openings. It is the responsibility of the employee to notify the college if they are qualified or can be qualified by retraining to meet the qualification of the position in a timely manner.
7. If an individual on layoff status declines an offer to return to their original position, they will be removed from the layoff list.

#### **Article XXXV: Grievance Procedure**

- A. **Purpose.** The purpose of this procedure is to provide a means for the orderly and expeditious adjustment of grievances of the Faculty Association and/or individual academic employee of Community College District No. 18.

- B. **Definition.** A grievance shall be defined as a written statement by the grievant that a dispute or disagreement exists involving interpretation, application or violation of specific term(s) of the Negotiated Agreement. The grievance complaint must describe the allegation, cite the specific article and/or section(s) of the Negotiated Agreement or Board policies claimed to have been violated, misinterpreted, or misapplied, and the remedy sought. Nothing contained herein shall be construed as limiting the right of any academic employee having a complaint to discuss the matter directly with any member of the administration and to have the problem adjusted without the intervention of the Faculty Association. A grievant may be represented at all stages of the grievance procedure by themselves or at their option by a representative of the Faculty Association. The Faculty Association has the right to have a representative at all grievance meetings.
- C. **Grievance Process.** Grievances shall be processed as rapidly as possible. The grievant shall make their grievance known within thirty (30) business days of the alleged incident, or when they should have been reasonably aware of the incident. Failure of the grievant to meet time limits constitutes a waiver of the grievance at any step in the process. Time limits imposed by procedures may only be extended by mutual agreement of the parties involved.

To the extent that time limits are expressed in days, the days shall consist of business days, unless otherwise specified.

- D. **Step 1:** An academic employee with a grievance shall discuss it first with the immediate supervisor, or the next level supervisor if this is not possible. The academic employee may be accompanied by a member of the professional organization. Every effort shall be made to resolve the grievance at this level in an informal manner. The supervisor will respond in writing to the academic employee and the Faculty Association within ten (10) business days of the meeting.
- E. **Step 2:** If no settlement is reached at Step 1, the written grievance may be submitted to the President or designee within ten (10) business days of the receipt of the Step 1 decision. The President or designee will meet with the grievant(s) within ten (10) business days following receipt of the grievance and will respond in writing to the grievant(s) and the Faculty Association within ten (10) business days of the Step 2 meeting.

Failure of the President or designee to respond within the time limit in Step 2 shall move the grievance automatically to Step 3.

- F. **Step 3:** If no settlement is reached in Step 2, the written grievance may be submitted within ten (10) business days to the Board. Upon receipt of the written grievance, the Board shall convene an executive session at the next regular or special Board meeting. At the executive session the grievant and the Board shall attempt to resolve the grievance. Representatives of the Faculty Association and

administration may be present at this meeting. The Board shall send its written determination to the grievant within ten (10) business days of the Step 3 meeting.

If the grievant and Association concurs with the Board's written determination, the recommendation of the Board shall be implemented as the remedy to the grievance.

- G. **Step 4:** If no settlement is reached in Step 3, the Faculty Association may, at their sole discretion, submit the grievance to final and binding arbitration as defined in Section H. The Association President, may by written notice to the President within twenty (20) business days of the receipt of the Step 3 decision, submit the grievance to such arbitration. The parties to the arbitration agree to accept the arbitrator's award as final and binding upon them. Upon rendering a decision, the arbitrator may retain jurisdiction until such time as the award is completed. The arbitrator shall not have any power to modify or disregard any of the terms and conditions of the Negotiated Agreement. See Article XX, Section H.3 regarding awarding of tenure, and continuation of probationary status.

- H. **Arbitration.** Matters subject to arbitration shall be referred to the American Arbitration Association through a joint request for a list from which an arbitrator will be selected using a striking process. Only grievances which involve an alleged violation by the employer of a specific section or provision of this agreement which are presented to the employer in writing during the term of this agreement and which are processed in the manner and within the time limits herein provided shall be subject to arbitration. Upon request of either party, the substantive and procedural arbitrability issues arising in connection with the grievance shall be ruled upon by the arbitrator prior to hearing the merits of the grievance. Hearings and other procedural matters shall be in accordance with voluntary rules of the American Arbitration Association.

The costs for the services of the arbitrator, including per diem expenses and their travel and subsistence expenses and the cost of any hearing-room, other than at the college, will be borne equally by the Board and the Faculty Association.

- I. **Confidentiality and Grievance Records.** All matters pertaining to specific grievances shall be confidential information and shall not be unnecessarily or indiscriminately related, disclosed, or divulged by any participant in the grievance process or by any employee or official of the College. All documents, communications and records dealing with grievances and their adjustment shall be filed separately from the grievant's personnel file, and upon expiration of the statute of limitations for the initiation of any further legal action, shall be destroyed, with the exception of a record of the grievance and final adjustment thereof.
- J. **Freedom from Reprisal within the Law.** Individuals involved in the grievance procedure, whether as a grievant, a witness, a representative of the Faculty Association, or otherwise, shall not suffer any restraint, interference, discrimination,



coercion, or reprisal as a result of any legal participation in the grievance procedure.

- K. **Assistance in Investigation.** During the course of any investigation of a properly filed grievance, the parties shall cooperate and furnish such information as requested in accordance with this procedure.
- L. Matters for which another method of review is required by law shall be excluded from this grievance procedure.
- M. A grievant may withdraw the grievance at any level. In any event, the withdrawal of a grievance shall not constitute a precedent which may affect any similar case(s) occurring thereafter.
- N. On matters pertaining to the interpretation of this agreement, the Faculty Association may begin this procedure at Step 2 of this agreement.
- O. All days in the grievance article are defined as business days that the college is open to the public, excluding Christmas and spring breaks unless mutually agreed to by the parties.

#### **Article XXXVI: Calendar**

- A. The academic calendar is a negotiable item. The calendars for the years 2024-25, 2025-26, and 2026-27 are printed in Appendix H.
- B. Representatives of the Faculty Association shall meet with the Dean of Student Services and representatives from ASB and the Classified Staff for the purposes of gathering input on future academic calendars. The meeting shall be called by the Faculty Association President and shall occur no later than February of each negotiating year.

#### **Article XXXVII: Labor Management Committee**

- A. **Purpose.** A Labor Management Committee (LMC) shall be formed for the purpose of maintaining communications in order to cooperatively discuss and resolve problems of mutual concern to the parties. Items to be included on the agenda for such meetings are to be submitted at least seven (7) calendar days in advance of the scheduled meeting dates. Appropriate subjects for the agenda are:
  - 1. Administration of the Agreement.
  - 2. General information of interest to the parties.

3. Expression of employee's views or suggestions on subjects of interest to faculty.
4. Recommendations on health and safety matters relating to faculty.
5. Items that are subject of an active grievance are not eligible for discussion by the Labor Management Committee.

The LMC will be used for discussions only and the Committee will have no authority to conduct any negotiations, bargain collectively, or modify any provision of the Agreement. Committee activities and discussions will not be subject to the grievance procedure.

Nothing in this section shall be construed to obligate either party to modify, limit, restrict, or reduce its rights or prerogatives as outlined elsewhere in the Agreement.

**B. Representation.** The LMC will consist of the following:

1. The Faculty Association President
2. A member of the Faculty Association negotiating team
3. One (1) faculty member selected by the Faculty Association President
4. The Vice-President of Human Resources & Labor
5. The Vice-President of Learning & Student Success
6. One (1) Dean to be selected by the college president
7. Additional representatives may participate, subject to mutual agreement.

**C. Scheduling.** Meetings shall be scheduled monthly unless mutually agreed otherwise. Where not items are placed on the agenda by either party in accordance with the timeline set forth in Section A, such meeting shall not be required.

### **Article XXXVIII: Conditions and Duration**

- A. This agreement shall become effective at the time it is acted upon by the Board in a regular or special meeting of the Board and shall become part of the official proceedings of said Board meeting. This agreement shall be in full force and effect July 1, 2024 following its approval unless otherwise provided and shall remain in effect through June 30, 2026.
- B. This agreement may be reopened for any of the following reasons:
  1. In accordance with the negotiations procedure, Article V.

2. Legislative changes in state or federal law that affects the content of the Negotiated Agreement.
  3. Legislative salary increases.
  4. By mutual agreement of the two negotiating parties.
- C. This agreement replaces all previously negotiated contracts, policies, and agreements between the Board and the Faculty Association.
- D. **Zipper Clause.** The College and the Faculty Association, for the duration of this agreement, each voluntarily and unqualifiedly agree to waive the obligation to negotiate with respect to any subject or matter covered in this Agreement and bargaining process, unless mutually agreed otherwise.

This Negotiated Agreement is full and complete and supersedes all previous agreements both written and oral. This Negotiated Agreement covers all permissible variations of each negotiated item and there are no other variations of negotiated items permissible which are not discussed in this agreement. On those items that are not part of the Negotiated Agreement the board, or the administration acting in their behalf, reserves the right to make those decisions necessary to carry out the functions of the institution. All matters not covered by the language of this agreement or restricted by applicable state or federal law shall be administered by the college in accordance with such policies and procedures as it shall from time to time determine and with faculty input when appropriate.

## **RATIFICATION**

A. This is to advise the BBCC Board of Trustees that in accordance with the Association by-laws, the Big Bend Community College Faculty Association has ratified the tentative agreement negotiated by representatives of the Faculty Association and the Board in accordance with the negotiations procedure. Accordingly, we herewith submit the 2024-2026 Negotiated Agreement herein for action by the Board.

### **BIG BEND COMMUNITY COLLEGE FACULTY ASSOCIATION**

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President of the BBCC Faculty Association

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Chief Negotiator of the BBCC Faculty Association

Officially adopted by Board action on this 29<sup>th</sup> day of August 2024.

### **BOARD OF TRUSTEES COMMUNITY COLLEGE DISTRICT NO. 18**

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Secretary to the Board

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Board Chair

## **APPENDIX A: Instructor Loads**

Article XIV, A.3 1998-99 Negotiated Agreement  
As identified in Article XII: Instructor Loads

A regular full-time teaching load is made up of day classes offered between 8:00 a.m. and 5:00 p.m. An evening class may be included within the full-time teaching load if the day teaching assignment is less than full-time. An evening class shall not be assigned to an instructor as part of a full-time teaching load without prior consultation and consent.

## **APPENDIX B: Development and/or Publication of Research Materials**

Although the community college is not normally recognized as a "Research Institution," faculty are encouraged to conduct research and/or develop professional materials, e.g. textbooks, tests, computer programs, that will enhance their position/role as instructors and/or provide for the development of commercially acceptable materials for distribution or marketing.

Recognizing that professional research, while serving as a full time faculty member, is a cooperative effort between the instructor and the Community College District No. 18, all finished products, i.e. ownership of said products, are subject to the procedures, policies, administrative code, or laws (RCW) of the State of Washington. Therefore, any faculty member undertaking research or the development of materials should proceed as follows:

- A. Present a written proposal to the appropriate administrative officer outlining the project (time, materials, cost, student participation, etc.).
- B. Determine if the project/material is for in house consumption and sale or for commercial marketing.
- C. Identify publishers for commercial sale.
- D. Negotiate, agreeable to all parties concerned, an appropriate division of cost and/or royalties.

Upon review and recommendation by the administrative officer (Vice President for Instruction/Student Services), the proposal and all available materials are to be submitted to the President. If, in the President's opinion, the project is within the parameters of institutional needs, a formal contract between all parties will be submitted to the Board for approval. If the project is approved by the Board, the faculty member may proceed.

Failure to achieve approval will eliminate the faculty member's opportunity to use District equipment, students in attendance, and/or contracted time normally reserved for teaching, office hours, etc. for developmental efforts.

Any violation of the aforementioned procedure may eliminate future developmental efforts and/or provide for disciplinary action being taken. Consult with the appropriate administrator for direction.

## **APPENDIX C: Certifying Agencies for Professional/Technical Instructors**

### **PRESENTLY HELD AND/OR MANDATORY**

Professional/Technical instructor certification as described by SBCTC and WAC 131-16-080-095

Nursing – Nursing Care Quality Assurance Commission (NCQAC), Washington State Department of Health (program and faculty certification)

Accreditation Commission for Education in Nursing (ACEN) (program and faculty certification)

Commercial Aviation – Appropriate certifications including Flight Instructor and Ground Instructor, Federal Aviation Administration (program and faculty certification)

AMT A & P Mechanic – Federal Aviation Administration (program and faculty certification)

Automotive – Automotive Service Excellence (faculty certification), NATEF (program certification)

CDL – Washington State Department of Licensing (faculty certification)

\*Dependent on programming needs, BBCC may seek or be required to meet accreditation requirements of other agencies. If, in fact, accreditation is sought by the college in any area not already held, the instructors involved will participate in the review and application process.

## **APPENDIX D: Procedure for Reporting Absences**

Faculty are required to notify the college when unable to meet classroom responsibilities **(see Article XVIII: Leaves, section C.)**.

Academic employees are responsible to notify their supervising dean and the Human Resources Office at 793-2008 before an absence from a scheduled class or shift of work, if possible.

Full-time faculty leaving the college mid-day due to illness or injury must notify their supervising dean and call the Human Resources Office at 793-2008.

Academic employees will pass on necessary information to the students via Canvas if possible and applicable.

The academic employee must notify the H.R. office each day of absence, unless there was a mutual agreement and pre-approval to do otherwise, such as a pre-arranged absence for surgery.

Any absence from work requires a completed leave request through the Employee Self-Service function in PeopleSoft. Leave requests must be completed within twenty-four (24) hours after a return to campus. Pre-planned absences will require a completed leave request and a Class Coverage form. Absences that exceed three (3) days of work or that are the result of hospitalization may require additional paperwork to be completed. Academic employees should contact the Human Resources Office for direction. Sick leave may be taken in less than full-day (8 hours) increments based upon the percentage of scheduled assignments missed. Personal leave may only be taken in two-hour increments.



## **APPENDIX E: Faculty Guidelines for Suspended Operations – February 19, 2019**

The purpose of these guidelines is to provide clarity between AP 4130 Suspended Operations and Article XVIII, Leaves of the Faculty Negotiated Agreement.

In the event of an emergency situation adversely affecting college operations, public health, or the well-being and safety of students, faculty, or staff, the college president or designee may declare a temporary closure of any or all units of the college.

### **Late Starts & Early Closures**

When a determination has been made that a late start or early closure of classes and/or college operations is necessary Faculty (Full-time, Part-time/Associate) scheduled but not required to work during a late start or an early closure will have no loss in pay for all late starts or early closures.

### **Suspended Operations**

When a determination has been made that all operations on campus must be suspended and the campus closed to students, visitors, co-located partners, and all faculty and staff, with the exception of those noted as “designated responders”, Faculty (Full-time, Part-Time/Associate) will have no loss of pay for the first full day of suspended operations.

#### **Full-time Faculty:**

In the event that suspended operations continue for a second, consecutive day, full-time Faculty shall choose one of the following options:

- Personal Leave (Article XVIII, Section H, Personal Leave)
- Conditional Leave (Article XVIII Section I, Conditional Leave and Article II Section K, Conditional Leave)
- Work completed at home upon approval of the VP of Learning & Student Success or designee
- Other work as agreed to between the dean and the faculty member

#### **Part-time/Associate Faculty:**

In the event that suspended operations continue for a second, consecutive day, Part-time/Associate Faculty teaching online courses will continue to teach regularly scheduled online courses during suspended operations.

Part-time/Associate Faculty teaching hybrid or face-to-face courses will need to make up lost instruction time or work with their dean to convert face-to-face instruction to an online format. Teaching contracts may be amended in the event the lost instruction time could not be converted or made up.

## **Loss of Instruction:**

Faculty members are encouraged to exercise flexibility with students when students face circumstances beyond their control such as a weather-related campus closure. Faculty may consider using technology, when appropriate, to help students benefit from alternate instructional activities.

Some courses may require the class time be made-up at another time. Faculty (Full-time, Part-time/Associate) are responsible to provide the time necessary to assist students in making-up missed class time and are expected to work with their dean to determine if the cancelled class/lab/clinical or other educational activity will need to be made up prior to the end of the quarter.

## **Questions, Answers, and Examples**

Q: Do I have to use Leave for Late Starts and Early Closures?

A: NO. Anytime the College has either a Late Start or Early Closure, the employee will receive no loss in pay.

Example: There is a 10am Late Start and the faculty member has a class scheduled from 8:30am - 10am and another class scheduled from 3pm - 4:30 pm. The faculty member's 8:30-10am class would be cancelled, the employee would receive no loss in pay for the cancelled class and they would be expected to teach the 3pm - 4:30pm class.

Q: What if I decide [NOT A DESIGNATED RESPONDER] to work during a Late Start or Early Closure?

A: You are not entitled to additional compensation if you decide [NOT A DESIGNATED RESPONDER] to work during a Late Start or Early Closure.

Example: There is a 12pm Early Closure. Between 2pm - 5pm, the faculty member decides to grade papers. The faculty member would not receive any additional compensation for working during the Early Closure.

Q: What if I didn't have classes on the 1st full day of Suspended Operations but I did have classes on the 2nd full day of Suspended Operations, does the College's 2nd day count as MY 1st day?

A: NO. The timeline for Suspended Operations starts for every employee based upon the 1st full day of Suspended Operations.

Example: During the 2nd full day of Suspended Operations, the faculty member would have to select which type of Leave to use for the day.

Q: Can I worked at home during Suspended Operations?

A: YES. If you worked from home during Suspended Operations, please notify your dean via email. No Leave will be deducted from your leave balance.

Q: Do I have to take leave for the 2<sup>nd</sup> full day of Suspended Operations if my program requires me to make up the lost instruction time?

A: NO. Work with your dean to determine when the instruction time will be made up.

Q: Do I have to work from home during Suspended Operations?

A: NO. If your program does not allow for conversion to an online format or you are not interested in working from home, you may take leave as allowed in the Negotiated Agreement.

Q: I am Part-time/Associate Faculty. Do I have to make up lost instruction time due to Suspended Operations?

A: YES. Instruction time lost after the first day of Suspended Operations must be made up. Work with your dean to determine when and how the instruction time will be made up. If, it is not possible up make up the lost instruction time or the faculty member is not interested in making up the lost instruction time, then the teaching contract may be amended.

## **APPENDIX F: Regular & Substantive Interaction**

Below is the definition/information developed by the Regular & Substantive Interaction (R&SI) committee last summer and is included in the R&SI training that online faculty are required to complete.

Members of the R&SI Committee were Steve Close, Dawnne Ernette, Ryan Duvall, Tyler Wallace, Jim Hamm, Zach Welhouse, Tim Fuhrman, Kathleen Duvall, and Daneen Berry-Guerin.

The Department of Education (ED) requires regular and substantive interaction in online courses to qualify for federal financial aid funds to be used to pay for the class.

In plain terms, regular and substantive interaction is a way of showing that you're communicating with your students. Regular, substantive interaction isn't a one-way communication like a broadcast tower to a TV or a lecturer to a passive receiver. Instead, it's a loop:

1. The student says or does something related to course material;
2. You respond, furthering the student's knowledge.
3. The cycle continues.

Let's break down the terms. The links provide further examples and clarification:

Interaction is personalized, individualized response to student input, either through unique, spontaneous messages, or pre-formed responses which anticipate possible student input.

Regular interaction is frequent and predictable in occurrence. It is built into the structure and design of the course.

Substantive interaction is interaction between the students and the instructor as it pertains to the academic subject matter of the course.

## APPENDIX G: Associate Faculty Compensation

Effective 7/1/2024, Associate Faculty rates will increase by 5.834% as provided by the Legislative General Wage Increase (GWI). Effective 9/1/24, Associate Faculty Rates will increase by 3% as outlined below. Effective 7/1/25, Associate Faculty Rates will increase by 2% beyond any Legislature provided general wage increase to I-732 employees.

<b>STEP 1 Associate Faculty Rate</b>	<b>STEP 1 Rate with 5.834% eff. 7/1/24</b>	<b>STEP 1 Rate with 3% eff. 9/1/24</b>
<b>Lecture Credit</b>	\$913.28	\$940.68
<b>Lab Cr./Nursing Clin.</b>	\$1,485.73	\$1,530.30
<b>NUR Campus/Addit. Flight</b>	\$1,144.79	\$1,179.14

<b>STEP 2 Associate Faculty/Moonlight Rate</b>	<b>STEP 2 Rate with 5.834% eff. 7/1/24</b>	<b>STEP 2 Rate with 3% eff. 9/1/24</b>
Lecture Credit	\$931.54	\$959.49
Lab Cr./Nursing Clin.	\$1,515.44	\$1,560.90
NUR Campus/Addit. Flight	\$1,167.69	\$1,202.72

<b>STEP 3 Senior Associate Faculty Rate</b>	<b>STEP 3 Rate = 5% above Step 2 Rate eff. 7/1/24</b>	<b>STEP 3 Rate = 5% above Step 2 Rate eff. 9/1/24</b>
Lecture Credit	\$978.12	\$1,007.46
Lab Cr./Nursing Clin.	\$1591.21	\$1,638.95
NUR Campus/Addit. Flight	\$1,226.07	\$1,262.85

**Step 1** – Associate Faculty newly employed by the college with less than two (2) years of teaching experience and less than 12 credits taught as the instructor of record will be paid at step 1 rates.

After teaching for a minimum of three (3) quarters and a minimum of 12 credits, Associate Faculty may submit a request to the supervising dean/director for promotion to Step 2. Upon receipt of the written request, the supervising dean/director will approve promotional requests for Associate Faculty that have demonstrated teaching effectiveness as documented in previously completed teaching observations and positive student evaluations with an average score of meets expectations or higher and not more than two average scores of “needs improvement” per course. The supervising dean/director will submit a Personnel Action Request (PAR) to Human Resources noting the promotion to Step 2 effective at the start of the employee’s next quarterly teaching contract.

**Step 2** – Experienced Associate Faculty will be paid in accordance with the rates below. Full-time Faculty will be compensated at the Step 2 rates for all Overload/Moonlight contracts. The college reserves the right to place new Associate Faculty at Step 2 in the case of experienced faculty or to address recruitment issues.

**Step 3** – Senior Associate Faculty promotions will be processed and paid in accordance with Article X.D.1.b.

**Step 4** – Distinguished Associate Faculty promotions will be processed and paid in accordance with Article X.D.4.b.

**TRAINING:**

The college will provide up to five (5) hours of compensation at \$37.50 per hour for newly hired Associate Faculty to complete required trainings including federally required Title IX and FERPA training as well as state required training in Mandatory Reporting of Child Abuse, and other trainings as determined by the HR Office. Newly hired Associate faculty will complete this training within the first quarter of employment.

The college will provide up to three (3) hours of compensation at \$37.50 per hour for existing Associate Faculty to complete annually required trainings as assigned by the HR Office.

Trainings provided at quarterly in-service meetings will be paid as outlined in Article XV.B.5 of this agreement.

Compensation for completing required trainings will be made when the HR Office confirms completion either through the receipt of a certificate or verification is obtained through the online training platform.

**COLLEGE IN THE HIGH SCHOOL (CiHS):**

Associate Faculty that agree to serve as a College in the High School (CiHS) Liaison will receive \$37.50 per hour for all hours spent in travel status to the assigned high school. This is in addition to the CiHS Liaison stipend as outlined in CiHS MOU included in this agreement. Associate Faculty serving as a CiHS Liaison are eligible for mileage reimbursement as outlined in AP 8058, BBCC Travel Procedures.

**ADVISING:**

Associate Faculty who wish to serve as faculty advisors shall complete required advising training for which they will be compensated at \$37.50 per hour for training occurring outside of quarterly in-service sessions. Compensation for completing advising training(s) will be made when the Director of Advising & Retention notifies the HR Office of completed training requirements.

Associate Faculty who advise students, as documented by the Director of Advising and Retention, will be compensated at the rate of \$37.50 per advisee per quarter. The stipend amount will be calculated on the last day of classes each quarter. Associate Faculty

Advisors will be compensated for participation at all New Student Registration sessions at the rate of \$37.50 per hour.

## APPENDIX H: Academic Calendars

### 2024-2025 Calendar

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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August 2025						
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31						

	Advising & Registration
	Teaching
	Finals Days
	Commencement
	Inservice
	Professional
	Recordkeeping
	Holiday
Quarterly Totals	

Fall	Winter	Spring
4		
40	40	40
4	4	4
1	1	1
10	10	9
1	1	3
60	56	57 = 173



2025-2026 Calendar						
September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2025						
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November 2025						
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February 2026						
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June 2026						
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August 2026						
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	Fall	Winter	Spring	
Advising & Registration	4			
Teaching	40	40	40	
Finals Days	4	4	4	
Commencement				
Inservice	1	1	1	
Professional	9	9	10	
Recordkeeping	2	1	3	
Holiday				
Quarterly Totals	60	55	58 = 173	

# 2026-2027 Calendar

September 2026						
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October 2026						
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November 2026						
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December 2026						
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February 2027						
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March 2027						
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April 2027						
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May 2027						
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June 2027						
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July 2027						
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August 2027						
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24	25	26	27	28	29	30
31						

	Advising & Registration
	Teaching
	Finals Days
	Commencement
	Inservice
	Professional
	Recordkeeping
	Holiday
	Quarterly Totals

Fall	Winter	Spring	
4			
40	40	40	
4	4	4	
1	1	1	
9	10	10	
2	1	2	
60	56	57	= 173

## **MEMORANDUM OF UNDERSTANDING ADVISING**

**July 1, 2024 through June 30, 2025**

Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association agree that the parties have a shared interest in the delivery of advising to students. The parties agree to implement the following steps to strengthen and support the advising model at BBCC.

The College intends to:

- Hire three full-time academic advisors by September 2025. The advisors will assume advising loads to lessen advising loads for faculty. Two (2) Advisors will be assigned to serve RS Students along with one or more counselors. The advising load for (1) advisor is to be determined.
- Establish a Transfer & Career Center during the 2024-25 academic year.
- Develop a support model for BEdA to College students during the 2024-25 academic year.
- Develop a support model for high school dual enrollment students to transition to college in the 2025-26 academic year.
- Maintain and expand the existing student success tech tool (Starfish) incorporating best practice feedback from faculty and staff.
- Identify pathway SMEs to provide training for new advisors and updates to existing advisors.
- Pair transfer faculty with select workforce faculty.
- Narrow transfer faculty advising loads to specific program(s) within a pathway.
- Phase in mandatory CSS 100 class for as many new students as possible (may not be an option for students in some workforce programs).
- The parties agree to convert the existing Advising Workgroup to a negotiated committee effective July 1, 2024.

Members of the Advising Committee will consist of

- Cabinet-Level Sponsor: Dean of Student Services
- Chair: Director of Advising & Retention
- Members:
  - 1 Counselor
  - 3 teaching faculty with 1 faculty from Workforce Education
  - 1 TRIO SSS Advisor
  - 1 WES Advisor
  - 1 Retention Coordinator
  - 1 Staff Academic Advisor
  - 1 BEdA Ed Planner

Responsibilities of the Advising Committee include but are not limited to:

- Define the Pathway Subject Matter Expert (SME) role

- Determine the professional development strategy and training schedule for new and continuing advisors
- Work collaboratively with the CSS Faculty Lead(s) to implement updates to CSS 100 courses
- Propose alternate time(s) for advising and group advising strategies.
- Assess the effectiveness of advising practices and professional development opportunities for advisors
- Determine the ongoing responsibilities of the Advising Committee
- Recommend appropriate advising loads
- Create an exploratory pathway for undecided students

This Memorandum of Understanding (MOU) will expire on June 30, 2025.

Big Bend Community College

BBCC Faculty Association

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Sara Thompson Tweedy  
President, BBCC

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Tyler Wallace  
President, Faculty Association

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## **MEMORANDUM OF UNDERSTANDING ASSOCIATE FACULTY MENTORING**

**July 1, 2024 through June 30, 2025**

Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association agree that the parties have a shared interest in providing Associate Faculty with the necessary tools and support to ensure their effectiveness in their instruction and student responsiveness.

The purpose of the Associate Faculty Mentoring program is to provide peer support and guidance from full-time faculty and experienced associate faculty to associate faculty, especially those who are new. The mentoring program aims to connect associate faculty with college resources and services designed to support student success and employee success.

### **Selection/Application:**

Full-time and experienced part-time faculty may apply to be an Associate Faculty Mentor for either one (1), two (2), or three (3) quarters.

Applications will be reviewed by the instructional deans with the goal of selecting up to eight (8) Mentors per quarter.

Division Chairs and Deans will work collaboratively to develop a schedule of observations that includes an observation during the first three (3) quarters of employment, new Associate Faculty will be evaluated in at least one (1) course each quarter and then at least once every academic year following the first three (3) quarters of employment.

### **Compensation:**

Full-time and Associate Faculty Mentors will receive a stipend equal to \$600/mentee per quarter. Full-time faculty that have been assigned six (6) mentees may elect to receive either the stipend or 1/3 release time.

### **Mentor Duties:**

- Mentor and observe up to six (6) associate faculty in their assigned quarter. Mentees may include high school teachers that are teaching CiHS or CTE Dual Credit courses.
- Review the following with the Mentee as appropriate:
  - Course syllabus and course content
  - College navigation – college services supporting faculty and students, including Starfish (not dual enrollment teachers)
  - Setting up a basic Canvas class and best practices of online instruction (not dual enrollment teachers)
  - Responsiveness to students

- Review a major assessment and provide common assessment instruments
  - Use of a gradebook
  - Practices with students such as make-up exams, test results, procedures for scoring finals
  - Proctoring software, if applicable
- Discuss effective teaching strategies and classroom management techniques (not dual enrollment teachers).
- Access to the New Faculty Academy
- Complete an observation during the middle of the quarter and provide the Mentee with feedback.
- Communicate with the Dean and Division Chair if a mentee should be observed by the Dean in the following quarter.
- Develop plans for the future and incorporate additional mentoring, as needed.
- Participate in end of quarter meeting with the Dean/Division Chair, as needed.

### **Mentor Training:**

Mentor training will be developed before the end of Winter Quarter 2025, with the intent to implement the training and the Associate Faculty Mentor program during Spring Quarter 2025. Individuals needed for the development of the training include instructional deans, a CiHS Liaison, an experienced Associate Faculty member and a Division Chair(s).

Training will be available each quarter for new mentors and will cover the duties of a mentor as well as how to complete an observation, giving and receiving feedback, college navigation and resources, and other topics that may be relevant to the mentors.

This Memorandum of Understanding (MOU) will expire on June 30, 2025.

Big Bend Community College

BBCC Faculty Association

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Sara Thompson Tweedy  
President, BBCC

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Tyler Wallace  
President, Faculty Association

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING**  
**College in the High School (CiHS)**  
**July 1, 2024 through June 30, 2025**

College in the High School (CiHS) is a dual credit program located on a high school campus or in a high school environment in which a high school student is able to earn both high school and postsecondary credit. This does not refer to Career Technical Education dual credit. Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association hereby agree to the following:

Faculty may, at the request of the supervising dean, choose to serve as a faculty liaison to the high school faculty within their discipline to provide mentorship to the high school instructor and to ensure compliance with NACEP accreditation. A stipend equal to \$600.00 per course-instructor combination will be provided to the faculty liaison to complete the following duties:

- 1) Conduct an orientation for high school faculty teaching a course for the first time.
- 2) Conduct a classroom observation of high school faculty members. Each faculty member will be observed a minimum of once per year. The first time a faculty member teaches a new course, they must be observed teaching the new course. If the faculty member is teaching multiple new courses in a given year, then all new courses must be observed that year.
- 3) Review syllabus for each course-instructor combination to ensure course equivalencies.
- 4) Review a major assessment to ensure course rigor and alignment equivalencies.
- 5) Facilitate or organize an annual discipline-specific professional development opportunity for the high school faculty to attend.
- 6) Complete a CiHS Statement of Equivalency.

CiHS courses are the equivalent to courses offered on-campus and students enrolled in CiHS courses will be held to the same standard of achievement, which include the same prerequisite requirements and grading standards as on-campus courses. Instructors teaching college courses through the CiHS program must meet the same requirements for associate faculty to teach the course on campus.

Big Bend Community College

BBCC Faculty Association

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Sara Thompson Tweedy  
President, BBCC

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Tyler Wallace  
President, Faculty Association

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING**  
**Distribution of HB2158 Funding for 2024-25 High Demand Faculty Salaries**  
**September 1, 2024**

Exclusively contingent upon State funding appropriated to Big Bend Community College under the Workforce Investment Act of 2019, part IV section 5(5), for the purpose of increasing salaries for faculty in disciplines determined to be high demand. The parties have a shared interest in developing an additional compensation rate that reflects the language of Section 5(5) of HB 2158. Faculty teaching within the eligible instructional programs listed below will receive additional compensation equal to the amounts described below via a separate stipend. The additional compensation for full-time faculty teaching in the eligible instructional programs will be divided and dispersed in equal payments beginning with the October 10, 2024, paycheck and ending on the June 25, 2025, paycheck. The payments for faculty that teach less than a full-time load in the qualifying programs below will receive a one-time payment on June 10, 2025, at the rate they qualify for below.

Eligible instructional programs for High Demand additional compensation for the 2024-2025 academic year include Accounting, Agriculture, Agriculture Mechanics, Automotive Technology, Aviation, Aviation Maintenance Technology, Business, Business Information Management (BIM), Commercial Driver's License, Computer Science, Early Childhood Education/Education, Economics, Health Education (HED), Industrial Systems Technology, Manufacturing, Mechatronics, Medical Assistant, Nursing Assistant Certified, Unmanned Aerial Systems (UAS), and Welding Technology.

Full-time and part-time faculty receiving additional salary funds or stipend payments under HB 2158 "solely to increase nurse educator salaries" are not eligible for stipend payments under this Memorandum of Understanding (MOU).

The parties agree to the following:

1. Current FT Faculty teaching in high demand instructional programs as defined in this MOU will receive an additional compensation amount of \$7,000.00. FT Faculty teaching classes in an eligible instructional program as defined in this MOU and another instructional program will receive an additional compensation amount proportional to their FTE teaching in the eligible instructional program.
2. Part-Time/Associate Faculty assigned and teaching classes in high demand instructional programs as defined in this MOU will receive a one-time payment based on the following levels of credits taught.
  - a. Teaching of more than 19.5 credits in the 2024-2025 academic year - \$1,625.00.
  - b. Teaching of more than 7.5 credits or more and no more than 19.5 credits in the 2024-2025 academic year - \$1,125.00.
  - c. Teaching of less than 7.5 credits in the 2024-2025 academic year - \$625.00.



3. Stipend payments are not eligible for General Wage Increases (GWI) or Cost of Living Increases (COLA).
4. Additional compensation amounts are dependent upon the continuation of HB 2158. If the Legislature reduces the funding, the compensation amounts will be reduced proportionately to the funding reduction.

On or before May 1, 2025, the College will provide the BBCC Faculty Association with a spreadsheet that shows the individual payments per faculty member along with corresponding benefit costs. The Association and College will meet to bargain the remaining compensation amounts if there are funds that have not been expended.

The amount of funds negotiated and paid for High Demand salary and benefits will fully utilize (provided the parties recognize de minimis residual balances may occur) but will not exceed the available High Demand funds of \$210,296.00 appropriated to the College annually.

Big Bend Community College

BBCC Faculty Association

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Sara Thompson Tweedy  
President, BBCC

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Tyler Wallace  
President, Faculty Association

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING**  
**Distribution of HB 2158 Funding for Nurse Educator Salaries**  
**September 1, 2024**

Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association hereby agree to the following distribution of funds received under HB 2158 for the 2024-25 academic year.

1. **Salary Increase** - Full-time Nursing Instructors that were awarded tenure by the BBCC Board of Trustees, will first be placed at their appropriate spot on the most current Salary Index Matrix (SIM). If the 2024-25 salary for the full-time Nursing Instructor is less than \$119,888, the Nursing Instructor's salary will be increased to \$119,888 via separate stipend contract. The stipend contract will be paid out in equal installments over the academic year.

Probationary Nursing Instructors will first be placed at their appropriate spot on the most current Salary Index Matrix (SIM). If the 2024-25 salary for the probationary Nursing Instructor is less than \$113,648, the Nursing Instructor's salary will be increased to \$113,648 via separate stipend contract. The stipend contract will be paid out in equal installments over the academic year.

2. **Retention Payment** - Full-time Nursing Instructors employed by the district as of September 16, 2024 will receive a payment of \$12,500 for retention purposes. Nursing Instructors that have achieved Senior Associate Professor status will receive an additional \$3,000 above the \$12,500 retention payment. This stipend will either be paid in equal installments over the academic year or a single lump sum payment on October 10, 2024 based solely on the choice of the employee. Employees will notify the Human Resources Office of their choice of payment no later than 5:00 p.m. on September 26, 2024.

3. Rates for Associate/Part-Time/Moonlight Nursing Instructors are as follows:

Lecture Credit	\$1064.40
Lab Credit/Nursing Clinical	\$1731.06
NUR Campus Lab/Additional Flight Hours	\$1334.23

4. Funds from HB 2158 will be used to support an increase in salary for the Director of Nursing Programs along with a \$12,500 recruitment/retention payment.
5. Should the Legislature eliminate the additional funding for Nursing Instructor salaries under HB 2158 prior to June 30, 2024, the parties agree that any outstanding payments and/or unused funds will be cancelled. In addition, the college will return to the SIM salary schedule for full-time Nursing Instructor salaries and return to the regular Associate Faculty rates as outlined in the current Negotiated Agreement.
6. The parties agree to review the distribution of funds from HB 2158 after the end of Winter Quarter 2025 and make any necessary adjustments to ensure the distribution of funds will not exceed the \$231,480 allotted to BBCC under HB 2158. The Association and the

College will meet to bargain the use of any funds used for any purpose other than for Nursing Instructor salaries. Any funds that have not been allocated as specified in this MOU and prior to June 30, 2025 will require negotiation with the BBCC Faculty Association regarding their allotment or will be returned to the State Board for Community & Technical Colleges (SBCTC), as may be required.

7. If the funding level for the additional Nurse Educator salaries/retention payments is adjusted, this MOU will be reopened for negotiations.

Big Bend Community College

BBCC Faculty Association

\_\_\_\_\_  
Sara Thompson Tweedy  
President, BBCC

\_\_\_\_\_  
Tyler Wallace  
President, Faculty Association

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**MEMORANDUM OF UNDERSTANDING**  
**ARTICLE XXI: MENTOR PROGRAM**  
**July 1, 2024 through June 30, 2025**

In accordance with Article V: Negotiations Procedures, Section L, Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association hereby agree to the following:

1. A study group shall be formed to review the current mentor program outlined in the Negotiated Agreement. The committee will address the following:
  - a. Goal of the mentor program;
  - b. Mentor training;
  - c. Mentor eligibility and training;
  - d. Mentor appointments;
  - e. Mentor responsibilities; and
  - f. Reach agreement on any necessary revisions to Article XXI: Mentor Program.
2. The study group shall be comprised of an equal number of faculty members appointed by the Faculty Association President and administrators appointed by the College President.
3. The group shall begin meeting following the adoption of this MOU and shall complete the items outlined in this agreement no later than June 30, 2025.
4. There shall be no changes to the remaining terms of the Negotiated Agreement, unless the parties specifically agree otherwise during the negotiations for a successor agreement.

Big Bend Community College

BBCC Faculty Association

\_\_\_\_\_  
Sara Thompson Tweedy  
President, BBCC

\_\_\_\_\_  
Tyler Wallace  
President, Faculty Association

Date:\_\_\_\_\_

Date:\_\_\_\_\_

## **2. Update on Tenure (Information)**

- Discussion Participants
  - Tyler Wallace, Math Instructor and Faculty Association President
  - Kim Garza, VP of Human Resources & Labor
  - Bryce Humpherys, VP for Student Success & Learning
  - Linda Schoonmaker, VP of Finance and Administration
  - Sara Thompson Tweedy, President
- Summary of updates to probationary tenure process



## Memorandum

To: Big Bend Community College Trustees

From: Bryce Humpherys, Vice President of Learning & Student Success

Date: August 22, 2024

Subject: Revisions to the Faculty Tenure Probationary Process

Over the past year, BBCC administration and faculty collaborated to make several changes to the faculty tenure probationary process. The intent of the changes was to provide both the probationers and committee members greater clarity around process and expectations for awarding tenure. Implementation of changes will start in the 2024-25 academic year with ongoing refinements planned. Following are summaries of the changes and an explanation of their importance.

### **Student Evaluations/Surveys**

In response to concerns raised by faculty around the Student Evaluations instrument that gives students an opportunity to provide feedback on their instructors and courses, the Vice President of Learning & Student Success convened a task force that worked over the summer of 2023 to create a framework of quality teaching which then guided the development of a student feedback survey tool. The task force was comprised of three instructional administrators and three faculty. Both the framework and survey were reviewed by college faculty and the task force made some edits based on the resultant feedback. The BBCC Instructional Council, which has oversight and leadership for college curriculum and matters of instruction, approved the Framework (below) in the February 2024 meeting. The framework has the potential to inform the update of additional data gathering tools such as the classroom observation form.

## FRAMEWORK OF QUALITY INSTRUCTION

Quality instruction exists as part of a larger ecosystem that influences student success. It is characterized by varied, authentic, relevant, continuously improved, and research-based learning opportunities that engage learners. Quality instruction pairs high expectations for student learning with strong support and aligns content with objectives and assessments. Quality instruction is supportive and affirming, fostering a positive relationship between teachers and learners and among learners. Furthermore, quality instruction respects the learner through clear and timely communication, transparent expectations, reasonable flexibility, and a commitment to practices grounded in diversity, equity, and inclusion.

Individual faculty volunteered to pilot the use of the Student Survey in their classes. Based on the success of the pilot, the college adopted the Student Survey instrument in the 2024-25 academic year for use in the classes of all tenure probationary faculty as well as any other full and part-time faculty who need the feedback for evaluation and improvement purposes.

### Negotiated Revisions to the Probationary Process

During the contract negotiations process that concluded in the summer of 2024, BBCC administration and faculty negotiated key changes to the probationary process. The new process will go into effect for new faculty probationers who are beginning the process in the 2024-25 academic year. Key changes are:

- Approval and Removal of Committee Chairs: Each probationary committee elects a one of the faculty who is on the committee to serve as the committee chair. There have been instances in the past where a chair did not fulfill their duties which had negative consequences for the probationer. Revised language stipulates that the chairs of individual tenure committees are subject to approval by the college president and faculty association president. If a chair is not fulfilling their duties, the college and faculty association presidents can require the chair to step down.
- Fourth Year of Tenure: According to state law, the Board of Trustees may grant a fourth year in the probationary process if certain conditions are met. There has not been sufficient understanding of these conditions among probationary committee members, which inhibited their ability to discuss and potentially prepare for a request to grant a fourth year. The added language copies wording from state law about the conditions and criteria for awarding a fourth year of tenure.
- Potential Performance Improvement Plan (PIP): Per state law, one of the conditions for awarding a fourth probationary year is the prior creation of a PIP that can be completed during the fourth year. The old process did not have any specific reference to creating a PIP. The new language states that a PIP must be developed for probationers whose performance is unsatisfactory.

- Development of a Professional Development Plan (PDP): In the old process, probationers completed a self-analysis on their own each year that was reviewed by the probationer's committee. In the revised process, the probationer and committee work together to develop a PDP, which is then updated throughout the probationary process. The intent of this change is to provide additional clarity to probationers about their strengths and areas of needed improvement as well as how to make needed improvements.
- Refining of Evaluation Standards and Alignment with Supporting Data: The old probationary process had seven (7) standards against which the probationary committee was to evaluate the probationer's performance. There was not a clear set of data identified for evaluating performance against each standard. As a result, there was sometimes disagreement about how some of the data was to be used. The new process establishes four (4) standards and specific data elements that can be used to evaluate performance relative to each standard. BBCC administration and faculty association leadership are jointly making plans for updating data collection tools during the current academic year.

### **Faculty Training and Professional Development**

During the Fall 2023 In-service, a faculty and dean jointly provided training to faculty on the probationary process. To support the training, they created and disseminated forms and process guides to support all involved in the process. Similar training related to the new process is planned for the Fall 2024 In-service. In response to faculty requests, there will also be a training session on conducting classroom observations. Faculty also requested professional development on how to engage in hard conversations. The college offered a Crucial Conversations training in August that was open to all staff and faculty and is making plans for future offerings.



### 3. Trustee Sub-Committee Reports (Information)

- Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends. (Led by **Anna Franz, Gary Chandler**)
  - BOT Ends Metrics Document
- Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs. (Led by **Amy Parris, Bethany Martinez**)
  - Ideas for DEI Implementation
  - List of Board Policies with revision dates
- Establish an annual calendar of board study session topics to ensure professional development of Board members. (Led by **Juanita Richards, Gary Chandler**)
  - Draft 2024-25 Calendar

## **BOT Evaluation of Ends - Insert Year here**

**The Board of Trustees of Big Bend Community College have identified the following metrics for consideration during the annual evaluation of the President. The Board recognizes that these metrics are not a complete evaluation tool by themselves and must be considered in context with local, state, and nation-wide trends and events. The review of the following metrics shall be considered as part of the overall annual evaluation of the President, End Statements, and Executive Limitations in accordance with BP 1000.**

BOT Evaluation of Ends - Insert Year here

E-1 Student Success

Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

Promotes student learning and student-centered operations as fundamental to the college mission.

Provides leadership in formally and informally assessing the community to determine educational needs.

Mission Fulfillment Scorecard (Most Current)

STUDENT SUCCESS	BBCC Baseline						Trend	BBCC Indicator Score	Target
Completion		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
3 year completion rate	45%								46%
Persistence		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Course Success Rate	80%								80%
15 college credits 1st year	76%								78%
45 college credit 1st year	25%								26%
Retention		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Fall to Winter Retention	84%								86%
Fall to Fall Retention	62%								64%
Post-Graduate Success		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Transfer rate in 4th year - Transfer Students only	42%								43%
Employment rate in 4th year - WF Students only	79%								81%
Meets or Exceeds Goal - Achieving desired improvements									
Meets historical performance - less than 2.5% below baseline									
Needs significant improvements below baseline									

Baseline is the 3-year average prior to the last full-scale accreditation evaluation and report in 2020.

Mission Fulfillment Report 2024

## E-2 Community Engagement

**Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.**

Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9].

Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.

Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.

Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.

Maintains an active advocacy role in promoting the needs of the college and its mission.

Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.

### BBCC Off Campus Classes and Enrollments

Basic Education for Adults	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Quincy				
Royal City				
Warden				
Total				

College Classes in the Community*	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Total				

\*may be hybrid

College in the High School	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Ephrata				
Moses Lake				
Mattawa				
Warden				
Total				

CBIS Enrollment	Prior Year		Current Year	
	Classes	Duplicated Enrollment	Classes	Duplicated Enrollment
Total				

# E-3 Stewardship

Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.

Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5].

Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6].

Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8].

Provides leadership for and support appropriate strategies for attracting funds to the college.

Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.

FORWARD LOOKING INFRASTRUCTURE									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Financial Status-Unqualified opinion - 0 Findings	100%								100%
Budget Status-Year End Remaining Budget	7.42%								3%-10%
Facilities-Capital Projects Completed on Time	100%								100%

ENROLLMENT GROWTH & DIVERSIFICATION									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Total FTE	1995								2045
State Funded FTE	1511								1549
Running Start Headcount	446								457

Meets or Exceeds Goal - Achieving desired improvements
Meets historical performance - less than 2.5% below baseline
Needs significant improvements below baseline
Mission Fulfillment Report 2024

# E-4 Diversity, Equity, Inclusion

Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4].

Provides leadership for developing and executing sound personnel procedures and practices [EL-4].

Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.

DEI Events on Campus - to be collected in 2024-25

Calendar Year							
Job Category	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Executive/Admin/Managerial							
Percent of Grand Total							
Faculty							
Percent of Grand Total							
All other categories							
Percent of Grand Total							
Totals							
Percent of Grand Total							
*From Affirmative Action Report							
BBCC New Employees**							
Faculty							
All other employees							
Totals							
Percent of Total							
**IPEDS Spring HR Report "Year"							

E-4 Diversity, Equity, Inclusion

Students by Race/Ethnicity							
Students in Academic/Transfer, BEEdA, or Workforce	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Totals							
Percent of Total							

## **IDEAS FOR DEI IMPLEMENTATION:**

Community colleges can implement DEI (diversity, equity, and inclusion) policies and practices to ensure that all members of the institution have equal opportunities for success and inclusion. Some ways community colleges can do this include:

- Developing a plan: Involving all stakeholders in a plan can help establish a clear vision and actionable steps.
- Diversifying faculty and leadership: This can help reflect the student body and improve decision-making.
- Creating support systems: Marginalized students need comprehensive support to thrive academically and socially.
- Enhancing accessibility: This includes disability support.
- Supporting communities: This can include supporting LGBTQIA+ communities.
- Implementing DEI into curriculum: This can include making diversity a priority in the curriculum.

[FORBES ARTICLE](#)



# How Community Colleges Leaders Can Succeed With DEI Initiatives



**Lester Sandres Rapalo** Forbes Councils Member

Forbes Business Council **COUNCIL POST** | Membership (Fee-Based)



May 22, 2024, 09:45am EDT

*Dr. Lester Rápalo, President of Rockland Community College.*



GETTY

Diversity, equity and inclusion (DEI) are not just ideals—they are essential for creating educational environments where every<sup>16</sup> student can thrive. Leaders in

higher education must prioritize DEI principles, integrating them into every aspect of campus life.

Community colleges play an important role in leading the charge. Over the last few years, Rockland Community College (RCC), where I serve as president, has implemented several DEI initiatives. In this article, I will look at some of the crucial steps community college leaders can take to achieve their DEI aspirations.

## Developing A Comprehensive DEI Plan

Developing a plan with all stakeholders can help establish a clear vision along with actionable steps. However, it can be challenging to bring together diverse voices and align them with the institution's goals.

In response to growing calls for equity and inclusion, RCC crafted the "Inclusive Excellence Plan," a comprehensive framework with goals ranging from diversifying faculty to creating robust support groups and creating a curriculum that celebrates diversity. For this type of plan, remember: It has to be more than aspirational—it needs to be actionable.

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By **Cassidy Horton** Contributor

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College leaders should start by evaluating existing DEI practices to identify areas for improvement. Once everyone has a clear understanding of the current landscape, set specific, measurable goals that align with the institution's vision. These goals might include diversifying faculty or enhancing support systems for marginalized students.

Collaboration is crucial. Any planning should involve faculty, staff, students and community partners in the process to foster a sense of ownership and inclusivity.

Collective input ensures that the plan reflects diverse perspectives and meets the needs of the entire campus community.

Finally, implement a framework for regular evaluation. Assess progress periodically and adjust strategies based on data. This continuous evaluation allows for refining the approach, ensuring that DEI efforts remain effective and aligned with the institution's goals.

## **Diversifying Faculty And Leadership**

Diversifying faculty and leadership is crucial for reflecting the student body and enhancing decision-making. However, overcoming biases in hiring practices can be challenging.

Leaders should start by evaluating their institution's recruitment and hiring processes for potential biases. This evaluation may include organizing diverse hiring committees and adopting blind review methods to ensure a fair assessment of all candidates.

In addition to reviewing current practices, building diverse talent pipelines is critical. Colleges should consider partnering with minority-focused organizations and other academic institutions to expand their candidate pool. These partnerships can provide access to a more diverse range of qualified applicants who might otherwise be overlooked.

Another key strategy involves the development of mentorship programs for underrepresented faculty and staff. By providing career growth opportunities through structured mentoring, institutions can foster a supportive environment that nurtures professional development and encourages retention.

Lastly, incentivizing inclusion is essential for sustained progress. Leaders should recognize and reward departments that make significant strides in diversifying their teams.

## **Creating Robust Support Systems For Marginalized Groups**

Marginalized students need comprehensive support to thrive academically and socially. Colleges should strive to offer counseling services that accommodate various student schedules and preferences, ensuring that all students have access to mental health resources.

In addition to expanding counseling options, establishing peer mentorship programs can significantly impact student success. By connecting underrepresented students with supportive mentors, institutions create a network of encouragement and guidance that helps students navigate their academic and personal journeys.

Leaders should encourage the growth of student organizations focused on diversity by providing funding, space and collaboration opportunities. This support enables student organizations to thrive and create inclusive environments where diverse voices are heard and respected.

## **Enhancing Accessibility And Disability Support**

Accessibility services play a crucial role in providing tailored accommodations and proactive support, ensuring equal opportunities for students and staff with disabilities. This involves ensuring that students and staff have access to assistive technology and flexible learning options that cater to their specific needs.

Disability awareness training is also essential. Institutions can conduct regular training sessions to increase understanding and improve support for individuals with disabilities.

In addition, leaders should create channels that enable students and staff with disabilities to provide input on existing services. This feedback ensures that accommodations remain relevant and responsive, continuously improving the institution's approach to accessibility.

Local agencies that provide services to those with disabilities can, likewise, be a valuable resource. Inviting them to the campus to do an evaluation and provide a report can foster inclusivity and lead to valuable, but often simple, accommodations that may have been overlooked.

## **Supporting LGBTQIA+ Communities**

Supporting the LGBTQIA+ community necessitates creating safe spaces and resource centers, inclusive policies and educational resources. Visible symbols of support also play an important role in signaling inclusivity. Displaying flags, posters and other symbols that represent the LGBTQIA+ community sends a clear message that the institution values and supports diversity.

Moreover, reviewing and revising institutional policies to include non-binary and gender-neutral language is essential. By implementing inclusive policies, institutions ensure that all members of the LGBTQIA+ community are recognized and respected.

## Implementing DEI Into Curriculum And Policies

Implementing DEI principles into the curriculum prepares students for a world that is increasingly interconnected and complex.

To achieve this, leaders should start by auditing their existing curriculum to identify gaps in representation and introduce or expand courses that explore race, class, gender and power structures to help fill these gaps. This approach ensures that students gain a comprehensive understanding of diversity and its implications in various fields.

Forming a curriculum committee composed of diverse members is essential for reviewing and implementing DEI policies effectively. This committee can provide varied perspectives and ensure that the institution's DEI efforts in the curriculum are comprehensive and inclusive.

Leaders of community colleges and higher education institutions have a unique opportunity to make tangible progress toward overarching DEI goals. From developing comprehensive plans to supporting marginalized communities to expanding course offerings, there are countless ways to create a more inclusive, empowering environment that benefits the institution in the long run and builds a future where every student is respected, valued and ultimately equipped to succeed after graduation.

Current Board Policies (BP) by Number

<b>BP</b>	<b>Revision Date</b>	<b>Title</b>
1000	12/7/2023	Policy Governance By Laws
1003	1/1/2018	CC Act of 1967
1004	3/8/2018	Delegation of Appointing Authority
1005	4/7/2016	Employee Recognition
1010	4/12/2018	BOT Goals & Outcomes
1015	9/20/2012	EE Political Activities
1025	5/7/2020	Statement on Equity, Inclusion & Diversity (EID)
1030	3/6/2014	EE Compensation Plan
1040	12/9/2014	Personnel Administration
1050	2/14/2020	Collective Bargaining
2050	6/6/2016	EE Misconduct (Whistleblower)
2070	3/14/2019	EE Reasonable Accommodations
2080	3/23/1992	EE Return to Work
2320	6/7/2018	Voc Tech Advisory Committees
2400	9/20/2012	EE Mandatory Reporters
3000	11/1/2012	Authorized Leave
3001	3/5/2015	Shared Leave
3011	11/14/2019	Admin/Exempt Employment & Ben
3015	12/1/2001	Admin/Exempt Evaluations
3019	11/25/2013	Drug/Alcohol Free Work Place
3020	10/28/2021	Admin/Exempt Contract
3025	7/22/1997	VEBA
4001	6/15/2016	Classified Layoff
4130	2/1/2012	Suspended Operations
4200	4/24/1989	Comm/Grievance Class & Ex
4500	11/22/2005	Salary Non-Rep Classified
4602	4/9/2015	Unused Sick Leave Compensation
5400	12/23/1991	Voc Instructor Employ & Certification
5500	12/28/2001	Faculty Professional Leave
6000	10/15/2018	Balances/Reserves/Contingencies
6100	10/15/2018	Tuition & Fees
6101	6/1/2024	Tuition & Fee Waivers
6106	8/7/2014	Admission
6107	12/28/2001	FERPA
6110	10/15/2018	Tuition & Fees Refund
6111	1/31/2019	Electronic & Info Tech Access
6112	3/1/2019	Disabled Student Non-discrimination
6114	12/12/2013	Credit Hour
6115	3/1/2019	Discrimination/Harassment
6116	6/7/2016	Credit Prior Learning Military
6120	1/12/2023	Hazing
6130	3/5/2015	Student Faith/Conscience Holiday
6200	5/20/2016	S & A Fees Budget
6300	5/20/2016	Athletics
6400	11/1/2012	Honorary Degrees
7100	10/27/1998	Children on Campus
7700	10/28/2021	Safety, Security, Emergency Mgmt
7800	10/29/2015	Firearms & Dangerous Weapons

8001	12/14/2017	Smoking/Tobacco Policy
8020	11/15/2018	Solicitation of Funds
8021	11/15/2018	Gifts, Grants, Donations
8030	6/7/2018	Surplus Property
8040	4/9/2015	Check Cashing
8045	4/9/2015	Credit Card Security
8050	12/28/2001	Equipment Use
8051	2/1/2012	Facility Use
8053	1/6/2014	IT Security
8054	9/20/2012	Ethical Conduct/Conflicts of Interest
8055	12/12/2013	Non-Fraternization
8056	4/12/2018	Business Competition
8057	8/9/2018	Minority & Women Business
8058	9/24/2002	Travel
8059	3/9/2004	Cellular Telephone
8060	12/12/2013	Records Management
8070	10/1/2014	Presentation of Diplomas
8100	6/7/2018	Grants & Contracts
8200	11/15/2018	Investment
8300	7/7/2009	Identity Theft Prevention



Current Board Policies (BP) by Revision Date (earliest to latest).

<b>BP</b>	<b>Revision Date</b>	<b>Title</b>
4200	4/24/1989	Comm/Grievance Class & Ex
5400	12/23/1991	Voc Instructor Employ & Certification
2080	3/23/1992	EE Return to Work
3025	7/22/1997	VEBA
7100	10/27/1998	Children on Campus
3015	12/1/2001	Admin/Exempt Evaluations
5500	12/28/2001	Faculty Professional Leave
6107	12/28/2001	FERPA
8050	12/28/2001	Equipment Use
8058	9/24/2002	Travel
8059	3/9/2004	Cellular Telephone
4500	11/22/2005	Salary Non-Rep Classified
8300	7/7/2009	Identity Theft Prevention
4130	2/1/2012	Suspended Operations
8051	2/1/2012	Facility Use
1015	9/20/2012	EE Political Activities
2400	9/20/2012	EE Mandatory Reporters
8054	9/20/2012	Ethical Conduct/Conflicts of Interest
3000	11/1/2012	Authorized Leave
6400	11/1/2012	Honorary Degrees
3019	11/25/2013	Drug/Alcohol Free Work Place
6114	12/12/2013	Credit Hour
8055	12/12/2013	Non-Fraternization
8060	12/12/2013	Records Management
8053	1/6/2014	IT Security
1030	3/6/2014	EE Compensation Plan
6106	8/7/2014	Admission
8070	10/1/2014	Presentation of Diplomas
1040	12/9/2014	Personnel Administration
3001	3/5/2015	Shared Leave
6130	3/5/2015	Student Faith/Conscience Holiday
4602	4/9/2015	Unused Sick Leave Compensation
8040	4/9/2015	Check Cashing
8045	4/9/2015	Credit Card Security
7800	10/29/2015	Firearms & Dangerous Weapons
1005	4/7/2016	Employee Recognition
6200	5/20/2016	S & A Fees Budget
6300	5/20/2016	Athletics
2050	6/6/2016	EE Misconduct (Whistleblower)
6116	6/7/2016	Credit Prior Learning Military
4001	6/15/2016	Classified Layoff
8001	12/14/2017	Smoking/Tobacco Policy
1003	1/1/2018	CC Act of 1967
1004	3/8/2018	Delegation of Appointing Authority
1010	4/12/2018	BOT Goals & Outcomes
8056	4/12/2018	Business Competition
2320	6/7/2018	Voc Tech Advisory Committees



8030	6/7/2018	Surplus Property
8100	6/7/2018	Grants & Contracts
8057	8/9/2018	Minority & Women Business
6000	10/15/2018	Balances/Reserves/Contingencies
6100	10/15/2018	Tuition & Fees
6110	10/15/2018	Tuition & Fees Refund
8020	11/15/2018	Solicitation of Funds
8021	11/15/2018	Gifts, Grants, Donations
8200	11/15/2018	Investment
6111	1/31/2019	Electronic & Info Tech Access
6112	3/1/2019	Disabled Student Non-discrimination
6115	3/1/2019	Discrimination/Harassment
2070	3/14/2019	EE Reasonable Accommodations
3011	11/14/2019	Admin/Exempt Employment & Ben
1050	2/14/2020	Collective Bargaining
1025	5/7/2020	Statement on Equity, Inclusion & Diversity (EID)
3020	10/28/2021	Admin/Exempt Contract
7700	10/28/2021	Safety, Security, Emergency Mgmt
6120	1/12/2023	Hazing
1000	12/7/2023	Policy Governance By Laws
6101	6/1/2024	Tuition & Fee Waivers

## DRAFT 2024 BOARD PLANNING

Estimated Meeting Dates	Ideas/Suggestions	Action Items	Club Invites	Other
Feb 1		Consent Agenda, Probationary Tenure Prep (I),		
March 21		Consent Agenda, Probationary Tenure, ACT Nominations		
May 9		Consent Agenda, EFA Recommendations		
June 6		Consent Agenda, Operating Budget, Emeritus Nominations		
August 29 (Retreat)	Pres Eval, Board Eval	Negotiated Agreement		
October 10 (Community Meeting?)		Consent Agenda, Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy		New Chair
December 12		Consent Agenda, EFA Recommendations		

## DRAFT 2025 BOARD PLANNING

Estimated Meeting Dates	Ideas/Suggestions	Action Items	Club Invites	Other
Jan 23		Probationary Tenure Prep		
March 20		Probationary Tenure, ACT Nominations		
May 1		Consent Agenda, EFA Recommendations		
June 5		Consent Agenda, Operating Budget, Emeritus Nominations		
August 28 (Retreat)	Pres Eval, Board Eval	Negotiated Agreement?		
October 9 (Community Meeting?)		Consent Agenda, Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy		New Chair
December 11		Consent Agenda, EFA Recommendations		

#### **4. Discussions Related to President's Evaluation (Information)**

- Review President's Evaluation Process
  - BP1000 BSL President's Evaluation Process
  - President's Evaluation Tool
  - President's Completed 2023-24 Self-Evaluation (paper copy available at retreat)
  - BOT Ends Metrics Document
- 2023-24 President's Evaluation
  - 2024 Mission Fulfillment Report
  - October 12, 2023, President's Evaluation Statement
  - President's Completed Self Evaluation for 2023-2024 (paper copy available at retreat)

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

## **1000.4 BOARD-STAFF LINKAGE**

### **BSL - 1 Chief Executive Role**

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

### **BSL - 2 Delegation To The President**

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.
4. Only decisions of the board acting as a body are binding upon the President.
  - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
  - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

### **BSL – 3 President’s Job Description**

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

### **BSL – 4 Monitoring Presidential Performance**

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
  - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
  - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party’s opinion to be the standard.
  - C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a “prudent person” test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. *Ends* and *Executive Limitations* shall be monitored annually in the Mission Fulfillment Report and Budget Presentations.
4. The board will conduct a formal evaluation of the President annually. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the

board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.

The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

## E-1 Student Success

**Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Promotes student learning and student-centered operations as fundamental to the college mission.			
Provides leadership in formally and informally assessing the community to determine educational needs.			
<b>Achievements</b>			
<b>Areas of Improvement</b>			
<b>Other Comments</b>			



## E-2 Community Engagement

**Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9].			
Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.			
Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.			
Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.			
Maintains an active advocacy role in promoting the needs of the college and its mission.			
Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.			
<b>Achievements</b>			
<b>Areas of Improvement</b>			
<b>Other Comments</b>			

### E-3 Stewardship

**Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.**

	Exceeds Expectations	Meets Expectations	Needs Improvement
Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5].			
Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6].			
Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8].			
Provides leadership for and support appropriate strategies for attracting funds to the college.			
Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.			
<b>Achievements</b>			
<b>Areas of Improvement</b>			
<b>Other Comments</b>			

#### E-4 Diversity, Equity, Inclusion

**Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4].			
Provides leadership for developing and executing sound personnel procedures and practices [EL-4].			
Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			
<b>Achievements</b>			
<b>Areas of Improvement</b>			
<b>Other Comments</b>			

## **BOT Evaluation of Ends - Insert Year here**

**The Board of Trustees of Big Bend Community College have identified the following metrics for consideration during the annual evaluation of the President. The Board recognizes that these metrics are not a complete evaluation tool by themselves and must be considered in context with local, state, and nation-wide trends and events. The review of the following metrics shall be considered as part of the overall annual evaluation of the President, End Statements, and Executive Limitations in accordance with BP 1000.**

BOT Evaluation of Ends - Insert Year here

E-1 Student Success

Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.

Promotes student learning and student-centered operations as fundamental to the college mission.

Provides leadership in formally and informally assessing the community to determine educational needs.

Mission Fulfillment Scorecard (Most Current)

STUDENT SUCCESS	BBCC Baseline						Trend	BBCC Indicator Score	Target
Completion		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
3 year completion rate	45%								46%
Persistence		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Course Success Rate	80%								80%
15 college credits 1st year	76%								78%
45 college credit 1st year	25%								26%
Retention		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Fall to Winter Retention	84%								86%
Fall to Fall Retention	62%								64%
Post-Graduate Success		4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Cohort		Most Recent Cohort	
Transfer rate in 4th year - Transfer Students only	42%								43%
Employment rate in 4th year - WF Students only	79%								81%
Meets or Exceeds Goal - Achieving desired improvements									
Meets historical performance - less than 2.5% below baseline									
Needs significant improvements below baseline									

Baseline is the 3-year average prior to the last full-scale accreditation evaluation and report in 2020.

Mission Fulfillment Report 2024

## E-2 Community Engagement

**Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.**

Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9].

Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.

Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.

Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college.

Maintains an active advocacy role in promoting the needs of the college and its mission.

Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.

### BBCC Off Campus Classes and Enrollments

Basic Education for Adults	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Quincy				
Royal City				
Warden				
Total				

College Classes in the Community*	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Mattawa				
Othello				
Total				

\*may be hybrid

College in the High School	Prior Year		Current Year	
	Sections	Duplicated Enrollment	Sections	Duplicated Enrollment
Ephrata				
Moses Lake				
Mattawa				
Warden				
Total				

CBIS Enrollment	Prior Year		Current Year	
	Classes	Duplicated Enrollment	Classes	Duplicated Enrollment
Total				

E-3 Stewardship

Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.

Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5].

Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6].

Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8].

Provides leadership for and support appropriate strategies for attracting funds to the college.

Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.

FORWARD LOOKING INFRASTRUCTURE									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Financial Status-Unqualified opinion - 0 Findings	100%								100%
Budget Status-Year End Remaining Budget	7.42%								3%-10%
Facilities-Capital Projects Completed on Time	100%								100%

ENROLLMENT GROWTH & DIVERSIFICATION									
	BBCC Baseline	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Trend	Current Year	Target
Total FTE	1995								2045
State Funded FTE	1511								1549
Running Start Headcount	446								457

Meets or Exceeds Goal - Achieving desired improvements
Meets historical performance - less than 2.5% below baseline
Needs significant improvements below baseline
Mission Fulfillment Report 2024

# E-4 Diversity, Equity, Inclusion

Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4].

Provides leadership for developing and executing sound personnel procedures and practices [EL-4].

Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.

DEI Events on Campus - to be collected in 2024-25

Calendar Year							
Job Category	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Executive/Admin/Managerial							
Percent of Grand Total							
Faculty							
Percent of Grand Total							
All other categories							
Percent of Grand Total							
Totals							
Percent of Grand Total							
*From Affirmative Action Report							
BBCC New Employees**							
Faculty							
All other employees							
Totals							
Percent of Total							
**IPEDS Spring HR Report "Year"							



E-4 Diversity, Equity, Inclusion

Students by Race/Ethnicity							
Students in Academic/Transfer, BEEdA, or Workforce	Hispanic		Minority Subtotal		Total		Grand Total
	Female	Male	Female	Male	Female	Male	
Totals							
Percent of Total							

# *Big Bend* COMMUNITY COLLEGE

## Mission Fulfillment Report



June 2024

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## Mission Fulfillment Summary 2024

The Mission Fulfillment Report demonstrates the progress that was made in each of the strategic priorities to become our ***communities' first choice to dream, learn, and succeed.***

During the May Shared Governance Meeting staff received the Mission Fulfillment reviewed progress being made in each of the strategic priorities. At the Shared Governance Council Retreat, actions and next steps will be cross-walked to the strategic plan.

### 2024-25 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none"><li>• Develop and begin implementing updates to advising processes</li><li>• Continue with Starfish improvements</li><li>• Develop and implement student equity training</li><li>• Fully implement curriculum management function in Clean Catalog</li><li>• Pilot equity and assessment training for faculty</li><li>• Refine English placement process</li><li>• Review college placement practices and make Testing Center adjustments</li><li>• Identify needs for dual language supports and pilot services</li><li>• Establish a Transfer &amp; Career Center</li><li>• Prepare to launch BAS in behavioral health</li><li>• Develop and implement improvements in manufacturing, agriculture, automotive, and welding programs</li><li>• Explore rural nursing program expansion</li></ul>	<ul style="list-style-type: none"><li>• Continue to enroll supervisor cohorts in the Managing with Heart &amp; Mind series.</li><li>• Complete work on the revisions to the existing leadership competencies. These changes will inform supervisor expectations and accountability, the internal 360 feedback process and future leadership development offerings.</li><li>• Improve employee participation in system-wide development such as the Cross-Institutional Faculty of Color Mentorship Program, the Faculty and Staff of Color Conference, and the Social Justice Leadership Institute.</li><li>• Develop a comprehensive training plan with a focus on equity training, cultural competency, mental health, and personal development. In-house training will include basic tools/information such as leave management, discipline and performance developments, screening committee training, LGBTQIA+/Safe Space training, and supervisor best practices.</li><li>• Revise the evaluation process for supervisors to incorporate 360 feedback elements.</li><li>• Relaunch the Leadership Development Committee.</li><li>• Review the results of the 2024 PACE Climate Survey and engage the college community in developing interventions.</li><li>• Develop a decision-making framework that encompasses various levels of decisions and how those decisions are</li></ul>

Student Success	Employer of Choice
	<p>made. The framework must consider how change affects the campus community.</p> <ul style="list-style-type: none"> <li>• Collaborate with CEID to launch two (2) Employee Resource Groups (ERGs) - Faculty &amp; Staff of Color and LGBTQIA+.</li> <li>• Develop a structured onboarding and orientation plan for all employees based on the 4 C's model of onboarding – compliance, clarification, culture, and connection.</li> </ul>

Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"> <li>• Continue to increase usage of electronic access for each of our buildings</li> <li>• Complete the renovation project of several classrooms in building 1600 to enlarge class capacity</li> <li>• Complete the landscaping upgrades project for xeriscaping reducing our consumption of water for irrigation</li> <li>• Upgrade and repair various physical capital facility infrastructure elements</li> <li>• Continue the biennium-funded project of minor repairs to various HVAC, storefronts, entry doors, etc.</li> <li>• Continue to improve the internet capacity and reliability on campus</li> <li>• Continue work towards completion of conversion from desktops to laptops and docking stations</li> <li>• Implement replacement schedule of library checkout laptops for students and replacement schedule for employee laptops</li> <li>• Continue CyberSecurity training, preventive techniques, and education for employees and students</li> <li>• Maintain financial practices that continue our unqualified audits</li> </ul>	<ul style="list-style-type: none"> <li>• Improve CiHS and CTE Dual Credit offerings and processes</li> <li>• Expand college offerings and staff support in Othello &amp; Mattawa</li> <li>• Improve &amp; expand collaboration with school districts</li> <li>• Complete gym updates for wrestling and wrestling teams compete successfully in NJCAA</li> <li>• Expand healthcare outreach efforts to build a larger student pipeline into healthcare programs</li> <li>• Further develop BEdA to college pathway through curricular changes and student supports</li> <li>• TRIO EOC and HEP grants achieve grant goals</li> <li>• Expand partnership with NCWTech Alliance</li> </ul>

## Mission Fulfillment Workbook

Big Bend Community College began the new accreditation cycle in 2021. The strategic plan guides the work of the college over the next five years.

### **Vision:**

*Be our community's first choice to dream, learn, and succeed.*

### **Mission:**

*Serve as a Bridge  
Stand as a Leader  
Support for Success*

### **Guiding Principles:**

*Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All*

To implement and assess the college's vision, mission, and guiding principles, BBCC has adopted four strategic priorities.

1. **Improving Student Success:** BBCC seeks to make improvements in student retention, persistence through college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.
2. **Employer of Choice:** BBCC seeks to be the "employer of choice" by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.
3. **Forward Looking Infrastructure:** BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.
4. **Enrollment Growth and Diversification:** BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college's large service district while ensuring the fiscal stability of the institution.

Each priority is supported with Major Activities that are implemented through specific tasks that are assigned to different individuals, departments, and committees throughout the college. (See Appendix A).

The college tracks its progress in meeting its strategic priorities (and thereby fulfilling its mission) through a scorecard that is updated yearly.

Mission Fulfillment Scorecard

## Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
<b>Completion</b>	<b>2020-2023</b>			<b>2020-2023</b>	
3 year completion rate	38%	45%		49%	46%
<b>Persistence</b>				<b>2022-23</b>	
Course Success Rate	N/A	80%		79%	80%
15 college credits 1st year	76%	76%		78%	77%
45 college credit 1st year	31%	25%		29%	26%
Percent of Assigned Program Audits Completed				89%	100%
<b>Retention</b>	<b>Fall 2022 start</b>			<b>Fall 2022 start</b>	
Fall to Winter Retention	85%	84%		85%	86%
Fall to Fall Retention	65%	62%		65%	64%
<b>Post-Graduate Success</b>	<b>Fall 2019 Start</b>			<b>Fall 2019 Start</b>	
Transfer rate in 4th year - Transfer Students only	40%	42%		37%	43%
Employment rate in 4th year - WF Students only	75%	79%		73%	81%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2023	Target
<b>Turnover Rate</b>				<b>2023</b>	
FT Employee Turnover Rate		10.74%		15.03%	<12%
	<b>Pace Nat'l Small 2-yr Col Comparison</b>	<b>BBCC Baseline PACE Survey</b>	<b>Trend</b>	<b>BBCC Indicator Score 2024</b>	<b>Target</b>
<b>People Development</b>	<b>2024</b>	<b>2021</b>			
Supervisor provides timely feedback on work	3.86	3.53		3.49	3.79
Supervisor provides appropriate feedback on work	3.90	3.67		3.67	3.82
Supervisor clarifies work outcomes	3.83	3.57		3.57	3.78
The college holds everyone equally accountable for performing their job duties	N/A	2.91		2.73	3.12
<b>Employee Experience</b>				<b>2024</b>	
Employees recommend BBCC as a great place to work	N/A	3.78		3.58	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
Financial Status - Unqualified opinion - 0 Findings		100%	100%	100%	100%
Budget Status - Year End Remaining Budget		7.42%		12.40%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%
ENROLLMENT GROWTH & DIVERSIFICATION		BBCC Baseline	Trend	BBCC Indicator Score 2022-23	Target
Total FTE		1995		1649	2045
State Funded FTE		1511		1247	1549
Running Start Headcount		446		478	457
Meets or Exceeds Goal - Achieving desired improvements					
Meets historical performance - less than 2.5% below baseline					
Needs significant improvements below baseline					



## Mission Fulfillment Scorecard Background

### Student Success

Persistence students' progress to degree, successfully passing classes and earning credits to degree. Course Success is defined as a 2.0 GP higher or a "P" (pass) in a class. All students are included in this measure.

15 and 45 credits in first year is based on a cohort model of first time, first year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).

Percent of Assigned Program Audits completed. Program Audits provide Instructional Programs with and in-depth review of their program with a three-year review of assessment student learning. The goal of this is to have 100% programs completing their Program Audit in the assigned time.

Retention first time, first year college students who started in the fall, and includes Dual Enrolled Students (Running Start and College in the High School) and are retained to the following term or year at BBCC.

Completion first time, first year college and Running Start students who started in the summer or fall, and earned a BBCC formal credential within three years.

### Post-Graduate Success

Transfer in fourth year, first time, first year college transfer intent and Running Start students who started in the summer or fall, and transfer within four years of starting.

Employment rate in fourth year, first time, first year college *workforce intent only* students who started in the summer or fall, and are employed within four years of starting.

### HSI Comparison Colleges

Beginning with this Mission Fulfillment Report, Northwest Commission on Colleges and Universities requires colleges to disaggregate their student achievement data and compare it to peer institutions. BBCC is using Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as state peer institutions based on their status as Hispanic Serving Institution (HSI) and their rural settings.

The State Board for Community and Technical Colleges provides the data for First-Time Entering Student Outcomes dashboard. Included in our cohorts are First-Time Ever in College and Running Start First Time in College Students.

### Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle. For three-year completion rates, it is the three years prior to the accreditation cycle. This is for the average completion rate for students who started in 2015 and completed by spring 2018, students who started in 2016 and completed by spring 2019, and students who started in 2017 and completed by spring 2020.

## Target Scores

When possible, target scores were chosen based on the baseline score with a 2.5% increase. There are some cases such as course success rates where maintaining the baseline score is the desired target.

## Employer of Choice

Turnover Rate measures the rate at which our full-time employees are leaving BBCC in a given time period. The formula is the number of separations during the time period / the average actual number of employees during the time period X 100.

People Development a culture shift from boss to coach; focused on investing in, advocating for, and committed to personal professional development for all employees.

Employee Experience an awareness of what people encounter and observe over the course of their employment with BBCC.

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the Employer of Choice institutional priority. Where possible, the comparison group is the average score of Small 2-year Comparison Colleges. This comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at associate's degree granting institutions.

### Baseline

The Turnover Rate is based on the average of the three years prior to the accreditation cycle which is 2018, 2019, 2020.

People Development uses specific question responses from the 2021 PACE Climate Survey results as the baseline.

Employee Experience uses responses to a custom question from the 2021 PACE Climate Survey results as the baseline.

## Target Scores

Employer Turnover Rate is based on the average of the 2016-2021 turnover rates.

People Development is the mean value of the National Small Colleges Comparison group on the Pace Survey.

Employee Experience is the baseline score with a 2.5% increase.

## Forward Looking Infrastructure

Financial Status annual audited financial statements and management discussion and analysis with results of an 'Unqualified opinion' from the auditors performing the audit.

Budget Status annual operating budget ending with 3% to less than 10% budget remaining unspent at the end of the period.

Facilities – Capital Projects Completed on time biennial capital projects completed within the capital budget period.

**Baseline**

Financial Status: Unqualified opinion since we started preparing Financial Statements for audit FY14 through FY20

Budget Status: 3% to less than 10% budget remaining FY13 through FY20

Facilities: Capital Projects completed on time FY15-17 through FY19-21

**Target Scores**

Financial Status: Green (target) is an audit with an unqualified opinion with no audit findings; Yellow (approaching target) is a management letter, Red (needs improvement) is an audit finding.

Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining

Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

**Enrollment Growth & Diversification**

Total FTE: all credits earned by students in an academic year (total credits divided by 45). Forty-five (45) credits equals one full time student equivalent.

State Funded FTE: all credits earned by students in an academic year minus Dual Enrollment/CBIS funded credits divided by 45. Forty-five (45) credits equals one full time student equivalent.

Running Start Headcount is the number of students enrolled in Running start in an academic year.

**Baseline**

The baseline is the three-year average prior to the 2020 accreditation cycle which includes academic years 2017-18, 2018-19, and 2019-20.

**Target**

The target scores were chosen based on the baseline score with a 2.5% increase.

## Strategic Priorities

The following narrative describes the accomplishments, next steps, and lessons learned from the work completed last year to implement the strategic priorities. The narrative gives context to the Scorecard.

### Strategic Priority: Student Success; Accomplishments, Next Steps, Lessons Learned

#### Major Activities from the Strategic Plan

#### **Improve student retention & reduce retention equity gaps by refining and expanding college navigation services**

- Accomplishments:
  - Made multiple improvements to Starfish implementation including updating roles and access, close the loop training for Early Alert, reduced advising appointment reasons, preferred name sync with ctcLink, preferred phone number and email sync with ctcLink, updated video how to's with BBCC branding, updated message templates for flags - coming from "Your BBCC Success Network" instead of instructors/flag raiser, text option for appointment reminders and flag notifications, updated info in Success Network, added "Raise Your Hand" options for students to request info/assistance, new flag and kudo available based off faculty feedback, updated attributes based off advisor feedback, and advisor training on using the "outcomes" feature.
  - WES filled new Benefits Navigator position
  - WES added additional services including gas cards, laptops and bags, diapers and baby items, and funding for books, software, and testing fees. WES also launched a quarterly WES New Student Orientation. WES partnered with DSHS Mobile Services to provide SNATP, TANF, Childcare, and Medical services to students and with Renew to provide mental health workshops.
  - WES was recognized by the Northwest Commission on Colleges and Universities (NWCCU) with the Beacon award for the department's success in supporting student retention and completion
  - BEdA was able to fund and fill 3 Educational Planner positions
  - Developed peer mentoring videos and began a peer mentoring pilot that connects students on academic probation with a peer who helps provide tools in areas that include time management, goal setting, stress management, creating good habits and routines, and how to get involved on campus.
  - TRiO SSS Classic Grant – At the end of fall quarter, 85.4% of students were in good standing, at the end of winter quarter, 86% were in good standing. Fall to winter persistence was 81.75% and winter to spring persistence was 84.5%
  - TRiO STEM Grant – At the end of fall quarter, 78.51% of students were in good standing, at the end of winter quarter 86.75% were in good standing. Fall to winter persistence was 83.14% and winter to spring persistence was 78.31%
  - Accommodation and Accessibility Services smoothly transitioned to using AIM software, through which students can request and access accommodations. Thirty seven students with accommodations are using Glean, a notetaking software, and 70% (26/37) report that it is helpful and user-friendly.

- Writing Center smoothly transitioned to only using student tutors. Two of the six tutors are in the BAS-AM program.
- AskALibrarian had 7,119 chats and had a student rating of 3.73/4
- Conducted DEI student focus groups in Feb 2024 and began analyzing results in Shared Governance Committee
- Athletics Department launched the Viking Grill, providing inexpensive lunches Monday – Thursday
- ASB advocated for, designed, and equipped the Viking Lounge, opening it on April 2, 2024.
- Installed multilingual signage and wayfinding across campus
- BBT expanded the number of days and weeks when providing evening technology support hours
- BBCC partnered with NCWTech Alliance to provide computer literacy classes to students in Othello and Mattawa.
- Library created Technology @ Big Bend training site to help new students with basic technology issues.
- Next Steps 2024-25
  - Continue making technical and usage improvements to Starfish as well as training of advisors
  - Grow the partnership with NCWTech Alliance to begin providing used laptops to students
  - Make necessary adjustments in Financial Aid department to mitigate the impacts of federal changes in the application process
  - Implement Good Jobs Challenge grant that will provide supports for students in Computer Science
  - Develop and implement student equity training
  - Identify and implement changes in response to student focus groups. Improvement could be in areas of cultural awareness/events, social events/making connections, and/or communication about services/supports. Implement associated listening & feedback sessions with students to gauge progress.

**Improve student retention & persistence while reducing equity gaps by strengthening advising services**

- Accomplishments:
  - Advising Workgroup provided advisor training at each quarterly In-service
  - Began developing a 2<sup>nd</sup> year completion support strategy
  - Began implementation of Clean Catalog software, including significant clean-up of the college catalog.
  - WES converted a position into an academic advisor for students receiving WES services
  - Updated content of some advising maps
  - Advising Workgroup began developing a vision, mission, goals, and assessment plan for advising.

- Next Steps 2024-25

- Work with faculty and staff to develop and begin implementing updates and improvements to advising process
- Refine and potentially pilot the 2<sup>nd</sup> year experience
- Establish a Transfer & Career Center
- Expand CSS course offerings
- Restore Career Services
- Fully implement curriculum management function in Clean Catalog

**Improve course success rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups**

- Accomplishments:

- Launched Online and Hybrid Instruction trainings
- One instructor completed ESCALA training
- Held equity focused sessions in Winter and Spring In-services - Honoring Our Role as an HSI: Strategies for working with ELA students in Winter and Panel Discussion About Equitable Instructional Strategies in Spring
- Instructional Improvement Workgroup offered 3 trainings at fall in-service and had 23 faculty participants
- Provided training on course success dashboard. Data from the dashboard was used in some assessment reports and program audits.
  - Example from English: In doing my assessment, I noticed that the average student success rates for white students at the college, in the last five years, is around 81.4%, whereas it was around 79.6% for the previous five years. Average student success rates for non-white students, in the last five years, is around 77.2%, whereas, for the previous five years, it was around 76%. The increase in average student success rates for white students is around 1.8%, and for non-white students is around 1.2%.
- Instructional designer working with faculty to establish common Canvas course design in BEdA and manufacturing programs
- Implemented a refined assessment process that includes providing assessment report feedback, program audit presentations in Instructional Council, and tracking of assessment plans.
- Completed Postsecondary Data Partnership (PDP) dashboard development

- Next Steps 2024-25

- Complete common Canvas course design BEdA & manufacturing programs. Explore application in other programs.
- Develop sustainable equity training model for faculty to replace ESCALA training
- Continue Online and Hybrid Instruction training
- Train faculty on PDP to support assessment and program audit completion

**Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits**

- Accomplishments:
  - The math department redesigned pre-college math curriculum to be more pathways focused. In this process, the number of courses for many students was reduced by one, decreasing the number of courses a student may need to complete their college level math. The department also piloted the updated curriculum.
  - The majority of students in the accelerated English (around 75%) accomplish ENGL& 101 and continue to do well in their classes. Those who do not tend to be those who either do none of the course work, or those with specific learning barriers that necessitate more time to learn (taking both ENGL 099 and then ENGL & 101). Online students seem to be as successful as on-campus students—but that requires close involvement via required conferences, for example. Labor-based grading practices have helped make sure that all students are assessed objectively rather than subjectively, and students appreciate being involved in that assessment process. They feel heard and valued, and this is essential in helping them develop strong self-esteem as well as learn how to be independent, self-directed learners.
  - Dawnne Ernette, Developmental English Instructor, named the Washington Education Association Community and Technical College Educator of the Year
  - Developed math placement for Vanguard HS students
  - BEdA developed English and math placement procedures in partnership with the Developmental English and Math Departments
- Next Steps 2024-25
  - Develop more videos to support the updated developmental math courses
  - Refine English placement process
  - Review college placement policies

**Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies**

- Accomplishments:
  - Experimentation, training, and expansion of the use of ThingLink
  - Created two diversity courses – HIST&219 Native American History and ENGL 223 Banned Books in Literature: A Cultural Approach
  - Piloted a new Student Course Survey that may replace Student Course Evaluations
  - eLearning held 3 Open Canvas Lab days to support students and faculty, closed 97 Canvas support tickets, and responded to 189 course merge requests.
  - STEM Center piloted using bilingual (English/Spanish) tutors
  - STEM Center introduced tutors directly within classes, established a bulletin board for campus clubs. STEM Center usage increased 257% from the prior year!
  - Program audits completed in Bachelors Applied Science -Applied Management, Business Information Management, Criminal Justice, History/Political Science, Nursing,

Psychology, and Sociology/Anthropology. The program audit in welding was not completed. Program audits are underway in Agriculture, Aviation Maintenance Technology, Computer Science, ECE, English and Developmental English, Humanities, and Welding.

- Program audits were key sources of information that resulted in a very successful Mid-Cycle visit from NWCCU.
- Tyler Wallace, Math Instructor received the 2024 Washington State Association of College Trustee Faculty Award.
- Improvements to LIB 101 supported an increase of course success rates from 65% to 79%
- Early Childhood Education Program
  - Moved online course offerings and/or all face to face classes in the evenings to accommodate our working students, increased focus on content rather than delivery of perfect APA formatted papers (especially in classes with no ENG 101 pre-req)
  - Began using diverse assignment formats to reduce burden of essay writing in English for our non-native English speakers and pre- Eng 101 students (videos, YellowDig posts, slide shows, infographics, etc.)
  - Added case studies and “real-life” scenarios and experiences for students.
- Next Steps 2024-25:
  - Determine next steps for Student Survey tool
  - Conduct program audits in Aviation Commercial Pilot, Accounting/Business, Biology, Chemistry, CDL, Economics, Mathematics, and Physics
  - Continue making course and program improvements based on assessment and program audit data
  - Continue pilot of dual language tutoring in STEM Center.
  - Identify areas of need for dual language supports and potential implementation strategies such as learning communities.

**Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)**

- Accomplishments:
  - Researched elements of a proposed CPL policy and procedure
  - Expanded and systematized CPL practices in BEdA
- Next Steps 2024-25:
  - Finalize and CPL implement policy and procedure for college level courses

**Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree**

- Accomplishments:
  - Secured final NWCCU approval for the BAS-AM degree.



- Spring 2023 graduated first cohort of students with a 77% (23/30) completion rate
- Fall-to-fall retention of 2<sup>nd</sup> cohort was 87% (26/30).
- In Fall 2023 launched two classes of students with 55 students in the program's 3<sup>rd</sup> cohort.
- The percentage of Hispanic students in cohort 3 is 52%, a 180% increase from the prior year.
- Piloted Career Readiness Success Coaching, mock interviews, and a capstone course
- Strong collaboration with the library in MGMT 460 Capstone course.
- Implemented BAS-AM Instructor's Guide to streamline and systematize program offerings and services.
- Updated BAS-AM Handbook to include steps for earning credit for prior learning.
- Added a diversity requirement to the BAS-AM program.
- Implemented Excel supplemental instruction.
- Piloted quarterly assigned student groups in program core courses.
- Next Steps 2024-25:
  - Finalize post-grant sustainability plans for the BAS-AM including implementation of a program fee on all upper division program courses

#### **Increase transfer rates while reducing equity gaps**

- Accomplishments:
  - Continued collaboration with the Community College Research Initiatives (CCRI), including a round of focus groups addressing advising and transfer for STEM students.
  - Developing 2<sup>nd</sup> year completion model with a transfer element
  - Hosted transfer recruiters on campus
  - STEM Center collaborated with EWU and CWU for a soldering workshop and rocket building event.
  - Two teams working on the STEM grants (one with CWU and one with EWU) have been working on increasing transfer to those institutions for STEM programs.
  - TRiO SSS held a 2-day transfer event on September 6-8 which contained conference-like workshop sessions for students on transferring. Hosted nine colleges/universities for a transfer fair (WSU Pullman & Tri-Cities, EWU, UW, CWU, WWU, Whitman College, Gonzaga, and GCU, BBCC BAS-AM). We had 23 TRiO students and a couple of Gear Up students in attendance.
- Next Steps 2024-25:
  - Continue collaborating with EWU and CWU
  - Refine and potentially pilot the 2<sup>nd</sup> year experience
  - Establish a Transfer & Career Center

#### **Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development and/or redesign**

- Accomplishments:

- Retired industrial electrical and uncrewed systems programs
- Finalized subcontract with Sila and working with Sila and Group 14 on manufacturing program curriculum
- Began partnership with Wenatchee Valley College (WVC) to jointly launch a BAS in Behavioral Health. Thriving Together, a community-based organization, secured a Career Connected Washington grant to support BBCC and WVC in developing the BAS in Behavioral Health.
- Began researching Electric Vehicle (EV) curriculum to make updates in Auto program
- Made updates in Medical Assisting, BIM, Computer Science, Manufacturing programs
- Agriculture program and Manufacturing programs partnered to create a mini farm bot
- Agriculture program increased active-learning through multiple new assignment-based labs in AG courses by incorporating a plant growth lab, grow light banks, and sensor technologies (AGR 110 (Water Management), AGR 265 (Crop Production), and AGR 251 (Pest Management). Added more industry on-site visits/tours for Crop Production (AGR 265), Water (AGR 110) and Pest Management (AGR 251) to improve industry networking and “real-world” experiences. Added more computer-based learning labs for the Precision AG course (AGR 120). Actively searched and applied for funding of Greenhouse Learning Center to improve student success and engagement.
- Early Childhood Education Program updated articulation with EWU to include better science options for ECE transfer students, updated several existing courses to include new research about childhood trauma and brain development as well as improved instructional strategies and formatting, added two new courses: HUM220 Diversity in Education (as an additional option for students to complete their HUM requirement and diversity req.) and ECED 122 Science and Math for young children, and worked with Assoc Faculty to update content and instruction.
- Next Steps 2024-25:
  - Prepare to launch BAS in behavioral health in fall 2025
  - Implement manufacturing partnership with Sila
  - Secure funding for a greenhouse to be used by the agriculture program
  - Explore rural nursing program opportunities
  - Develop EV curriculum in automotive program
  - Explore opportunities to relaunch ag mechanics program

### **Student Success Lessons Learned**

- Intrusive advising and case management has a noticeable impact on student retention, persistence, and completion. The addition of staff who can do this work would have a significant impact on student outcomes while also improving workload for multiple employees.
- Tech literacy and technology support are critical to student success, especially in BEdA.
- There is a need to teach navigation and college success strategies. Mandatory CSS 100 enrollment for new students could meet that need.
- Program audits are an effective program improvement tool, provide great support for accreditation efforts, and the presentations in Instructional Council are very informative.

- The BAS-AM was more successful than anticipated in regards to enrollment, retention, and completion.
- Student survey and focus group feedback has been consistent over the past few years requesting improvements around cultural awareness/events, social events/making connections, and communication about services/supports
- College faculty and staff are doing wonderful work as they seek to understand student needs and make improvements to address those needs. The very positive NWCCU Mid-Cycle visit is evidence of the great work.

## Strategic Priority: Employer of Choice; Accomplishments, Next Steps, Lessons Learned

BBCC seeks to be the “employer of choice” by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.

### Major Activities from the Strategic Plan

**People and Leader Development** - Focus on job clarity and priorities, ongoing feedback and communication, opportunities to learn and grow, and accountability.

- Accomplishments:
  - Renewed our connection with Nash Leadership Consulting by enrolling a small cohort of supervisors in the Managing with Heart & Mind series.
  - Renewed our connection with Cultures Connecting by enrolling college leaders in the Hiring a Diverse Workforce and Leading Diversity, Equity, & Inclusion Efforts workshops.
  - 91.83% of full-time faculty and staff completed the Microaggressions online training module. 91.79% of full-time faculty and staff completed the Accommodating Abilities online training module.
  - Twelve (12) employees completed Search Advocate Training and two (2) employees recertified their Search Advocate training. The college has sixteen (16) trained Search Advocates available to serve on screening committees.
  - Three (3) employees participated in the 2023 Washington State DEI Conference.
  - 2023 Completion rates for classified staff performance evaluations improved by 25.85% over the 2022 completion rates.
- Next Steps 2024-25
  - Continue to enroll supervisor cohorts in the Managing with Heart & Mind series.
  - Complete work on the revisions to the existing leadership competencies. These changes will inform supervisor expectations and accountability, the internal 360 feedback process and future leadership development offerings.
  - Develop a tool to gather information on professional development completed outside the institution.
  - Improve employee participation in system-wide development such as the Cross-Institutional Faculty of Color Mentorship Program, the Faculty and Staff of Color Conference, and the Social Justice Leadership Institute.
  - Develop a comprehensive training plan with a focus on equity training, cultural competency, mental health, and personal development. In-house training will include basic tools/information such as leave management, discipline and performance developments, screening committee training, LGBTQIA+/Safe Space training, and supervisor best practices.
  - Revise the evaluation process for supervisors to incorporate 360 feedback elements.
  - Relaunch the Leadership Development Committee.
  - Transition to a new online training platform as Get Inclusive was purchased by Vector Solutions.

**Climate and Community** - Focus on continuous improvement to create a thriving community where employees are supported, developed, and able to realize their professional goals.

- Accomplishments:
  - Hired a Director of Recruitment, Retention & Equity.
  - The Committee for Equity, Inclusion & Diversity (CEID) completed work on a Common Language Glossary. The glossary includes intentional, thoughtfully researched terminology to help minimize misunderstanding and misrepresentation. The glossary is on the college's website.
  - The Human Resource Office implemented changes in the recruitment process to reduce implicit bias to include the redaction of Personally Identifiable Information (PII) from applications, cover letters, resumes, and transcripts and automatic scoring of minimum qualifications in NEOGOV.
  - Realized a reduction in the college's turnover rate from 2021 (19.262%) to 2023 (15.025%). The 2024 year-to-date turnover rate is 4.455%.
  - The college partnered with the Belk Center for Community College Leadership and Research to conduct the PACE Climate Survey.
  - Fully deployed the onboarding portal for new employees, including student workers. Current employees also have access to the onboarding portal and information. 275 new employees, including students, have been onboarded since 7/1/23.
  - Launched an off-boarding portal to provide guidance to employees transitioning out of the college.
- Next Steps 2024-25
  - Review the results of the 2024 PACE Climate Survey and engage the college community in developing interventions.
  - Develop a decision-making framework that encompasses various levels of decisions and how those decisions are made. The framework must consider how change affects the campus community.
  - Collaborate with CEID to launch two (2) Employee Resource Groups (ERGs) - Faculty & Staff of Color and LGBTQIA+.

**Position Alignment** - Provide clarity to employees and supervisors regarding job duties and responsibilities.

- Accomplishments:
  - Current admin/exempt and classified position descriptions are available on the BBCC Portal
  - The HR Office completed a salary review for admin/positions exempt from Civil Service. The review included a comparison with a benchmark group of nine colleges in the CTC system. An internal salary comparison based on gender was also completed.
  - Extended bilingual premiums to cover employees fluent in Ukrainian and/or Russian as well as bilingual, English/Spanish Tutors in the STEM Center.

- The 2023 time-to-fill rate for full-time positions was 61 days. This is a 29.89% decrease from the 2022 time-to-fill rate of 87 days.
- Next Steps 2024-25
  - Develop DEI Competencies for all employees (staff, faculty, supervisors, and executive leadership).
  - Develop a structured onboarding and orientation plan for all employees based on the 4 C's model of onboarding – compliance, clarification, culture, and connection.
  - Develop detailed onboarding plans for supervisors to follow with their new employees.
  - As positions become vacant, review department structures with hiring managers and the Appointing Authority to determine if the current structure is meeting the needs of the college; if roles can be combined; and determine if roles are in-person, fully remote, or hybrid.

**Improve Internal Communication** - Ensure communication is timely, intentional, informative, and relevant.

- Accomplishments:
  - Around the Bend (AtB) continues to be the primary vehicle for communication to the campus community.
- Next Steps 2024-25
  - Utilize employee feedback from the PACE Survey, exit interviews, and new employee surveys to develop additional methods for communicating with the campus community.

### **Employee Experience Lessons Learned**

- While the college realized a reduction in the turnover rate from 2022 to 2023, the turnover rate continues to be higher than our goal of 12%. High turnover continues to take a toll on employees through increased workloads, a loss of institutional knowledge, and additional time spent training new employees.
- Turnover patterns have shifted in the past few years. Prior to 2018, retirement was listed as the primary reason for leaving the college. Since that time, the most common reasons for leaving BBCC include compensation, relocation, career change, remote work, management, decision-making, inclusion, and workload.
- While the focus has been on recruitment and hiring, the college needs to transition to a focus on retention. Utilizing employee feedback from the 2021 and 2024 PACE survey along with exit interview data, new employee feedback, and conducting listening and feedback sessions with employees will help determine retention priorities and implementation timelines for the next cycle.

## Strategic Priority: Forward Looking Infrastructure; Accomplishments, Next Steps, Lessons Learned

### Major Activities from the Strategic Plan

#### Implement ctcLink Project

- Accomplishments:
  - ctcLink users continue to attend training and Q&A sessions in their respective pillars to share knowledge
  - We are learning new refinements as a statewide System and adjusting our processes to accommodate new methods
  - We can work in our pillars and get information in and out successfully, building on our skillsets
- Next Steps 2024-25
  - continue training and sharing expertise within the Community and Technical College (CTC) system, building on our own expertise

#### Capital Projects/Facility Upgrades

BBCC facilities are owned and maintained by the state. The college is provided with capital funding to maintain and repair our state-owned facilities on a biennial basis. Most of the projects are completely funded by state capital funding and expended within the required biennial period. The projects selected by the state are a result of the Facility Condition Survey (FCS) the SBCTC conducts every two years. Occasionally another deficiency of a more immediate nature will override the prior selection from the FCS. Projects are selected approximately two years before funding is provided and priorities can change in that time frame.

- Accomplishments:
  - Completed electronic access controls on at least one exterior door on all our buildings—with all six north/south exterior doors on each of the Residence Hall buildings becoming electronic access controlled.
  - Completed Fire Panel and Boiler replacements.
  - Completed the 1400 remodel to create additional offices for meeting with students.
  - Completed various HVAC, storefront, switchgear and transformer, and other miscellaneous capital projects
  - Began work to upgrade and repair various capital facility infrastructure elements
  - In permitting stage at Grant County for renovating classrooms in building 1600 to enlarge classroom capacity and create xeriscaping across the central quad area and surrounding 1600.
- Next Steps 2024-25
  - Continue to advocate for more major capital projects to be funded each biennium—with the potential for our Health Sciences & Performing Arts Major Capital Project to begin sooner than a decade or more from now.

- Continue working towards the Clean Buildings Act standards from the state legislature as Department of Commerce refines the guidelines.
- Complete the 1600 classroom remodeling and the xeriscape landscaping project.

#### **Technology Upgrades:**

- Accomplishments:
  - Increased internet capacity (bandwidth) coming into campus from 1gig to 3gig for everything except for the Residence Halls.
  - Completed the conversion from desktops to laptops and docking stations for employees across campus
  - Testing the viability of replacing both library checkout laptops and employee laptops on an annual 25% cycle (4-year replacement cycle)
- Next Steps 2024-25
  - Continue work with expanding and improving WIFI for the Res Halls as vendors can accommodate
  - Continue Cybersecurity training, preventive techniques, and educating employees and students in continuing to exercise caution before clicking on links and attachments from unknown parties.

#### **Annual Budget Process**

- Accomplishments:
  - Finished the year within our budget without having to use reserves due to an increase in enrollments and a decrease in expenditures.
- Next Steps 2024-25
  - Continue to monitor budgeted revenues and expenditures closely. Look for ways to maximize value in the proviso and earmark state funding.

**Financial Statement Audit:** Each year the college has its formal Financial Statements audited by the State Auditor's Office (SAO), beginning in Fiscal Year 2014. In addition, the BBCC Foundation has been audited annually since 2013 by Angela Pratt, CPA, Petersen CPAs and Advisors, PLLC.

- Accomplishments:
  - Successful completion of the Financial Statement Audit for FY2022-23 with an unqualified opinion.
  - Each year since formal Financial Statements have been produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
- Next Steps 2024-25
  - Begin preparations for the FY2023-24 Financial Statements due to SAO for audit by end of November/first of December 2024 timeframe.



- Continue financial practices that maintain unqualified financial audits.

#### **Forward Looking Infrastructure Lessons Learned**

- Be nimble with capital repair/replacement projects.
- Expanded Wi-Fi capabilities and stronger bandwidth for our online and hybrid instructional offerings is necessary, and we continue to look for ways to provide students and staff with technology that meets.

## Strategic Priority: Enrollment Growth & Diversification; Accomplishments, Next Steps, Lessons Learned

### Major Activities from the Strategic Plan

**Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly**

- Accomplishments:
  - Made revisions and updates to online New Student Orientation
  - WES advisor began participating in and supporting New Student Enrollment sessions
  - Admissions/Registration collaborated with Advising to develop and implement a strategic communication plan to provide weekly informative and engaging text messaging about BBCC services and processes to new incoming students via email and/or text message from the time they sign-up for a New Student Enrollment session until after they attend that session. The campaign connects with students early and keep them engaged with BBCC. The effort is expanding to include returning students after enrolling in classes and continuing students. How's it going? There have been over 3,268 contacts with an amazing 48.7% engagement rate and only a 1.3% opt out rate.
  - Simplified Admissions messaging: Through fall 2023, Admissions/Registration would email newly admitted students a letter with *five* (plus one optional) getting started steps, including 1) activating their ctclink account (which is required for any student enrollment activity). After receiving many customer help calls/emails from students who were unable to complete some of their getting started steps, we noticed that many students had not set-up their account yet. Starting in winter 2024, we adapted our new student email/letter to have only *two* steps: 1) set-up their account, then 2) retrieve the rest of their getting started steps directly from within their ctclink account Message Center. This simplifies the process for newly admitted students and ensures that they actually do set-up their ctclink account and become familiar with navigating the system before enrolling in classes.
  - Financial Aid department has sent out messaging to students regarding FAFAS completion
  - Launched the We Are Vikings (WAV) event for new students in Fall 2023. The WAV event is an engaging, fun, educational event that will empower all students and has the aim to foster a welcoming, inclusive environment that promotes connection and a positive transition into their academic journey.
- Next Steps 2024-25:
  - Refine and improve messaging to strategies for new and continuing students
  - Implement WAV event with adjustments based on what was learned last year

**Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa**

- Accomplishments:
  - Continued serving cohort of students in Mattawa
  - Expanded College in the High School (CiHS) offerings to Mattawa and Othello. Worked with Quincy for implementation next year.
  - BEdA expanded instruction into Royal and Warden
  - Hired Southern Site Manager position to provide support and leadership for instruction in Othello and Mattawa
  - Rented offices for college staff in Mattawa & Othello
  - Established a full-time staff person in Othello as well as Mattawa
  - Started a “Limitless” grant partnership with Quincy school district to focus on improving transition of Quincy high school graduates into BBCC
- Next Steps 2024-25:
  - Launch CiHS classes and improved CTE Dual Credit classes with Quincy High School
  - Improve CiHS and CTE Dual Credit offerings and process with Othello High School
  - Teach an ECE Spanish cohort in Othello & Mattawa
  - Offer CDL classes in Mattawa and/or Othello
  - Further establish roles of Southern site manager, full-time staff, and lead instructors in Mattawa and Othello
  - Complete DTA cohort in Mattawa
  - Improve collaboration with Quincy School District through the “Limitless” grant and dual enrollment partnership

**Expand state-funded enrollment with student programs that will attract state-funded students**

- Accomplishments:
  - Joined the National Junior College Athletic Association (NJCAA) for men’s and women’s wrestling starting in the 2024-25 season. Successfully appealed a lifting of the post-season competition ban for both sports.
  - Hired new head coaches for volleyball, men’s wrestling, women’s wrestling, men’s basketball, and softball teams
  - Made updates in the gym to support athletic teams in the facility, with a focus on wrestling
  - Implemented live streaming for baseball & softball
  - Developing a BAS in behavioral health
  - Updating manufacturing program
  - Used ARPA funding to complete minor remodel to nursing lab, make some updates with SIM equipment, and begin healthcare outreach activities
  - Partnered with Central Washington Area Health Education Center (CWAHEC) to host a scrubs camp promoting healthcare programs
  - Began developing nursing program marketing materials

- Next Steps 2024-25:
  - Build BAS in behavioral health
  - Implement updated manufacturing programming
  - Complete gym updates
  - Recruit full rosters of men's and women's wrestling teams and compete in NJCAA for first season
  - Recruit full rosters in all sports teams
  - Expand healthcare outreach efforts to build a larger student pipeline into nursing and medical assisting

**Expand total enrollment by strengthening pipelines into college**

- Accomplishments:
  - BEdA offices and classrooms moved to 3700 building.
  - BEdA faculty and staff working with faculty from workforce programs to identify courses and strategies for students to transition into college courses.
  - Developed a curricular pathway model from BEdA to college programs.
  - Began outlining BEdA to college admission, registration, financial aid, and advising processes to support transition into college programs.
  - Communications department used dual language advertising to promote programs and services for potential BEdA students.
  - Developed a dual enrollment model that would allow students to earn a postsecondary credential when graduate from high school and began promoting the model with area school districts.
  - Working with Moses Lake, Othello, Quincy, Soap Lake, and Wahluke school districts and on dual enrollment articulations.
  - Discussed dual enrollment articulations with CBTech, Moses Lake, Moses Lake Digital, Othello, Quincy, Soap Lake, Vanguard, and Wahluke High Schools. Actively expanding agreements with CBTech, Moses Lake, Othello, and Wahluke High Schools.
  - Provided 22 scholarship information sessions for Big Bend Community College District high schools and awarded a total of \$315,000 Foundation Scholarships.
  - Reached out to high schools to promote a “direct services to students” approach to outreach.
  - Hired five additional outreach staff using additional state and EOC grant funds. All staff are assigned to each high school in the service district with regular visits now happening in CBTech, Digital Learning, Job Corps, Moses Lake, Othello, Quincy, Royal, Vanguard, Wahluke, and Warden High Schools.
  - Taught second cohort of post-pandemic JATP students.
  - Taught a second virtual ESL class to students at and Chubu University.
  - Actively recruiting additional international students.
  - Developed a high school outreach model where outreach staff:
    - Help students apply for financial aid, scholarships, and WES funds,
    - Help students apply to college,
    - Educate about dual enrollment options,

- Develop an educational plan that includes dual enrollment credits and maps a path to completion at BBCC, and
  - Help students navigate the BBCC intake process and connect to resources.
- Next Steps 2024-25:
  - Expand presence of Outreach staff in smaller communities, especially Coulee Dam
  - Improve and implement dual enrollment policies and practices for both CiHS and CTE Dual Credit so they operate smoothly and in a sustainable fashion
  - Further develop BEdA to college transition with a focus on workforce programs, college advising & support model, and establishing a BEdA transcript
  - Recruit more international students

**Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students**

- Accomplishments:
  - Title V HEART, HEP, TRiO EOC, ARPA, Title V E3, and Limitless grants supported outreach efforts
  - Implemented new Open Doors contract with Quincy and Soap Lake school districts
  - HEP grant recruited a full cohort of students
  - BEdA held ELA classes in partnership with Genie and are exploring partnerships with other employers.
  - TRiO UB had 44 student participants in the Summer Academy 2023 and 18 students completed the Academy with a 4.0. One TRiO UB student was selected as a national Dell Scholar for a \$20,000 scholarship, one of 500 nationwide! 53% (30/57) junior and senior TRiO UB students enrolled as BBCC Running Start students.
  - Established an HSI seal and implemented bilingual marketing materials
  - Manufacturing program started a Mechatronics Club
  - The BBCC AG program met with 14 high school AG programs in our service district to help increase enrollment and provide collaborative opportunities, helped facilitate the Future Farmers of America (FFA) event hosted by BBCC, worked with the Mechatronics Club and manufacturing program to build an active-learning “mini-farmbot” to engage and draw in potential program candidates at outreach events.
  - Faculty in multiple departments and programs participated in outreach and recruitment events both on and off campus
  - Began legislative advocacy to support dual enrollment
- Next Steps 2024-25
  - Work with SBCTC to develop a dual enrollment legislative package and advocate for it with state legislators
  - HEP grant meet all of its grant objectives
  - TRiO EOC grant meet all of its grant objectives
  - Expand program-specific marketing

### **Enrollment Growth & Diversification Lessons Learned**

- The college needs more robust staffing and program policies and procedures to expand dual enrollment offerings. CiHS did not have the procedural infrastructure needed for large, rapid expansion.
- Building and sustaining relationships is essential when working with partners and within the organization
- BEdA to college transition efforts show promise. Next steps need to focus on building policies and procedures more than program growth.
- Joining the NJCAA and making facility improvements had a large positive impact on the recruitment of wrestlers.
- Communication strategy with new students shows great promise.

## Appendix A - Student Success Disaggregations

































Big Bend Community College - Student Success  
Breakdown by Race/Ethnicity

		BBCC Baseline	BBCC Data					Trend
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
AW	Course Success Rates	82%	82%	84%	79%	80%	81%	
HUG	Course Success Rates	77%	77%	76%	75%	76%	77%	
NR	Course Success Rates	81%	81%	78%	77%	76%	82%	
ALL	15 Credits 1st Year	76%	75%	77%	77%	74%	78%	
A/W	15 Credits 1st Year	79%	77%	81%	81%	77%	83%	
HUG	15 Credits 1st Year	71%	73%	73%	75%	70%	74%	
N/R	15 Credits 1st Year	63%	80%	67%	63%	88%	-	
ALL	45 Credits 1st Year	25%	24%	26%	28%	29%	29%	
AW	45 Credits 1st Year	31%	30%	32%	29%	30%	34%	
HUG	45 Credits 1st Year	19%	19%	21%	28%	27%	24%	
N/R	45 Credits 1st Year	21%	18%	17%	25%	39%	-	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
AW	Fall to Winter Retention	87%	83%	88%	85%	85%	86%	
HUG	Fall to Winter Retention	85%	84%	87%	86%	81%	83%	
NR	Fall to Winter Retention	77%	91%	67%	75%	88%	N/A	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
AW	Fall to Fall Retention	66%	62%	68%	66%	65%	64%	
HUG	Fall to Fall Retention	62%	64%	60%	67%	61%	65%	
NR	Fall to Fall Retention	56%	65%	50%	50%	50%	N/A	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
AW	3 Year Completion Rate	46%	42%	50%	47%	47%	48%	
HUG	3 Year Completion Rate	43%	43%	42%	42%	44%	51%	
NR	3 Year Completion Rate	45%	28%	56%	45%	33%	38%	
<u>Post-Grad Success</u>			<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	<u>2018 start</u>	<u>2019 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
AW	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	51%	46%	50%	47%	43%	
HUG	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	35%	36%	36%	32%	40%	33%	
NR	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	-	38%	-	55%	N/A	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	74%	
AW	Emp Rate in 4th year - WF Stu only	76%	77%	73%	64%	72%	63%	
HUG	Emp Rate in 4th year - WF Stu only	82%	80%	83%	85%	86%	86%	
N/R	Emp Rate in 4th year - WF Stu only	-	-	-	70%	-	-	

KEY: AW is Asian or White; HUG is Historically Underserved Group (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander); NR is Race/Ethnicity not reported.



Big Bend Community College - Student Success  
Breakdown by Age Groups

		BBCC Baseline	BBCC Data					Trend
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
<20	Course Success Rates	80%	80%	80%	77%	79%	79%	
20-24	Course Success Rates	77%	78%	77%	76%	77%	77%	
>24	Course Success Rates	83%	83%	84%	80%	80%	79%	
ALL	15 Credits 1st Year	76%	75%	77%	77%	74%	78%	
<20	15 Credits 1st Year	80%	78%	82%	78%	76%	81%	
20-24	15 Credits 1st Year	56%	63%	57%	76%	57%	60%	
>24	15 Credits 1st Year	54%	55%	57%	61%	61%	71%	
ALL	45 Credits 1st Year	25%	24%	26%	28%	29%	29%	
<20	45 Credits 1st Year	28%	24%	30%	30%	30%	31%	
20-24	45 Credits 1st Year	13%	19%	10%	24%	28%	27%	
>24	45 Credits 1st Year	16%	22%	15%	13%	18%	12%	
<u>Retention</u>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
<20	Fall to Winter Retention	90%	87%	91%	87%	85%	86%	
20-24	Fall to Winter Retention	72%	73%	76%	80%	74%	74%	
>24	Fall to Winter Retention	65%	66%	70%	61%	77%	87%	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
<20	Fall to Fall Retention	68%	67%	68%	67%	67%	65%	
20-24	Fall to Fall Retention	49%	48%	48%	58%	43%	54%	
>24	Fall to Fall Retention	41%	45%	39%	48%	49%	70%	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
<20	3 Year Completion Rate	47%	43%	49%	45%	46%	50%	
20-24	3 Year Completion Rate	34%	28%	36%	38%	21%	33%	
>24	3 Year Completion Rate	38%	47%	35%	52%	61%	45%	
<u>Post-Grad Success</u>			2015 start	2016 start	2017 start	2018 start	2019 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
<20	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	46%	51%	45%	47%	46%	39%	
20-24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	13%	16%	10%	16%	16%	4%	
>24	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	24%	18%	21%	27%	-	-	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	74%	
<20	Emp Rate in 4th year - WF Stu only	80%	75%	83%	73%	85%	73%	
20-24	Emp Rate in 4th year - WF Stu only	77%	82%	85%	70%	74%	78%	
>24	Emp Rate in 4th year - WF Stu only	81%	84%	69%	79%	65%	72%	

## Big Bend Community College - Student Success

### Breakdown by Receiving or Not Receiving Need-based Aid

The Breakdowns only shows Transfer or Workforce Students who were eligible for aid - they **exclude Dual Enrollment Students**

		BBCC						
		Baseline	BBCC Data					Trend
<u>Persistence</u>			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL (no RS)	Course Success Rates	80%	80%	80%	77%	77%	78%	
Rec'd N Aid	Course Success Rates	78%	79%	78%	77%	78%	77%	
Did Not Rec N Aid	Course Success Rates	81%	81%	81%	78%	77%	78%	
ALL (no RS)	15 Credits 1st Year	66%	64%	70%	66%	64%	73%	
Rec'd N Aid	15 Credits 1st Year	66%	64%	66%	70%	64%	71%	
Did Not Rec N Aid	15 Credits 1st Year	65%	64%	73%	60%	66%	75%	
ALL (no RS)	45 Credits 1st Year	19%	17%	23%	20%	22%	22%	
Rec'd N Aid	45 Credits 1st Year	16%	15%	17%	20%	20%	19%	
Did Not Rec N Aid	45 Credits 1st Year	22%	19%	27%	21%	24%	26%	
<u>Retention</u>								
ALL	Fall to Winter Retention	80%	79%	83%	79%	78%	82%	
Rec'd N Aid	Fall to Winter Retention	83%	81%	85%	83%	77%	83%	
Did Not Rec N Aid	Fall to Winter Retention	77%	77%	80%	73%	79%	80%	
ALL (no RS)	Fall to Fall Retention	58%	58%	59%	62%	57%	59%	
Rec'd N Aid	Fall to Fall Retention	57%	61%	56%	67%	59%	58%	
Did Not Rec N Aid	Fall to Fall Retention	56%	55%	62%	57%	55%	60%	
<u>Completion</u>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL (no RS)	3 Year Completion Rate	38%	39%	36%	39%	38%	39%	
Rec'd N Aid	3 Year Completion Rate	40%	41%	39%	41%	33%	40%	
Did Not Rec N Aid	3 Year Completion Rate	38%	36%	33%	36%	43%	39%	
<u>Post-Grad Success</u>			2015 start	2016 start	2017 start	2018 start	2019 start	
ALL (no RS)	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	33%	30%	26%	31%	27%	25%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	25%	24%	27%	29%	28%	15%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	43%	38%	24%	35%	27%	34%	
ALL	Emp Rate in 4th year - WF Stu only	79%	77%	79%	72%	79%	74%	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	82%	78%	84%	75%	79%	79%	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	76%	74%	69%	79%	69%	

Big Bend Community College - Student Success  
Breakdown by Gender

		BBCC	BBCC Data					Trend
		Baseline	2018-19	2019-20	2020-21	2021-22	2022-23	
<b><u>Persistence</u></b>								
ALL	Course Success Rates	80%	80%	80%	77%	78%	79%	
Female	Course Success Rates	81%	81%	81%	78%	79%	80%	
Male	Course Success Rates	78%	79%	78%	76%	77%	79%	
ALL	15 Credits 1st Year	76%	75%	79%	77%	74%	78%	
Female	15 Credits 1st Year	87%	91%	93%	78%	76%	74%	
Male	15 Credits 1st Year	75%	73%	78%	76%	72%	83%	
ALL	45 Credits 1st Year	26%	24%	27%	28%	29%	29%	
Female	45 Credits 1st Year	23%	23%	23%	29%	28%	26%	
Male	45 Credits 1st Year	26%	24%	31%	28%	30%	35%	
<b><u>Retention</u></b>								
ALL	Fall to Winter Retention	86%	84%	87%	85%	83%	85%	
Female	Fall to Winter Retention	88%	86%	91%	88%	87%	83%	
Male	Fall to Winter Retention	84%	82%	85%	84%	81%	87%	
			2018-19	2019-20	2020-21	2021-22	2022-23	
ALL	Fall to Fall Retention	63%	63%	64%	65%	63%	65%	
Female	Fall to Fall Retention	70%	69%	73%	69%	68%	64%	
Male	Fall to Fall Retention	60%	60%	60%	65%	63%	65%	
<b><u>Completion</u></b>			2016-2019	2017-2020	2018-2021	2019-2022	2020-2023	
ALL	3 Year Completion Rate	45%	42%	47%	45%	45%	49%	
Female	3 Year Completion Rate	48%	45%	50%	50%	50%	52%	
Male	3 Year Completion Rate	40%	36%	42%	36%	40%	44%	
<b><u>Post-Grad Success</u></b>			2015 start	2016 start	2017 start	2018 start	2019 start	
ALL	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	42%	45%	41%	43%	44%	37%	
Female	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	44%	45%	42%	46%	49%	48%	
Male	Trnsfr to 4 Yr by 4th yr, Trnsfr Stu only	39%	44%	38%	41%	35%	32%	
ALL	Emp Rate in 4th year - WF Stu only	79%	79%	79%	73%	79%	73%	
Female	Emp Rate in 4th year - WF Stu only	82%	77%	80%	75%	80%	80%	
Male	Emp Rate in 4th year - WF Stu only	76%	77%	79%	69%	78%	69%	

## Appendix B - State, Regional and National Comparison Data

## Big Bend Student Success with State, Regional, and National Peer Institutions

Big Bend selected state, regional, and national peer colleges based on criteria showing how similar they are to Big Bend. Criteria was based on degree of urbanization\*, fall enrollment, and percent of Hispanic enrollment, in line with BBCC's Guiding Principle "Honor our Role as a Hispanic-Serving Institution". This information was obtained through the Integrated Postsecondary Education Data System (IPEDS). The purpose of IPEDS is to collect institution-level data from providers of postsecondary education, primarily all Title IV-eligible universities, colleges, and technical and vocational education providers in the United States and other jurisdictions. IPEDS data shown are based on degree/certificate seeking students.

The Northwest Commission on Colleges and Universities (NWCCU) accredits each of the state and regional institutions comparison colleges that BBCC selected. NWCCU standards require colleges to measure student achievement with a focus on eliminating equity gaps and to compare college performance against regional and national peer institutions. Peer institutions are similar in degree of urbanization, percent Hispanic, and enrollment and are accredited by national accrediting bodies.

### Comparison Institutions Selected based on IPEDS Data Feedback Report 2023 with degree of urbanization, student headcount, and percent Hispanic.

Fall 2022		Campus Setting	Student Headcount	Percent Hispanic
Big Bend Community College	WA	Town: Remote	1736	44

#### Statewide Comparison Schools

Walla Walla Community College	WA	City: Small	2662	27
Wenatchee Valley College	WA	City: Small	2529	42
Yakima Valley College	WA	City: Small	3279	59

#### Regional Comparison Schools

College of Eastern Idaho	ID	City: Small	2333	15
Great Basin, Elko	NV	Town: Remote	3197	25
Treasure Valley	OR	Town: Distant	1329	27

#### National Comparison Schools

Clovis Community College	NM	Town: Remote	2303	46
Garden City Community College	KS	Town: Remote	1914	51
Lake Tahoe Community College	CA	Rural Fringe	2519	31

\*Locale codes identify the geographic status of a school on an urban continuum ranging from "large city" to "rural." They are based on a school's physical address. The urban-centric locale codes introduced in this file are assigned through a methodology developed by the U.S. Census Bureau's Population Division in 2005. The urban-centric locale codes apply current geographic concepts to the original NCES locale codes used on IPEDS files through 2004.

City: Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

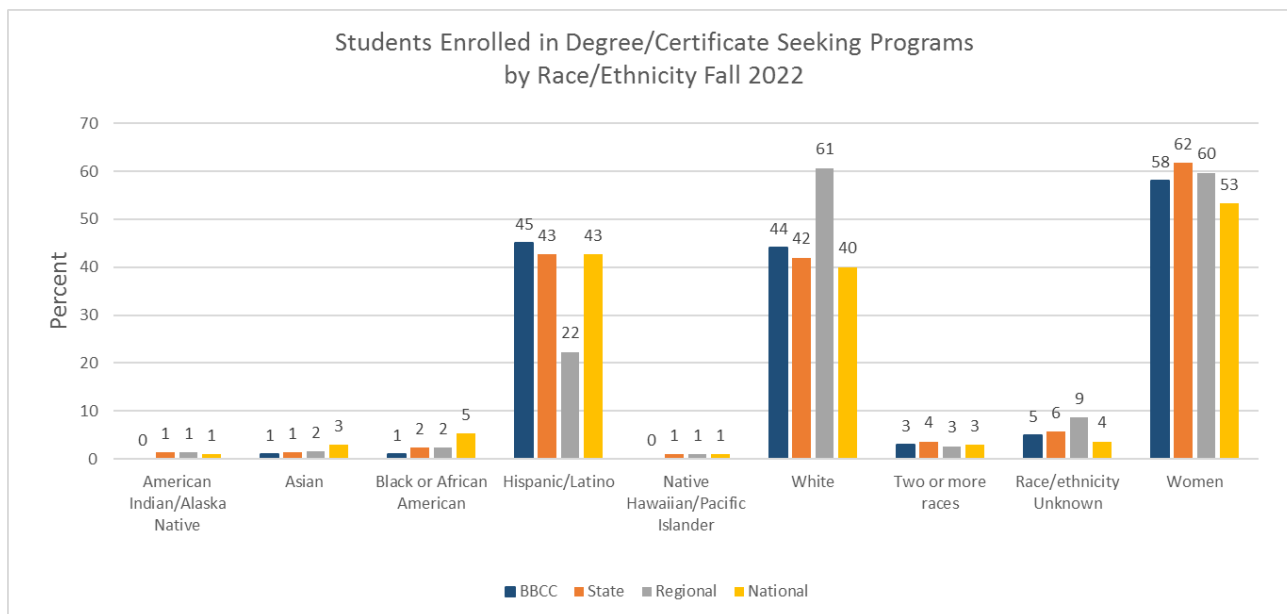
Town: Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

Town: Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

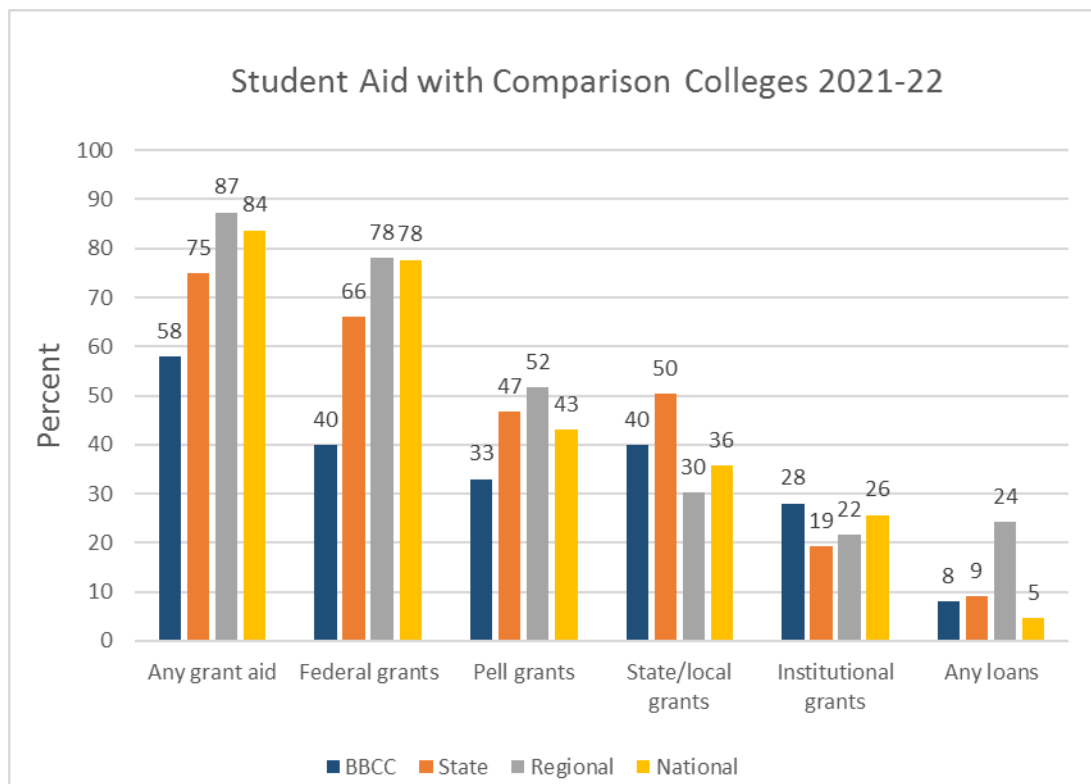
Rural: Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

## Fall 2022 Race/Ethnicity



The chart above shows that BBCC has comparable race/ethnicities and gender make-up of our peer institutions allowing the college to gauge student achievement against similar institutions.

## Student Aid



Grants are categorized by their funding source into federal, state and local, and institutional grants.

Federal grants primary categories include Pell, Higher Education Emergency Relief Fund, Supplemental Educational Opportunity Grant (SEOG), Basic Food Employment and Training (BFET), and WorkFirst.

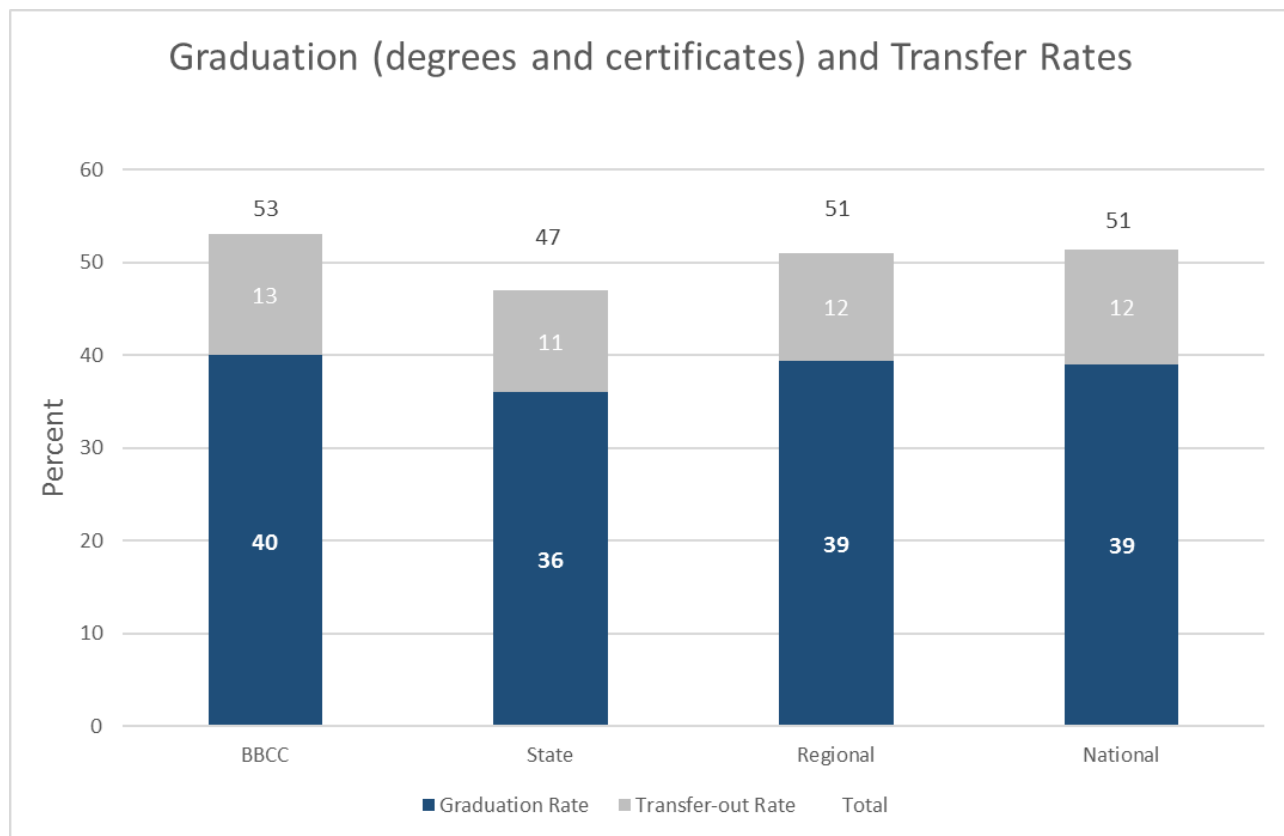
Pell grants are federal grants and the primary source of financial aid for most students.

State and local grants primary categories include Washington College Grant, Washington State Opportunity Grant, College Bound Scholarship, Tuition Waiver, Opportunity Grant, Early Achievers Grant, and Worker Retraining Grant.

Institutional grants primary categories include: Foundation scholarships, outside scholarships, 2.5/3.5% Waivers, Athletic waivers and scholarships.

This provides the college with information on potential opportunities for improvement. BBCC has a much lower higher percentage of students who receive State/Local and Institutional grants. Eight percent of BBCC students receive loans. BBCC Financial Aid doesn't package loans into a student's financial aid package. If a student wants a loan they have to apply for it.

## Graduation and Transfer Rates



Graduation (degrees and certificates) and Transfer Rates for Full-time, first-time students, IPEDS Report 2023, BBCC 2016 Cohort

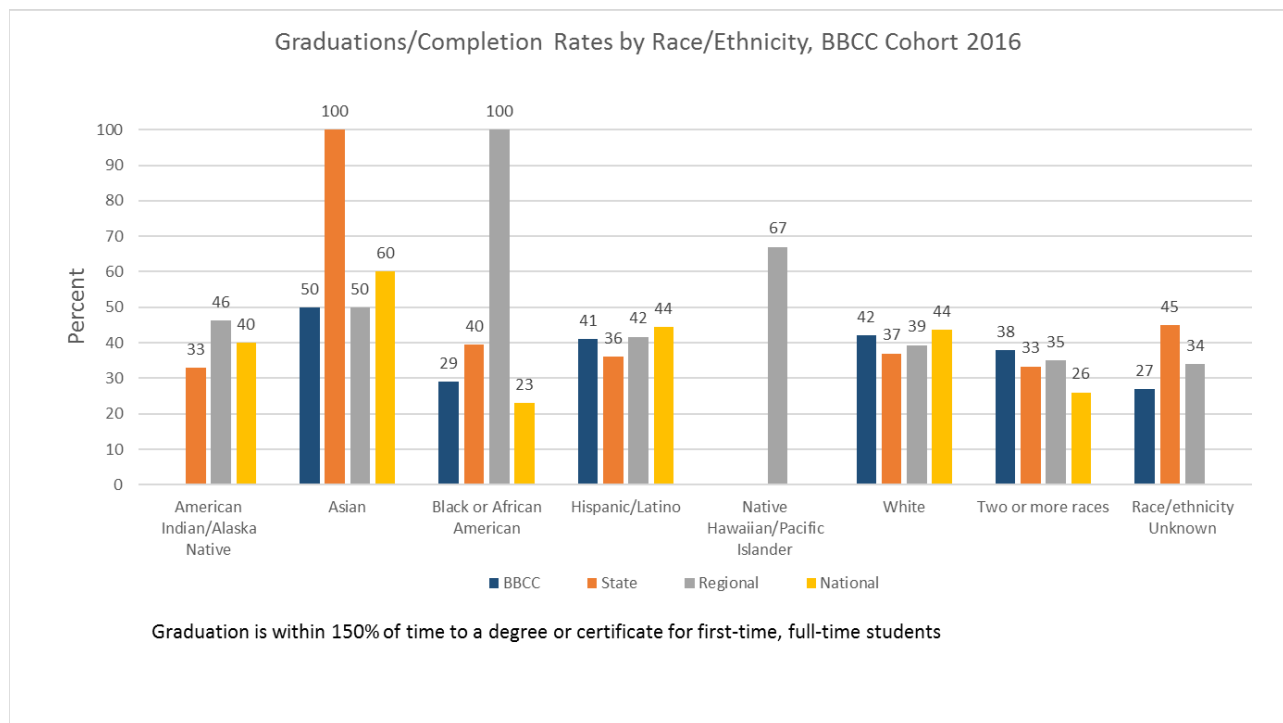
	Big Bend	State	Regional	National
Graduation	40%	36%	39%	39%
Transfer	13%	11%	12%	12%
Total	53%	47%	51%	51%

IPEDS Graduation (degrees and certificates) and Transfer Rates are the standard measures of student achievement nationally. Graduation rates include students who graduated *and* students who graduated and transferred. Transfer rates include students who transferred without completing a degree or certificate.

The IPEDS Report in 2023 had BBCC's graduation rate at 40% for full-time, first-time students within 150% of time to degree. The national and regional comparison colleges were at 39%. However, when you add the transfers to the graduation rate, BBCC was at 53%, two percent higher than the national and regional comparison colleges and six percent higher than State Hispanic-Serving Comparison colleges.



## Graduations/Completion Rates by Race/Ethnicity



BBCC's Hispanic Graduation/Completion rate is higher than state Hispanic-serving comparison colleges 41% vs 36%, however; regional and national comparison colleges were at 42% and 44 % respectively. This provides the college with information on potential opportunities for growth.

The very small populations of American Indian/Alaska Native, Asian, Black or African American, and Native Hawaiian/Pacific Islander students at BBCC cause the rates to fluctuate with a small number of completions.

## Appendix C - Major Activities, Tasks for Fulfilling Activities, Persons Responsible

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Admissions/Registration, Financial Aid, & Instructional Support	Completed
Improve <u>student retention</u> & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctcLink	Starfish Coordinator and Starfish implementation/scale up group, WES, TRiO SSS, Library, A&AS, BEdA	In Progress
	Provide TRIO-like support services for students and address workload questions		In Progress
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	A&AS, BEdA, WES, TRIO SSS	Completed
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to department performance & student success metrics	Title V Grant Team, IR	In Progress
	Provide students with trainings about how to utilize technology used in their classes	eLearning, Library	In Progress
	Provide technology support, online and with hours outside of 8:00-5:00	BBT, Library	In Progress
Improve student <u>retention &amp; persistence</u> while reducing equity gaps by strengthening <b>advising</b> services	Continue improving annual course planning schedules	Deans, schedulers, faculty Advising Workgroup	In Progress
	Improve advising services year-round with ctcLink tools, the website, and other tools	Advising Workgroup	In Progress
	Review and update existing advising maps		In Progress

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
	Provide training and support for academic advisors		In Progress
	Refine advising practices for second year students, completion, transfer, and career advising		Planning
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Workforce Ed. Coordinator	Planning
Improve <b>completion rates in courses</b> of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (e.g. use of technology, engaging students, communication with students) combined with implementation support for faculty and training support for students	Instructional Improvement Workgroup, Title V Grant Team	In Progress
	Implement large scale ESCALA training for faculty	Title V Grant Team	In Progress
	Implement large scale instructional design training for faculty	Instructional Designer	In Progress
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Title V Grant Team, IR	In Progress
	Implement instructional changes based on assessment of student learning results	Deans & Faculty	In Progress
Improve student persistence while reducing equity gaps by increasing students earning <b>college level math &amp; English credits</b> with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Departments	In Progress
	Review and update math & English placement practices	English & Math Departments, Testing Center Coordinator	Completed

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
<u>Improve student persistence &amp; retention</u> while reducing equity gaps by implementing <b>different instructional strategies</b>	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Instructional Designer, BAS faculty, Title V Grant Team, Instructional Improvement Workgroup	Planning
	Increase options for diversity, equity, and inclusion course offerings	Instructional Council	In Progress
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Dean of Arts & Sciences, Math & Science Division, Social Science Division, Career Services, Workforce Education Coordinator, Workforce Faculty, Library, A&AS	Planning
	Align academic support services with instruction	STEM Center, Writing Center, BAS Program, BEdA, Library, eLearning	In Progress
	Implement instructional changes based on assessment of student learning and program audit results	Deans & Faculty	In Progress
<u>Improve student retention and persistence</u> while reducing equity gaps by strengthening procedures and expand opportunities for awarding <b>Credit for Prior Learning (CPL)</b>	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Workforce Education Coordinator, BEdA, BAS Coordinator	In Progress
<u>Improve student persistence &amp; completion &amp; enrollment</u> while reducing equity gaps by launching a <b>Bachelor of Applied Science</b> in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Title V Grant Team, BAS Program	Completed

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to	Status
Increase <b>transfer</b> rates while reducing equity gaps_	Establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Advising Coordinator, Dean of Arts & Sciences, Workforce Education Coordinator, Advising Workgroup	In Progress
<u>Improve student persistence, completion &amp; post graduate success</u> while reducing equity gaps through workforce <b>program development</b> &/or redesign	Launch Agriculture Mechanics Degree	Dean of WF Education, Ag Coordinator, Ag Mechanics Coordinator	On Hold
	Revise Industrial Systems Technology electrical program to train students to a higher level	IST faculty	In Progress
	Secure distance learning approval for Aviation Maintenance Technology degree	AMT faculty	Completed
	Stay current with industry changes and update programs accordingly	Dean of WF Education, WF faculty	In Progress

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to	Status
People and Leader Development	Annual training plans/calendar for leadership development.	HR, Title V, and Leadership Development Work Group	In process
	Review and update leader competencies	HR, Title V, and SGC	In Process
	Supervisor Expectations & Accountability	E-Team and Cabinet	In Process
	Review and update 360 feedback process	HR and SGC	In Process
	Improve performance evaluation completion rates	E-Team and Cabinet	Improved completion rates for classified staff evals, but not for Admin/Exempt
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC	Planning
	Onboarding & Orientation	HR and Supervisors	In process
	Conduct employee satisfaction survey	HR	Completed
	Assess employee survey results and develop plan	E-Team, Cabinet, SGC	In Process
	Develop diversity plan as required by OFM	HR, CEID, Cabinet	Completed
	Negotiate 2021-2023 Faculty CBA	HR, Instruction, Faculty Association	Completed
	Adopt Telework Guidelines as Administrative Procedure	E-Team, Cabinet, SGC	Completed
Improve Internal Communication	Develop BBCC decision-making framework	E-Team, Cabinet, SGC	Planning
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll	Completed

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to	Status
Improve overall campus climate through Position Alignment	Position descriptions available on Portal	HR	Completed
	Position descriptions reviewed and updated annually by employee and supervisor	HR & supervisors	Ongoing
	Communicate salary structures for employee groups	HR	In Process
	Transition part-time hourly jobs to new structure	HR & Supervisors	Completed
	Communicate position review/allocation process	HR	In Process
	Reduce Time to Fill rate for open positions	HR & Screening Committees	Completed



Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to	Status
Implement ctcLink Project	Meet State Board deadlines and have a successful implementation	Business Office, BBT	completed
Facility Upgrades	Upgrades to Science Labs in 1200 building	M&O	completed
	Renovation of theater in Wallenstein 1100 building	M&O	completed
	Install new gym floor	M&O	completed
	WEC & AMT Building Completion	M&O, VP for Finance & Administration	completed
Technology Upgrades	Improve network infrastructure in across campus	BBT, M&O	completed
	Replacement of laptop/docking stations for all employee versus desktop hardware	BBT, M&O	completed
	Deployment of software-Office 365, Teams; Upgrades to Sharepoint	BBT	completed
	Technology Plan Update	Facilities Master Planning committee, Academic Plan committee, M&O, BBT	Continuous process
Annual Budget Process	Monitor changes in state allocation process that will impact funding	VP for Finance & Administration, Business Office, Budget managers across campus, Budget Review Taskforce	Continuous process
Financial Statement Audit (Annual)	Continue financial practices that maintain unqualified financial audits.	VP for Finance & Administration, Business Office	Continuous process
Facilities Master Plan - update	Facilities Master Plan - update	Facilities Master Planning committee, Academic Plan committee, M&O	Continuous process

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to	Status
Continuity of Operations Plans (across campus)	Develop plans	All departments	In Process
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	IR & Title V staff	

<b>Enrollment Growth &amp; Diversification Major Activities</b>	<b>Tasks to fulfilling activity</b>	<b>Assigned to</b>	<b>Status</b>
Bolster <u>total enrollment</u> by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	Dean of Student Services, Director of Enrollment & Registrar, Starfish Coordinator, WES, Title V Grant Team, Public Information Office	In Progress
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	Director of Activities, Library, Dean of Student Services, WES Director	In Progress
	Provide students information about required technology, access to needed technology and information on how to use technology tools	Library Director, eLearning Coordinator, Instructional Designer	Completed
Increase <u>state-funded and dual enrollment</u> by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in key locations, develop focused outreach & marketing strategy for specific communities	VP of Learning & Student Success, BEdA, Outreach & Recruitment, Title V Grant Team	In Progress
Expand <u>state-funded enrollment</u> with student programs that will attract state-funded students	Grow wrestling programs and recruit full rosters for all athletic teams	Athletic Director	In Progress
	Explore launching an eSports program and/or track & cross country		eSports on hold
	Launch Agriculture Mechanics degree	Dean of Workforce Education	On hold
	Investigate additional academic programs and activities that will attract state-funded students	Dean of Workforce Education, Dean of Arts & Science, IR	In Progress
Expand <u>total enrollment</u> by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEdA) program into college level classes	BEdA	In Progress

<b>Enrollment Growth &amp; Diversification Major Activities</b>	<b>Tasks to fulfilling activity</b>	<b>Assigned to</b>	<b>Status</b>
	Expand number of students transitioning from dual enrollment programs into college level classes	High School Relations Workgroup	In Progress
	Grow dual enrollment programs	Workforce Education Coordinator, BEdA, Student Services	In Progress
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Arts & Science, Director of Nursing, BEdA Director, Division Chairs	In Progress
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	High School Relations Workgroup, Outreach & Recruitment, Workforce Education Coordinator	In Progress
	Create a sustainable international studies program	Director of JATP	Planning
Expand <u>state-funded and dual enrollment</u> by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Outreach & Recruitment, WES Director	In Progress
	Identify employers with tuition reimbursement for employees	CBIS Director, WES Director	Planning
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach & Recruitment, BEdA Director, Public Information Office	In Progress
	Conduct family focused outreach for high school age students (focus to dual credit students)	Outreach & Recruitment, WES Director,	Planning
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, BAS Coordinator	In Progress
	Market student support resources and give examples of how they help students	Public Information Office, Library	In Progress

<b>Enrollment Growth &amp; Diversification Major Activities</b>	<b>Tasks to fulfilling activity</b>	<b>Assigned to</b>	<b>Status</b>
	Clarify admission process steps, due dates, technology needed and implement student communication plan	Dean of Student Services, Director of Enrollment & Registrar, Title V Grant Team, Starfish Coordinator, WES Director	In Progress
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Dean of Student Services, Director of Enrollment & Registrar	In Progress
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	Public Information Office	Completed

## Acronyms

AA&S - Accommodation & Accessibility Services  
AP - Administrative Process  
APA - American Psychological Association  
ARPA - American Rescue Plan Act  
ASB - Associated Student Body  
AtB - Around the Bend  
BAS-AM - Bachelor of Applied Science-Applied Management  
BBT - Big Bend Technology  
BEaA - Basic Education for Adults  
BP - Board Policy  
CAMP (grant) - College Assistance Migrant Program  
CCRI - Community College Research Initiatives  
CEID - Committee for Equity Inclusion and Diversity  
CiHS - College in the High School  
CPL - Credit for Prior Learning  
CTE - Career and Technical Education  
CTC - Community and Technical College  
CWU - Central Washington University  
DSHS - Department of Social and Health Services  
DEI - Diversity Equity and Inclusion  
DTA - Direct Transfer Agreement  
E3 - Expanding Equitable Education  
EOC - Educational Opportunity Center  
ERG - Employee Rescue Group  
ESL - English as a Second Language  
EV - Electric Vehicle  
EWU - Eastern Washington University  
FCS - Facility Condition Survey

FERPA - Family Educational Rights and Privacy Act

GCU - Grand Canyon University

HCM - Human Capital Management

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HEART - Healthcare, Enrollment, Academic Retention, and Technology

HEP - High School Equivalence Program

HR - Human Resources

HSI - Hispanic Serving Institution

ICRC - Intercollege Relations Commission

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

LGBTQIA+ - people who identify as lesbian, gay, bisexual, transgender, queer (or questioning their gender), intersex, asexual, (or their allies)

M&O - Maintenance & Operations

MCO - Master Course Outline

NCW Tech Alliance - North Central Washington Tech Alliance

NEOGOV - Human Resources Software for Government and Public Sector

NSE - New Student Enrollment

NWCCU - Northwest Commission on Colleges and Universities

PDP - Post Secondary Data Portal

SAO - State Auditor's Office

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SNAP - Supplemental Nutrition Assistance Program

SSS - Student Support Services

STEM - science, technology, engineering and math

TANF - Temporary Assistance for Needy Families

UB - Upward Bound

USDE - United State Department of Education

UW - University of Washington

VOIP - Voice over Internet Protocol

WES - Workforce Education Services

WPEA - Washington Public Employees Association

WVC - Wenatchee Valley College

WWU - Western Washington University



*Excerpt from October 12, 2023 Board Meeting Minutes*

## **11. President's Evaluation**

Trustee Anna Franz read the president's evaluation into the record.

"The Board of Trustees extends great appreciation to our President, Dr. Sara Thompson Tweedy, for her continued leadership at Big Bend Community College. In considering the performance of the President as it relates to the college's ends statements, the Board finds that the institution has met its stated ends during the previous year.

During the last evaluation, the Board encouraged President Tweedy to focus on enrollment and outreach strategies to increase access to all communities within our service district. The efforts made by the College under President Tweedy's leadership in these areas over the last year is evident. Fall enrollments for 2023 are over 15% higher for total headcount than 2022 and exceed pre-pandemic levels. Dual enrollment offerings were expanded within the service district with the use of Educational Opportunity Center grant funds to hire outreach specialists. Outreach to Mattawa and Othello areas resulted in expansion of Basic Education for Adults (BEa) to include English Language Acquisition and GED classes resulting in increased BEa enrollment. High School Equivalency Program grant funds were also used to connect migrant workers to these programs.

The College has also made many achievements in honoring our role as a Hispanic Serving Institution (HSI) by implementing bilingual wayfinding signage and holding its first bilingual commencement to ensure inclusion of our Hispanic community members who represent over 43% of our Grant County population and over 65% of our Adams County population. Our commencement also celebrated the graduation of our first cohort of Bachelor of Applied Science in Applied Management students. In addition to these actions, the College has also supported diversity, equity, and inclusion by completing its first DEI Strategic Plan, creating the position of Director of Recruitment, Retention and Equity, and encouraging faculty and staff to participate in ESCALA professional development activities.

The Board additionally appreciates President Tweedy's continued representation of the College both within and beyond our service District. President Tweedy's role as the chair of the Educational Services Committee for the Washington Community and Technical Colleges and member of the WACTC Executive Committee ensures that our College has a voice as state policies are developed. President Tweedy has maintained a strong presence with our community partners in her roles as the secretary of the Grant County Economic Development Council, member of the North Central Workforce Development Board, member of the Moses Lake School District

Dual Language Advisory Board, President of Grant County Animal Outreach, and member of Rotary.

In establishing and strengthening the partnerships with our local school districts, industry, and university partners, the Board applauds President Tweedy's efforts that resulted in the Battery and Allied Technology Transformation (BATT) Tech Hub Designation Proposal to the Economic Development Administration. The College was also a successful educational partner in supporting the award of \$100 million in federal funds under the Bipartisan Infrastructure Act to industry partners.

In the coming year the Board encourages President Tweedy to continue to rise to the challenges presented by competing economic forces that continue to impact enrollments and hiring. We also look forward to the planned work in strengthening and deepening the College's commitment to honoring its role as a Hispanic Serving Institute to meet the Diversity, Equity, and Inclusion End Statement."

Motion 23-33 Trustee Amy Parris moved to approve Dr. Sara Thompson Tweedy's 2022-23 evaluation Trustee Bethany Martinez seconded and the motion passed.

## **5. Board Evaluation and Goals (Information)**

- Evaluate Policy Governance BP1000
  - BP1000
  - Policy Governance and Board Evaluation Tool
- 2023-24 Board Self Evaluation Statement
  - 2023-24 Board Goals
  - Board Goal Updates
  - 2023-24 Board Agendas
  - 2023-24 Motions
  - October 12, 2023, Board Self Evaluation Statement
- 2024-25 Board Goals
  - 2023-24 Board Goals
  - Draft 2024-25 Calendar

**1000.1 ENDS**

<b>Big Bend Community College Ends</b>		
<b>E-1: Student Success</b>		
Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards.		
<b>E-2: Community Engagement</b>	<b>E-3: Stewardship</b>	<b>E-4: Diversity, Equity, Inclusion</b>
Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.	Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district.	Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity.

(Annual reports on these Ends Statements will be presented to the board according to the schedule outlined in the current Academic Master Plan.)

**1000.2 EXECUTIVE LIMITATIONS****EL – 1 General Executive Constraint**

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies. The duties and responsibilities of the President are outlined in the President's Job Description in the Human Resource Office.

**EL – 2 Respect For Students**

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process, ~~including access to the Board~~, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

### **EL – 3 Respect For Community Members**

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

### **EL – 4 Respect For Employees**

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.
3. Restrict the exercise of academic freedom.
4. Prevent non-represented classified and admin/exempt employees from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

5. Hinder employees from becoming acquainted with their rights under this policy.

## **EL – 5 Ethical Conduct**

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

## **EL – 6 Asset Protection**

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

## **EL – 7 Financial Planning**

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

## **EL – 8 Financial Condition And Activity**

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

## **EL – 9 Communication And Support To The Board**

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.
4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

## **EL – 10 Emergency Executive Succession**

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

### **1000.3 GOVERNANCE PROCESS**

#### **GP – 1 Governance Commitment**

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

#### **GP – 2 Governing Style**

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.



7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

### **GP – 3 Board Job Descriptions**

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
  - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
  - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
  - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.
  - D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
3. The assurance of the President's performance (against policies in 2A and 2B).
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

### **GP – 4 Chair's Role**

The Chair assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties. The Chair is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chair is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
  - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.

- B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
- 2. The authority of the Chair consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
  - A. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
  - B. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
  - C. The Chair may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
  - D. The Chair may delegate this authority, but remains accountable for its use.
- 3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair. In the absence of the Chair and Vice Chair, the members of the Board shall select a member to assume the responsibilities of the Chair during the continuance of the absences.

## **GP – 5 Board Members Code Of Ethics**

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

- 1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.
- 2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
  - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.

- B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
  - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
  - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
- A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
  - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.
  - C. Members will give no consequence or voice to individual judgments of President or staff performance.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

## **GP – 6 Cost Of Governance**

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

- 1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
  - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
  - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
  - C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.

2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

## **GP – 7 Naming Of Facilities**

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020.
2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

## **GP – 8 By Laws Of Community College District #18**

### **INTRODUCTION**

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

### **OFFICES OF THE BOARD OF TRUSTEES**

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

## MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chair of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chair or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.
- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting for the purposes set forth in RCW 42.30.110, as amended. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

In questions of parliamentary procedure, the actions of the board shall be conducted according to the rules contained in the current edition of Robert's Rules of Order Newly Revised, unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

- E. The chair shall announce at the beginning of each meeting that interested citizens or groups may make five-minute oral or written presentations to the board regarding any item on or off the agenda. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting.

If oral comment from other members of the public is accepted at a regular meeting, and upon the request of any individual who will have difficulty attending a meeting by reason of disability, limited mobility, or for any other reason that makes physical attendance at the meeting difficult, the Board of Trustees, when feasible, shall provide an opportunity for that individual to provide oral comment at the meeting remotely.

Nothing in this section of the policy requires the Board of Trustees to accept comment which renders the orderly conduct of the meeting unfeasible. In such a scenario, the Board of Trustees may take steps to return the meeting to orderly conduct in accordance with state law.

## OFFICERS OF THE BOARD

At a regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months commencing on October 1st. In addition, the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chair of the board in the absence of the chair.

The secretary of the board shall be the President of Big Bend Community College and in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official

seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

#### RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

#### FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

#### SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE  
DISTRICT NO. 18  
STATE OF WASHINGTON

#### CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

#### DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

## **1000.4 BOARD-STAFF LINKAGE**

### **BSL - 1 Chief Executive Role**

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

### **BSL - 2 Delegation To The President**

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.
4. Only decisions of the board acting as a body are binding upon the President.
  - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
  - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.



### BSL – 3 President’s Job Description

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

### BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
  - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
  - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party’s opinion to be the standard.
  - C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a “prudent person” test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. *Ends* and *Executive Limitations* shall be monitored annually in the Mission Fulfillment Report and Budget Presentations.
4. The board will conduct a formal evaluation of the President annually. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the

board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.

The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

## POLICY GOVERNANCE AND BOARD EVALUATION SHEET

Indicate the level of accomplishment of each item by circling the rating number. Additionally, please indicate if you would like to “continue” or “modify” each of the following components of your Policy Governance. [\*If modification is checked please write your proposed modification in the space below the item.]

<p><b><u>ENDS</u></b></p> <p><b>E-1 Student Success</b>          Big Bend Community College provides the entire district with access to learning opportunities, assists students in completion of their educational and workforce development goals, develops skills for continued learning, and maintains high academic standards. (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><b><u>ENDS</u></b></p> <p><b>E-2 Community Engagement</b>  <i>Big Bend Community College supports economic development by nurturing community and industry partnerships to enhance access and service to our district.</i> (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><b>ENDS</b>  <i>(*Board Evaluation Item)</i>  <b>E-3 Stewardship</b>  <i>Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics, and prudent resource management to provide quality and affordable resources to our district (If less than 4 – what area(s) should be improved)</i></p>	<p><b>Outcomes Accomplished?</b></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><b><u>ENDS</u></b></p> <p><b>E-4 Diversity, Equity, Inclusion</b></p> <p><i>Big Bend Community College fosters inclusiveness for students, employees, and visitors by maintaining a safe learning environment promoting cultural inclusiveness and respect by embracing diversity, access, opportunity, and equity. (If less than 4 – what area(s) should be improved)</i></p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td></td> <td>Moderately Accomplished</td> <td></td> <td>Fully Accomplished</td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish		Moderately Accomplished		Fully Accomplished		0	1	2	3	4	
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<p><b><u>EXECUTIVE LIMITATIONS</u></b></p> <p><b>EL-1 General Executive Restraints</b> (If no, what needs to change?)</p>	<p>Appropriate?</p> <p>Yes ____ No ____</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><b><u>EXECUTIVE LIMITATIONS</u></b></p> <p><b>EL-2 Respect for Students</b> (If no, what needs to change?)</p>	<p>Appropriate?</p> <p>Yes ____ No ____</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><b><u>EXECUTIVE LIMITATIONS</u></b></p> <p><b>EL-3 Respect for Community Members</b> (If no, what needs to change?)</p>	<p>Appropriate?</p> <p>Yes ____ No ____</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<u><b>EXECUTIVE LIMITATIONS</b></u>  <b>EL-4    Respect for Employees</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u><b>EXECUTIVE LIMITATIONS</b></u>  <b>EL-5    Ethical Conduct</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u><b>EXECUTIVE LIMITATIONS</b></u>  <b>EL-6    Asset Protection</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<b><u>EXECUTIVE LIMITATIONS</u></b>  <b>EL-7 Financial Planning</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<b><u>EXECUTIVE LIMITATIONS</u></b>  <b>EL-8 Financial Condition &amp; Activity</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<b><u>EXECUTIVE LIMITATIONS</u></b>  <b>EL-9 Communication &amp; Support to the Board</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	



<b><u>EXECUTIVE LIMITATIONS</u></b>  <b>EL-10 Emergency Executive Succession</b> (If no, what needs to change?)	Appropriate?  Yes ____ No ____
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<b><u>GOVERNANCE PROCESS</u></b> <i>(*Board Evaluation Item)</i> <b>GP-1 Governance Commitment</b> (If less than 4 – what area(s) should be improved)	<b><u>Outcomes Accomplished?</u></b> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<b><u>GOVERNANCE PROCESS</u></b> <i>(*Board Evaluation Item)</i> <b>GP-2 Governing Style</b> (If less than 4 – what area(s) should be improved)	<b><u>Outcomes Accomplished?</u></b> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><b><u>GOVERNANCE PROCESS</u></b>  <i>(*Board Evaluation Item)</i>  <b>GP-3 Board Job Descriptions</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><b><u>GOVERNANCE PROCESS</u></b>  <b>GP-4 Chair's Role</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><b><u>GOVERNANCE PROCESS</u></b>  <b>GP-5 Board Members Code of Ethics</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<u><b>GOVERNANCE PROCESS</b></u>  <b>GP-6 Cost of Governance</b> (If less than 4 – what area(s) should be improved)	<u><b>Outcomes Accomplished?</b></u> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<u><b>GOVERNANCE PROCESS</b></u>  <b>GP-7 Naming of Facilities</b> (If less than 4 – what area(s) should be improved)	<u><b>Outcomes Accomplished?</b></u> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<u><b>GOVERNANCE PROCESS</b></u>  <b>GP-8 By Laws of Community College District #18</b> (If less than 4 – what area(s) should be improved)	<u><b>Outcomes Accomplished?</b></u> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
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<p><b><u>BOARD-STAFF LINKAGE</u></b>  <i>(*Board Evaluation Item)</i></p> <p><b>BSL-1 Chief Executive Role</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><b><u>BOARD-STAFF LINKAGE</u></b>  <i>(*Board Evaluation Item)</i></p> <p><b>BSL-2 Delegation to the President</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><b><u>BOARD-STAFF LINKAGE</u></b>  <i>(*Board Evaluation Item)</i></p> <p><b>BSL-3 President’s Job Description</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><b><u>BOARD-STAFF LINKAGE</u></b>  <i>(*Board Evaluation Item)</i></p> <p><b>BSL-4 Monitoring Presidential Performance</b>          (If less than 4 – what area(s) should be improved)</p>	<p><b><u>Outcomes Accomplished?</u></b></p> <table> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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# **Big Bend Community College District #18**

## **Governing Board:**

**Chair Gary Chandler, Vice Chair Amy Parris, Anna Franz,  
Bethany Martinez, Juanita Richards,**

**President Sara Tweedy**

## **2024 Meeting Schedule**

**Thursday, February 1, 2024 at 1:30 p.m.**

**Thursday, March 14, 2024, at 1:30 p.m.**

**Thursday, May 9, 2024, at 1:30 p.m.**

**Thursday, June 6, 2024, at 1:30 p.m.**

**Thursday, August 29, 2024, (Retreat)**

**Thursday, October 10, 2024, at 1:30 p.m.**

**Thursday, December 12, 2024, at 1:30 p.m.**

## **Board Goals (adopted October 12, 2023)**

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

## **2023-24 Board Goal Updates**

### **Excerpt from December 7, 2023 Board Meeting**

#### **11. Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

This agenda item was tabled to the next meeting when the full board is present.

### **Excerpt from February 1, 2024 Board Meeting**

#### **9. Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

Trustee Anna Franz shared that committees of one or two trustees could be assigned to review and make a proposal to the board. Trustee Amy Parris stated she would lead the committee for goal #2. Trustee Anna Franz volunteered to lead the committee for goal #1, and Trustee Juanita Richards volunteered to lead the committee for goal #3. Melinda will email all trustees requesting that they contact the committee leads for more information and participation.

### **Excerpt from March 21, 2024 Board Meeting**

#### **10. Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.

3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

The trustees discussed joining the committees.

### **Excerpt from May 9, 2024 Board Meeting**

#### **9. Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

The trustees discussed sub-committee membership. Chairs of committees will convene with their members and bring information to the board retreat.

### **Excerpt from June 6, 2024 Board Meeting**

#### **14. Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

The trustees discussed sub-committee membership. Chairs of committees will convene with their members and bring information to the board retreat in August.

Trustee Gary Chandler and Juanita Richards to discuss their goal. Trustee Anna Franz and Gary Chandler need to review the indicators and schedule a meeting with the president about indicators available.

Trustee Amy Parris will have more information about how to review policies for sharing at the retreat in August.



## **BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA**

### **Regular Board Meeting**

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, October 12, 2023, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**  
Residence Hall Advisors and ASB Officer Introductions, Volleyball Team Introductions.
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
  - a. Meeting Minutes June 8 and August 31, 2023
  - b. Accreditation **(Information)**
  - c. Assessment **(Information)**
  - d. Student Success **(Information)**
  - e. Finance & Administration Report **(Information)**
  - f. Human Resources Report **(Information)**
  - g. Foundation Report **(Information)**
5. Tenure Presentation – President Tweedy/Chancellor Julie White (Pierce Colleges)
6. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
7. ASB Update – ASB President Ty Tait
8. President's Update
  - a. Enrollment Report **(E-1, Information)**
  - b. Accreditation Update **(E-1, E-2, E-3, E-4 for Information)**
9. Sabbatical/Exceptional Faculty Award Presentation – Instructor Lindsay Groce
10. Proprietary Budget Presentation – President Tweedy **(E-1, E-2, E-3, E-4 for Action)**  
*Executive Session* – President Tweedy/Trustees
11. President's Evaluation – Trustees **(E-1, E-2, E-3, E-4 for Action)**
12. President's Contract – **(E-1, E-2, E-3, E-4 for Action)**
13. President's Evaluation Form Revisions – **(E-1, E-2, E-3, E-4 for Action)**
14. Board Self Evaluation – Trustees **(E-1, E-2, E-3, E-4 for Information)**
15. Board Policy 1000 Revisions – Trustees **(E-1, E-2, E-3, E-4 for Information)**
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
17. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
18. 2024 Board Meeting Schedule – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
19. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
20. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

**Thursday, December 7, 2023 (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

## **BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA**

### **Regular Board Meeting**

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, December 7, 2023, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**  
Introduce Basketball Coaches and Players  
NWCCU Beacon Award winner Workforce Education Services (Director Yolanda Ibarra)
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
  - a. Meeting Minutes October 12, 2023 (action)
  - b. Accreditation & Assessment (Information)
  - c. Student Success (Information)
  - d. Finance & Administration Report (Information)
  - e. Human Resources Report (Information)
  - f. Foundation Report (Information)
5. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
6. Student Leader Presentations – Mechatronics Club Advisor Justin Henley and Students
7. ASB Update – ASB President Ty Tait
8. President's Update
  - a. Enrollment Report **(E-1, Information)**
  - b. ASPEN Top 150 **(E-1, E-2, E-3, E-4 Information)**  
*Executive Session* – President Tweedy/Trustees
9. Exceptional Faculty Award Recommendations – **(E-1, E-3, E-4 Action)** President Tweedy
10. Legislative Meetings in Communities – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
11. Board Goals Trustees **(E-1, E-2, E-3, E-4 for Information/Action)**
12. Board Policy 1000 Revisions **(E-1, E-2, E-3, E-4 Action)**
13. Transforming Lives Event **(E-1, E-2, E-3, E-4 Information/Action)**
14. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
15. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
16. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
17. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

**Thursday, February 1, 2023 (Regular)**

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## BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

### Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, February 1, 2023, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Mission Moments – Trustees **(E-1, Information)**  
New Employees, BEdA Program
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4, Information)**
  - a. Meeting Minutes December 7, 2023 (action)
  - b. Accreditation (Information)
  - c. Assessment (Information)
  - d. Student Success (Information)
  - e. Finance & Administration Report (Information)
  - f. Human Resources Report (Information)
  - g. Foundation Report (Information)
5. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
6. ASB Update – ASB President Ty Tait
7. President's Update – Dr. Sara Thompson Tweedy  
*Executive Session* – President Tweedy/Trustees
8. Probationary Tenure Review List – Dr. Sara Thompson Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
9. Board Goals Trustees – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
10. Transforming Lives Event –Trustee Juanita Richards **(E-1, E-2, E-3, E-4 Information/Action)**
11. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
12. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
13. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
14. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

**Thursday, March 14, 2023 (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

## **BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA**

### **Regular Board Meeting**

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, March 21, 2023, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Public comment
3. Consent Agenda **(E-1, E-2, E-3, E-4)**
  - a. Meeting Minutes February 1, March 4, 2024 (action)
  - b. Accreditation (Information)
  - c. Assessment & Student Services (Information)
  - d. Finance & Administration Report (Information)
  - e. Human Resources Report (Information)
  - f. Foundation Report (Information)
4. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
5. ASB Update – ASB President Ty Tait
6. President's Update
  - a. Enrollment Report **(E-1, Information)**
  - b. Legislative Update **(E-1, E-2, E-3, E-4 Information)**
7. Exceptional Faculty Award Presentation – Dr. Steve Ausere **(E-1, E-3, E-4, Information)**
8. ACT Award Nominations – President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
9. Board Goals - Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
10. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
11. Big Bend in the Community/Board Meetings – President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
12. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
13. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**  
*Executive Session* – President Tweedy/Trustees
14. Probationary Tenure Reviews – Trustees **(E-1 Action)**
15. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

**Thursday, May 9, 2024 (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

## **BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA**

### **Regular Board Meeting**

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, May 9, 2024, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Mission Moments – Clean Energy, All WA Academic Team Members
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
  - a. Meeting Minutes March 21, 2024 (action)
  - b. Accreditation (Information)
  - c. Assessment & Student Services (Information)
  - d. Finance & Administration Report (Information)
  - e. Human Resources Report (Information)
  - f. Foundation Report (Information)
5. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
6. ASB Update – ASB President Ty Tait
7. President's Update
  - a. Enrollment Report **(E-1, Information)**
  - b. Tuition Collection Report **(E-3, Information)**
  - c. Financial Aid Update **(E-3, Information)**
  - d. Legislative Priorities **(E-1, E-2, E-3, E-4 Information)**
  - e. BP6101 Tuition & Fee Waivers **(E-1, E-2, E-3, E-4 Information)**
8. Exceptional Faculty Award Recommendations **(E-1, E-2, E-3, E-4 Action)**
9. Board Goals - Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
10. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
11. Big Bend in the Community/Board Meetings – President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
12. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
13. Graduation Activities Trustees **(E-1, E-2, E-3, E-4 Information)**
14. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**  
*Executive Session* – President Tweedy/Trustees
15. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING:

**Thursday, June 6, 2024 (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

## **BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA**

### **Regular Board Meeting**

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, June 6, 2024, 1:30 p.m.

In-Person

1. Call to Order/Roll Call
2. Mission Moments – Retirees, Employee Awards, 2024-25 ASB Officers
3. Public comment
4. Consent Agenda **(E-1, E-2, E-3, E-4)**
  - a. Meeting Minutes May 9, 2024 (action)
  - b. Accreditation (Information)
  - c. Assessment & Student Services (Information)
  - d. Finance & Administration Report (Information)
  - e. Human Resources Report (Information)
  - f. Foundation Report (Information)
5. Faculty Updates – Faculty Association President Dr. Tyler Wallace **(E-1, Information)**
6. ASB Update – ASB President Ty Tait
7. President's Update
  - a. Enrollment Report **(E-1, Information)**
  - b. Tuition Collection Report **(E-3, Information)**
  - c. Financial Aid Update **(E-3, Information)**
  - d. BAS on Behavioral Health **(E-1, E-2, E-3, E-4 Information)**
  - e. PACE Survey Executive Summary **(E-1, E-2, E-3, E-4 Information)**
  - f. 2024 Graduation **(E-1, E-2, E-3, E-4 Information)**

#### *Executive Session – President Tweedy/Trustees*

8. Sabbatical Presentation - Dr. Dennis Knepp **(E-1, E-2, E-3, E-4 Action)**
9. 2024-25 Operating Budget Presentation **(E-1, E-2, E-3, E-4 Action)**
10. 2023-24 Mission Fulfillment Report – President Tweedy **(E-1, E-2, E-3, E-4 Action)**
11. BP6101 Tuition & Fee Waivers – President Tweedy **(E-1, E-2, E-3, E-4 Action)**
12. Employee Recognition – President Tweedy **(E-1, E-2, E-3, E-4 Action)**
13. Board Chair Matrix – President Tweedy **(E-1, E-2, E-3, E-4 Action)**
14. Board Goals - Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
15. Board Retreat Planning – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-2, Information)**
17. Big Bend in the Community/Board Meetings – President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
18. Next Regularly Scheduled Board Meeting – Trustees **(E-1, E-2, E-3, E-4 Information/Action)**
19. Miscellaneous – Trustees, President Tweedy **(E-1, E-2, E-3, E-4 Information/Action)**
20. Adjournment

The Board may adjourn to an **Executive Session to discuss items provided for in RCW 42.30.110 (1):** (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

**Thursday, August 29, 2024 (Retreat)**

NEXT REGULAR MEETING:

**Thursday, October 10, 2024 (Regular)**

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*



# BBCC BOARD OF TRUSTEES MOTIONS

C=Carried D=Denied T=Tabled

Motion #	Date	Motion Topic	C/D/T?	End	Pg #
23-30	10/12/23	Approve Trustee Anna Franz serving as temporary chair in Board Chair Gary Chandler's absence.	C	E-3	3354
23-31		Approve the Consent agenda.	C	E-1, E-3	3354
23-32		Approve the 2023-24 Proprietary Budget	C	E-3	3358
23-33		Approve President's 2022-23 evaluation	C	E-1, E-2, E-3, E-4	3360
23-34		Approve contract extension for president	C	E-1, E-2, E-3, E-4	3360
23-35		Approve revisions to president's evaluation form as presented	C	E-1, E-2, E-3, E-4	3360
23-36		Approve 2023-24 board goals 1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends. 2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs. 3. Establish an annual calendar of board study session topics to ensure professional development of Board members. "	C	E-1, E-2, E-3, E-4	3360
23-37	10/12/23	Approve 2024 board meeting schedule.	C	E-3	3361
23-38	12/07/23	Approve Consent Agenda	C	E-1, E-3	3363
		Approve associate faculty member Dr. Steve Ausere's EFA to attend a spine training (\$950).	C	E-1	3365
23-40	12/07/23	Approve revisions to BP1000	C	E-3	3366
24-01	02/01/24	Consent Agenda	C	E-1, E-3	3357
24-02		Reschedule 3/14/24 meeting to 3/21/24.	C	E-3	3369
24-03	03/21/24	Consent Agenda	C	E-1, E-3	3371
24-04		Dr. Tyler Wallace nominated for ACT Faculty award. Jody Bortz nominated for the ACT Professional Staff Member award.	C	E-1	3373
24-05		Renew the probationary contract of Terry Haws	C	E-1	3374
24-06		Renew the probationary contract of Michell Valdivia	C	E-1	3374
24-07		Renew the probationary contract of Melissa Heaps	C	E-1	3375
24-08		Renew the probationary contract of Justin Henley	C	E-1	3375
24-09		Renew the probationary contract of Cade Levine	C	E-1	3375

# BBCC BOARD OF TRUSTEES MOTIONS

C=Carried D=Denied T=Tabled

Motion #	Date	Motion Topic	C/D/T?	End	Pg #
24-10		Renew the probationary contract of Rosemary Parsons	C	E-1	3375
24-11		Renew the probationary contract of Dustin Regul	C	E-1	3375
24-12		Renew the probationary contract of Kaja Englund	C	E-1	3376
24-13		Renew the probationary contract of Aaron Mahoney	C	E-1	3376
24-14		Renew the probationary contract of Emily Eidson	C	E-1	3376
24-15		Grant tenure to Chris Dinges	C	E-1	3376
24-16		Deny tenure for Eric Fleming	C	E-1	3376
24-17		Grant tenure to Octaviano Gutierrez	C	E-1	3376
24-18	5/9/24	Consent agenda	C	E-1, E-3	3378
24-19		Approved EFA for Ryan Duvall (\$2,000) and Kaja Englund (\$850).	C	E-1	3380
24-20	6/6/24	Consent Agenda	C	E-1, E-3	3382
24-21		2024-25 Operating Budget	C	E-3	3384
24-22		BP 6101 Tuition & Fee Waiver	C	E-3	3385
24-23		Emeritus Status to Kim Jackson	C	E-1	3385
<b>2023-24 Academic YTD Ends Actions totals</b>	<b>Ends E-1 27</b>	<b>Ends E-2 4</b>	<b>Ends E-3 17</b>	<b>Ends E-4 4</b>	



#### **14. Board Self-Evaluation & 2023-24**

Annually, the BBCC Board of Trustees conducts a self-evaluation during its retreat. The effort was completed on Thursday, August 31, 2023. The process includes determining whether or not the Board has met its goals, maintained trustee activity aligned with the Ends, and followed and fulfilled board policies.

For the 2022-2023 academic year, the BBCC Board of Trustees adopted three goals.

1. Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.
2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.
3. Ensure effective onboarding and support for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

During the August 31 retreat, the Board agreed that it had succeeded in fulfilling one of the goals and making significant progress on the remaining two goals. The summary of that assessment follows:

#### **Goal #1: Revise End Statements and Develop & Implement a Set of Indicators**

The Board agreed that significant progress had been made on this goal by adopting revised End Statements; however, this goal will be retained to identify a clearer method of monitoring those End Statements.

#### **Goal #2: Advancing Equity, Diversity, and Inclusion**

The Board agreed that progress has been made on this goal through the retreat training and discussion regarding Dr. Garcia's Becoming Hispanic Serving Institutions book and DEI efforts at Big Bend. The Board agreed that this goal would be retained.

#### **Goal #3: Trustee Onboarding**

The newest members of the Board reported that they received all the information and guidance necessary to understand their role as Trustees. The Board agreed the goal had been met.

#### **2023-2024 Board Goals**

The Board goals for the 2023-2024 academic year are as follows:

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

Motion 23-36 Trustee Juanita Richards moved to approve the 2023-24 board goals. Trustee Bethany Martinez seconded and the motion passed.

# **Big Bend Community College District #18**

## **Governing Board:**

**Chair Gary Chandler, Vice Chair Amy Parris, Anna Franz,  
Bethany Martinez, Juanita Richards,**

**President Sara Tweedy**

## **2024 Meeting Schedule**

**Thursday, February 1, 2024 at 1:30 p.m.**

**Thursday, March 14, 2024, at 1:30 p.m.**

**Thursday, May 9, 2024, at 1:30 p.m.**

**Thursday, June 6, 2024, at 1:30 p.m.**

**Thursday, August 29, 2024, (Retreat)**

**Thursday, October 10, 2024, at 1:30 p.m.**

**Thursday, December 12, 2024, at 1:30 p.m.**

## **Board Goals (adopted October 12, 2023)**

1. Develop a clear method of monitoring Big Bend Community College's Ends Statements including the identification of indicators which measure the performance of the institution relative to the Ends.
2. Advance equity, diversity, and inclusion by reviewing policies to ensure support of operational equity, diversity, and inclusion programs.
3. Establish an annual calendar of board study session topics to ensure professional development of Board members.

## DRAFT 2024 BOARD PLANNING

Meeting Dates	Ideas/Suggestions	Action Items	Club Invites	Other
Feb 1		Consent Agenda, Probationary Tenure Prep (I),		
March 21		Consent Agenda, Probationary Tenure, ACT Nominations		
May 9		Consent Agenda, EFA Recommendations		
June 6		Consent Agenda, Operating Budget, Emeritus Nominations		
August 29 (Retreat)	Pres Eval, Board Eval	Negotiated Agreement		
October 10 (Community Meeting?)		Consent Agenda, Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy		New Chair
December 12		Consent Agenda, EFA Recommendations		

## DRAFT 2025 BOARD PLANNING

Estimated Meeting Dates	Ideas/Suggestions	Action Items	Club Invites	Other
Jan 23		Probationary Tenure Prep		
March 20		Probationary Tenure, ACT Nominations		
May 1		Consent Agenda, EFA Recommendations		
June 5		Consent Agenda, Operating Budget, Emeritus Nominations		
August 28 (Retreat)	Pres Eval, Board Eval	Negotiated Agreement?		
October 9 (Community Meeting?)		Consent Agenda, Proprietary Budget, Pres Eval, Pres Contract, Board Self Eval, Board Goals, Next Year Board Meetings, Legislative Advocacy		New Chair
December 11		Consent Agenda, EFA Recommendations		

2024-2025 Calendar - Revised 03-27-24

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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29	30	31				

January 2025						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
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March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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27	28	29	30			

May 2025						
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25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	Fall	Winter	Spring
Advising & Registration	4		
Teaching	40	40	40
Finals Days	4	4	4
Commencement			
Inservice	1	1	1
Professional	10	10	9
Recordkeeping	1	1	3
Holiday			Meet need of grades done for proby meeting
Quarterly Totals	60	56	57

Grand Total

173

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Board meeting (Retreat) Thursday, August 31, 2023, at 9:00 a.m. in person.

Present: Anna Franz  
Gary Chandler  
Bethany Martinez  
Amy Parris  
Juanita Richards

### 1. Tenure Process

The trustees discussed the probationary review information they receive to ensure best practice and consider improvement ideas. The committees' feedback is helpful and the trustees requested more comprehensive information specifically regarding the surveys.

President Tweedy referenced the revised probationary tenure process that Pierce College presented at the an ACT Conference, which is centered around equity, inclusion, and diversity. Pierce College's revised tenure process includes less focus on content expertise and more on instructors' teaching philosophies. Faculty and administrators at Pierce College reported they shared their teaching philosophy videos in a more authentic way, videos, audio, or written determined by faculty preference. During the ACT Conference, Trustees from Pierce College stated trustees felt they were getting holistic information, perspective and points of contact embedded throughout the process. The trustees felt that they knew the candidates due to their presentations throughout the year.

VP Humpherys reported there is a mutual desire to provide helpful information in the probationary review process. Many elements of the probationary review process are codified in the negotiated agreement. A workgroup of three faculty members and three administrators has been working on better alignment between probationary faculty member's criteria/standard detailed in the negotiated agreement and data collected.

*Probationary review committee evaluation standards (criteria) from the 2022-24 Negotiated Agreement (page 74) are included here because they were referenced during the meeting even though not shared in detail:*

- 1. The probationer's instructional skills.*
- 2. The probationer's relationship with students.*
- 3. The probationer's relationship with faculty.*
- 4. The probationer's relationship with administration.*
- 5. The probationer's knowledge of the subject matter they are charged with teaching.*
- 6. Probationer's action toward professional improvement.*
- 7. Probationer's adherence to appropriate guides and specific objectives in meeting institutional goals, as determined in consultation between the faculty member, appropriate administrator, and faculty representative from the probationary review committee.*

The work group developed a philosophy of quality teaching statement, reviewed survey instruments and vetted questions through the draft statement. They also developed a draft of the instrument to pilot this fall with tenured faculty who are not part of the review process.

Faculty Association President Dr. Tyler Wallace reported the workgroup is focusing on one piece of the tenure process rather than revamping the whole process at once. They focused on quality teaching and how to assess, specifically the instructional skills based on research around historically underrepresented groups.

Trustees shared their specific concerns about the probationary tenure review process for example are the criteria/standards current, how are the criteria/standards measured, and how to ensure the review process is less subjective and based on evidence around student outcomes. The administrative summaries and student comments are very helpful. Key descriptors and qualitative information are important to the process.

Board Chair Anna Franz asked about what the faculty members want trustees to know. Dr. Wallace responded that faculty members are also frustrated with the process and appreciate focusing on making changes. Faculty have hope around potential revisions and want trustees and administration to continue trusting them with improvements. There is concern and synergy on all sides of the process and a renewed focus on improvements for all stakeholders. The group discussed regular tenure process review updates to the board, next update could be in the spring. President Tweedy thanked VP Kim Garza, Faculty Association President Tyler Wallace, and VP Bryce Humpherys for being present during this portion of the retreat. VPs Bryce Humpherys, Kim Garza, and Faculty Association President left the meeting.

At 11:00 a.m. Board Chair Anna Franz announced a 5-minute break. The meeting reconvened at 11:05.

## 2. Diversity, Equity, and inclusion Discussion

Board Chair Anna Franz presented information on Diversity, Equity, and Inclusion using the definition of diversity from Board Policy 1025.

- **Equity:** *full and fair access to resources, opportunities, and services.*
- **Inclusion:** *the creation and maintenance of an accepting environment where all have equitable opportunities and support.*
- **Diversity:** *individual, group, and social differences in cultures, expectations, backgrounds, opinions, and values, all of which enrich our shared community.*

Success rates for historically underserved groups (HUGS) continue to need improvement. Trustees discussed unconscious/implicit bias from the *Blindspot* book by Mahzarin Banaji and Anthony Greenwald.



Dr. Tweedy shared about the cliff notes of Dr. Gina Garcia's book *Becoming Hispanic-Serving Institutions; Opportunities for Colleges and Universities* and Dr. Garcia's presentation at Fall 2022 In-Service. Following revisions to the Vision, Mission, and Guiding Principles through the strategic planning process, President Tweedy set the 2022-23 theme as the first Guiding Principle *Honor our Role as a Hispanic-Serving Institution* (HSI). Big Bend applied for and received several grants and funding for TRiO, Workforce Education Services (WES), and Dr. Tweedy continues to lead efforts toward servingness in Big Bend's HSI efforts. There are pockets of servingness around campus such as TRiO, WES, Basic Education for Adults (BEA) that providing belongingness to students from Hispanic heritage.

ESCALA, translates as thriving in Spanish, is an educational program offered to faculty and staff across the campus. The program requires participants to question how they are serving Hispanic students based on evidence and then to choose a process or practice to improve and measure. President Tweedy reported that the theme for the 2023-24 year is the second Guiding Principle *Advocating for DEI*. Some of the activities to move this theme forward include holding the first Shared Governance Council Retreat, reviewing and revising leadership competencies to include DEI foci, and growing a culture of belonging through culturally affirming spaces, including bilingual signage. The Committee on Equity, Inclusion, and Diversity is working on defining "culturally affirming" and how to create space for it. Employee and student surveys will measure accomplishment.

Trustees expressed appreciation of the 2023 graduation ceremony being bilingual. Discussed the different labels such as LatinX, Hispanic, and Mexican. The Latin community is large and diverse with different identify preferences.

The group discussed the current counseling model and the need for funding to improve it. Advising and belonging are both very important. Trustees emphasized that bilingualism is valued.

Board Chair Anna Franz announced a 40-minute lunch break at 12:40 p.m. The meeting resumed at 1:20 p.m.

### **3. President's Self Evaluation**

Dr. Tweedy provided highlights of her accomplishments by Ends statements. The Mission Fulfillment report is also evidence for the president's evaluation. The regional tech hub application stemmed from conversations between President Tweedy and Senator Cantwell and have the potential to accelerating the pace for students to learn skills to be employable with new industry coming in to Moses Lake. President Tweedy also shared Big Bend's robust English Language Acquisition (ELA) offerings in communities. The grants Big Bend has applied for and received move the work forward are all strategically scaffolded into the entire campus. She stated it is important to serve communities and community feedback is helping Big Bend serve better. Programs of note that are performing HSI work include TRiO Upward Bound (UB), TRiO Student Success Services (SSS), and WES. WES director Yolanda is being nominated for the

Northwest Commission on Colleges and Universities Beacon Award for the departments work with HUGs and their outcomes.

Dr. Tweedy stated she is investigating how to develop new residence halls to serve students better. The trustees stated they had not concerns about the Ends being accomplished.

At 2:26 p.m. Board Chair Anna Franz announced that the Board would adjourn to executive session for approximately 10 minutes to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session ended at 2:36 p.m. No actions were taken during the Executive session.

#### **4. Board Evaluation**

Board goal achievement was discussed.

Goal 1: Revise the Big Bend Community College's Ends Statements and develop and implement a set of indicators which measure the progress of the institution relative to the revised Ends.

Trustees stated this was half accomplished. The board reviewed indicators and the annual review process. Need to develop and review set of indicators

Goal 2: Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.

Trustees advanced equity, inclusion, and diversity and revised the Ends Statements.

Goal 3: Ensure effective onboarding and support for trustees as measured by updates to the board onboarding tool and development of a cyclical board calendar of study session topics and campus engagement opportunities.

Trustees discussed onboarding experience and Trustee Bethany Martinez reported she felt supported. Suggested a cyclical board calendar of board study session topics and a prioritized list of campus events.

The Trustees discussed study session topics and their desire to meet Big Bend employees and student groups. Trustees prefer hearing directly from faculty members at board meetings when possible.

Adjournment 3:30.

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Anna Franz, Chair

ATTEST:

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Sara Thompson Tweedy, Secretary