WASHINGTON STATE IT FACULTY SALARIES: CHALLENGES AND POSSIBLE SOLUTIONS

Center of Excellence for Information and Computing Technology,
hosted at Bellevue College, Bellevue, Washington
Maureen A. Majury, M.Ed. Director
February 2019

Table of Contents

I: Introduction

The Center of Excellence for Information and Computing Technology, hosted at Bellevue College, serves 32 of the 34 Washington state community and technical college's (CTCs) Information Technology (IT) programs. Consistently, and persistently, the Center has heard from community and technical college workforce administrators, professional and technical deans, and IT faculty ***how difficult it is to recruit and retain IT instructors***.

The reality is IT (included within Science, Technology, Engineering, Allied Health, and Math (STEAM)) industry professionals make substantially more money per year than IT faculty. Thus, attracting and keeping talent within IT programs is a challenge. This impedes opportunities to expand IT programs of study in new and emerging technologies, and to prepare a pipeline of talented employees for industry.

This year the Center engaged with faculty unions, the State Board for Community and Technical Colleges (SBCTC), CTC IT faculty, workforce administrators, and union representatives/presidents to consider and pose potential solutions and challenges.

II: Methodology

The IT faculty salary project's methodology is outlined below:

1. The Center's first step was research IT industry professional salaries v. IT faculty salaries.
2. A secondary comparison was to examine the top five and bottom five annual salaries across the state.
3. Based on this preliminary research, the Center performed a search for any national or state solutions. There was no available solution found in searches. There were studies about gender pay disparity in science, technology, engineering, allied health, and math (STEAM) faculty jobs. A secondary pathway of research was to look at state and national IT faculty annual salaries. Also, assessing whether or not some disciplines were paid higher salaries than other disciplines.
4. An IT faculty salary survey was created and disseminated to workforce deans/vice presidents, academic deans, IT faculty, and union representatives/presidents September 2018. The survey was closed and the results were analyzed. A report, *IT Faculty Survey Results*, was created summarizing the responses and comments (See Appendix X).
5. An IT faculty salary workgroup assembled December 2018 to review the results and create a list of possible solutions and challenges. A major outcome of that meeting was creating a second survey, *IT Faculty Duties and Salary Solutions Survey*. In January 2019, the survey was sent out only to IT faculty. The results were summarized at the end of the month. (See Appendix X)

III: State and National IT Professional and IT Faculty Salaries

In assessing where Washington state IT faculty salaries stood nationally and what they could earn as an IT professional in the private sector, a number of steps were taken. The first step was to look at what an IT professional would annually earn in IT occupations that aligned with the most common IT programs of study offered at the state's CTCs. The highest state and national salaries are for the IT occupation, data scientist. The lowest national salary for an IT occupation is programmer, and the lowest state salary for an IT occupation is data analyst.

Average national salary for the following occupations:

Data Analyst (IT)	$83,878
Data Scientist	$139,840
Database Developer	$98,699
DevOps Engineer	$137,400
Network Administrator	$79,380
Programmer	$72,921
Security Specialist (IT)	$105,980
Software Developer	$91,887
Systems Administrator	$78,322
Web Developer	$93,402

Average Washington state salary for the following occupations:

Data Analyst (IT)	$77,007
Data Scientist	$151,340
Database Developer	$112,568
DevOps Engineer	$119,025
Network Administrator	$82,030
Programmer	$94,051
Security Specialist (IT)	$112,679
Software Developer	$126,913
Systems Administrator	$85,520
Web Developer	$97,068

(**Source:** Glassdoor.com, Indeed.com)

In reviewing the Washington state ***FY 2017-2018 Full-Time Faculty Salaries Comparison, by District*** published by SBCTC in December of 2018 (See Appendix X), the top five highest and lowest IT faculty salaries are as follows (**Note:** Integrated Postsecondary Education Data System

(IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education):

Highest IPEDS Average Salary (highest to lowest)

Skagit	$67,468
Bellevue	$67,374
Shoreline	$66,740
Highline	$66,737
Edmonds	$66,034

Lowest IPEDS Average Salary (highest to lowest)

Lower Columbia	$62,244
Bates	$60,019
Columbia Basin	$58,798
Lake Washington	$56,075
Peninsula	$51,825

The IPEDS average salary over the last five years show four percentage increases averaging .025%. Comparing the FY 2013-2014 annual IPEDS salary of $56,225 and FY 2017-2018 IPEDS salary of $62,095 the salary increase was $5,870, or .09%. The salary totals are based upon a 9-/10-month contract. If the ten-month contract is used, taking a monthly salary applied to twelve months, then the annual salary would equal $74,514. This salary is well below any of the state and national IT professional occupational salaries listed above. If the FY 2017-2018 average salary of $62,095 from the SBCTC is compared to the average salary of the ten Washington state IT occupations listed above ($105, 820), IT faculty make 41% of what their IT peers make in the technology sector. Of note, IT faculty typically are required to have a master's degree, and prior teaching experience.

Currently, the SBCTC has a budget proposal before the state's legislature that has requested between 2019-21, and then in the next biennium an annual raise of 3%. To-date it has not been approved.

Comparing state IT faculty salaries to national salaries reveals interesting data. Highlighting the fact that Washington State, according to *Geek Wire* (April 2018),

> Credit reporting site WalletHub compared all 50 states and the District of Columbia across 27 metrics for economic health and opportunity in the report. The study resurfaced this week when Visual Capitalist, a digital media brand, compiled the data in the infographic below.

> Washington ranked No. 1, driven by factors like strong gross domestic product growth, exports per capita, and percentage of high-tech jobs.

Looking at American Association of University Professors' Annual Report on the Economic Status of the Profession: 2017-18 national unranked colleges, the average annual public college salary is $67,694 across all disciplines. This is $5,599 higher than Washington's $62,095 salary (2017-2018).

The Center found one source, after an extensive search that tabulated the annual salaries by discipline. Information Technology is not listed. And, while some computer science departments are housed within a college's engineering department, they are typically transfer programs as opposed to professional and technical programs. Of interest, social science faculty make the highest average salary. A question to consider, would a social science instructor make that same salary in the private sector?

The following are the disciplines that pay the highest average salaries to faculty:

- Engineering: **$91,130**
- Social Sciences: **$94,410**
- Anthropology: **$89,800**
- Physics: **$87,390**
- Law: **$86,980**
- Geography: **$86,830**
- Political Science: **$85,050**

IV: IT Faculty Salary Survey

The first survey, ***IT Faculty Salary Survey*** (see Appendix X), was sent to Washington state CTC workforce deans/vice presidents, academic and professional/technical deans, IT faculty, and union representatives/presidents at the end of September 2018. It closed on November 6, 2109. There was a total of 93 respondents. The highest percentage of respondents was IT faculty at 65%.

These are the highlights of the survey (see the full survey in the appendix section):

- 81% of respondents agreed that it was **very** difficult to recruit IT faculty. Especially in the disciplines of Software Development (Programming, CS), 31%, and Networking (Cloud, Systems Admin, etc.), 29%.
- When asked if the average salary of $62,095 is commensurate as an IT faculty compared to other non-STEAM disciplines, 69% of respondents selected, no. One respondent wrote, "In X region of Washington, K-12 teachers now make an average salary of $84,000, while the average salary at College X is $64,000. At College X, we do not prioritize one discipline over another for compensation."
- Given the high wages IT professionals are paid compared to what IT faculty earn, respondents were asked if they had any effective strategies to recruit/retain IT faculty. 61% of respondents indicated they did not have one. Of the strategies mentioned there was no consistent method. More than one respondent mentioned a reliance on part-time faculty and hiring IT professionals who were near retirement.
- A follow-up to the above question asked if the IT faculty's college was able to retain IT faculty. 55% said no. Many cited the college seemed indifferent to retaining IT faculty; were unwilling to fund training to upskill faculty, thus the IT programs were stagnating.
- 16% responded, "no", and 86% responded, "tentative", when asked if their college's faculty union ever consider discussing and/or increasing faculty salaries specifically for IT faculty. Suggestions or challenges were solicited. One respondent's answer started on a positive note, "Yes. Recently our faculty union tried to get administration to put Computer Science (CS) (we teach database, networking, programming, security etc.) in the *high demand* category however, Administration denied the request for CS. The union would be up for discussing the matter further."
- When asked if there should be parity in IT faculty salaries, no matter the city, region, and cost-of-living, across the system, only 26% responded yes. The remainder of respondents split equally in choosing, "no", and "maybe.
- In recent IT faculty, hires the following demographics were identified: 49% were 45 and older, 62% were male Caucasians, programming was the discipline identified with the

highest number of bachelors, master, and post-doctoral degrees (networking ranked second.)

The second survey, ***IT Faculty Duties and Salary Solutions Survey*** (see Appendix X), was sent to only to Washington state IT faculty. There were 37 respondents.

The first part of the survey asked IT faculty to list the activities, duties, tangible things they do, that are outside the constructs of their contract (please note: it is assumed that IT faculty in professional and technical education programs have identical contracts to those who are on the academic and/or transfer side of the college). This might include marketing, creating internships, upskilling on their own time to teach new content, creating new curriculum without a stipend payment, attending professional development events, etc.

The top five activities of twenty cited by IT faculty are:

- industry certifications (9)
- internships (11)
- marketing (11)
- networking (alumni, IT professionals, local companies) (11)
- upskilling on own time, including researching new technology trends/no payment/sizeable time commitment (course content delivery methods, creating new content/curriculum) (29)

The second part of the survey asked IT faculty to rate suggested solutions that came from the IT faculty salary workgroup and the first survey. The ideas were evaluated as viable, not viable, something IT faculty believe their campus would embrace, and would funding create a challenge for any of these ideas to happen. Some of the ideas were labeled "non-traditional financial incentives" that wouldn't necessarily increase salaries, but would provide some kind of financial assistance outside of the salary. IT faculty were asked to provide ideas of their own.

While some suggested proposals were deemed either slightly or truly viable, most ideas had the caveats of: financing would be problematic, no strong "champion" could be identified, and the union and college would not be supportive of the idea.

Academic loan forgiveness – IT faculty may have outstanding financial obligations paying off a student loan when they earned either a bachelor or master degree. It was suggested the state of Washington's legislature would fund a financial debt relief program for IT faculty who agree to teach for a community or technical college (CTC) for "X" number of years and/or are currently teaching at a CTC.

Load-equity – IT faculty would have lower class sizes or teach fewer credits than non-professional and technical faculty.

Recruitment of High School Teachers – Recruit high school teachers who have training and experience in the areas that are "high-wage", "high-demand", and "high-growth". The recruitment would be incentivized by the college's support of their "life-long learning" and "professional development" needs, goals, and desires.

Academic Scholarships – Provide scholarships for current or potential IT faculty to complete a bachelor, master, or post-doctoral degree if they agree to teach "X" number of years.

Those rated the most “viable” were academic loan forgiveness and academic scholarships. However, all those who did not rate any of the ideas as viable posed serious challenges to all of these proposed solutions.

One idea in attracting IT faculty was to advertise that the CTC system does offer tenured positions that four-year college and university faculty might not be aware of. And, recruiting at four-year institutions in the state might be a good idea.

V: Summary

What is extraordinary is the amount of work and the passion IT faculty bring to the classroom, to their students, to their own life-long learning, and commitment to propose solutions while acknowledging the challenges.

The thirty-five, plus, IT faculty who listed all they do external to their contract in order to ensure their students are successful in their academic and career pathway is representative of IT faculty across the system.

The solutions proposed all have two main challenges: funding and contractual limitations. Another challenge is not all colleges would be supportive of the proposed solutions. And, even some IT faculty found legitimate challenges with the ideas that were rated most viable. Thus, after the SBCTC, select college leadership, and IT industry professionals review this report, it will be finalized. A final step will be to review it and work in small groups at the May 2019 IT Futures Summit.

The SBCTC shared its 2019-21 Operating Budget Request has "Competitive Compensation" as one of its three tops priorities.

For the 2019 legislative session, The Governor's budget did not fund this priority per se, but it does extend the 3% wage increase each year resulting from civil service collective bargaining agreements for all employees. Nonetheless, the SBCTC does not know what will occur as the budget process is ongoing.

The State Board, notwithstanding what occurs this session, continues to advocate for competitive compensation for faculty. Having said that, they do not have access to any funds for compensation pending the end of this year's legislative session.

APPENDIX 1

IT Faculty Survey Results
Center of Excellence for Information & Computing Technology

Hosted at Bellevue College

November 6, 2018

The Center of Excellence for Information and Computing Technology, hosted at Bellevue College, and serving 32 of the 34 Information Technology (IT) Programs for community and technical colleges (CTCs). Consistently and persistently the Center has heard from community and technical college workforce administrators, professional and technical deans, and IT faculty ***how it is increasingly difficult to recruit and retain IT instructors***.

The reality is IT (included within Science, Technology, Engineering, Allied Health, and Math (STEAM)) industry professionals make substantially more money per year than IT faculty. Thus, attracting and keeping talent for IT programs in the state's CTC system is a challenge. This impacts the opportunity to expand IT programs of study in new and emerging technologies, and to prepare pipelines of talented employees for industry.

This year the Center will engage with faculty unions, the State Board for Community and Technical Colleges (SBCTC), CTC IT faculty, workforce administrators, and IT employers in order to consider and pose potential solutions.

Total of 93 Respondents (survey closed November 6, 2018)

1. Please identify yourself

IT Faculty (including Computer Science (CS))	60	65%
IT Professional & Technical Dean	6	6.5%
IT Academic Dean	3	3%
Program Chair	4	4%
Union Faculty President/Lead	6	6.5%
Workforce Administrator (VP or Dean)	4	4%
Other	10	11%
TOTAL	**93**	**100%**

Other (please specify):

- Internship Coordinator
- Business Administration Faculty
- Faculty (served on search committees for IT instructor, and the previous union president)

2. How difficult is it for you to recruit IT faculty?

Not at all	3	3%

Somewhat	14	16%
Very	73	81%
TOTAL	**90**	**100%**

Specify area, i.e. programming, networking, security, etc.:

Database Development/Design	14	10%
Networking (Cloud, Systems Admin, etc.)	40	29%
Security (Cyber)	19	14%
Software Development (Programming, CS)	43	31%
Web Development/Design	18	13%
Other	3	3%
TOTAL	**137**	**100%**

3. **Do you believe the salaries for IT faculty (average for 2017-2018 was $62,095 for all colleges: source/SBCTC) is commensurate for the discipline and/or program of study compare to other disciplines non-Science, Technology, Engineering, Allied Health, Math [STEAM] disciplines?**

Yes	7	8%
No	62	69%
Somewhat	14	15%
No opinion	7	8%
TOTAL	**90**	**100%**

Comments:

- The disparity between college and industry salaries is large. Our department recently lost a truly excellent faculty member to industry. He more than doubled his salary by the move. Our recruitment attempts to replace him have been woeful.
- We have a union contract that stipulates we pay all individuals at the same rates regardless of discipline. I would like to be able to offer different discipline salaries based on industry wages.
- In Southwest Washington, K-12 teachers now make an average salary of $84,000, while the average salary at College X is $64,000. At College X, we do not prioritize one discipline over another for compensation.
- Salaries are not competitive with industry. It is unlikely that faculty associations (unions) will ever fight for this.
- Nursing faculty also make below-market earnings compared to industry. We will soon be looking for an Engineering instructor, and I fear the same situation will apply.

4. **If the average salary across ten, in-demand IT occupations, including database developer, software developer, network administrator, etc. (Source: Glassdoor/Indeed, September 2018) is $105,820, does your college have any strategies that are effective in recruiting/retaining faculty when IT faculty find out or already understand the salary is 58% of that one earns in the private sector? Please share.**

Yes	9	10%
No/None	53	61%
N/A	4	5%
Other	21	24%
TOTAL	**87**	**100%**

Comments:

- No, however we do attempt to recruit them with offers of additional employment or easy schedules to allow for a second job in the industry.
- Our program relies heavily on part-time instructors who enjoy teaching and consider it to be a part of their community service. The full-time faculty is not compensated well and it looks like the college is completely ignorant to the issue. They are not searching for solutions as far as I know.
- I have worked in the private sector and do not feel there is a direct correlation between IT Professionals and IT Faculty. However, salaries should be comparable to other faculty that provide direct work-related training, especially if they have actual work experience and expertise.
- No. We just hope to find someone who's passionate about teaching, competent in their subject, and willing to take a pay cut.
- Yes, the faculty salary package is more than the base salary. Faculty receive stipends for course development, chair duties, teaching in the summer and other reimbursements.
- Flexible scheduling (e.g. Hybrid classes that meet at night and online), stipends for work outside of classes.
- Two strategies: 1) We rely heavily on part-time adjuncts, and 2) for full-timers, we try to identify older professionals near retirement.
- We look for recent military retirees. They have another source of income as well as the skills we are looking for. (2)
- I am not aware of any such program, nor do I believe one exists. (9)
- It's difficult to compete and recruit experienced IT individuals when there is a huge salary gap.
- They are out there - it's just hard to find them. Like other industries, we are coming to rely on talent from other countries where education is perceived to be an honored profession. We also focus on benefits that are not clearly reflected in the salary. The challenge is finding people who want to teach - not code, etc. You can't compare apples to apples.
- We have not addressed this in any strategic or systematic way. The idea of differential salaries is not appealing due to the equity issues it causes among faculty.
- There are no current strategies for recruitment other than leveraging quality of life.

5. How does your college retain IT faculty?

Yes	15	17%
No	47	55%
Somewhat	20	23%

N/A / Don't know	4	5%
TOTAL	**86**	**100%**

Please share effective strategies. If there is an issue retaining IT faculty, what is the main reason for their departure?
Comments:

- We do not retain faculty well in IT. What success we have comes with hiring faculty who are starting a second career, or in recruiting faculty who are very early in their career.
- Retention is currently very poor with over 10% a year of regular faculty leaving/retiring. Pay, and working conditions are prime reasons
- The biggest issue have had is not being able to attract faculty when needed. The biggest drawback is salary.
- Tenure is the main retention benefit for IT faculty. Faculty depart for positions with better pay for amount of workload (plus more opportunities for growth).
- We retain our IT faculty by having a great working environment that cares about student success.
- Allow for fully online course delivery, pay for conference and continued professional development opportunities.
- We market the flexible schedule, our family friendly culture, and the entire salary package; not the base salary only.
- No strategies. IT faculty are having difficulty with gaining tenure due to unrealistic demands made by Liberal Arts professors on tenure committees.
- They hope to find people who are willing to sacrifice to teach...not very rewarding to the few who will make the sacrifice. (4)
- Pay does not reflect tech industry pay. (5)
- The IT program has stagnated.
- No, not willing to pay for expensive training and/or classes to keep skill-sets up to date.
- Independence and freedom to explore new ideas and academic programs. The college can also work to reduce hassle for faculty by streamlining and making sensible procedures that are not overly bureaucratic and stilted.
- The majority of our courses are taught by adjunct teachers who are teaching to augment income, in between contracts, or to give back. None of these motivations are very good for the long-term retention of faculty.

6. Would your college's faculty union ever consider discussing and/or increasing faculty salaries specifically for IT faculty (included with STEAM)? Please indicate why you answered "Yes" or "No". What are the challenges? What are solutions to consider in persuading them/you?

Yes	5	6%
No	16	18%
Tentative (Probably not, maybe, I don't think so)	67	76%
TOTAL	**88**	**100%**

Comments:

- Don't think so. Union has to represent all members. Union and other teachers do not understand the time it takes to keep skills current and prep-time, as well as cost of training to keep current. Don't think they really understand how difficult it would be to replace IT faculty that also can teach.
- I have seen discussion in terms of salary that apply to all faculty not to a specific area. (2)
- No, faculty have asked the union to consider and they have declined. (6)
- Yes. The main challenge would be the funding coming from a limited, general salary pool rather than a specialized funding stream like industry-supported funding.
- Yes. Recently our faculty union tried to get administration to put CS (we teach database, networking, programming, security etc.) in the high demand category however, Administration denied the request for Computer Science. The union would be up for discussing the matter further.
- Probably not. This would not play well with the association. Most would prefer across the board salary adjustments and enhanced pay for working in a high cost region.
- No. Too many people would complain.
- No. It would be a challenge. They believe in equal pay for equal work. The work in their opinion is teaching and has no relevance to the industry they are training for.
- I could see it being a fight. Right now high school teachers in our area are making almost twice, what we all are making. I believe all salaries need to be raised, but especially in IT/CS areas...and I know nursing also struggles.
- Yes and no. The main challenge is the reduction in turnover savings that hiring at higher wages creates - thus typically resulting in a large number for faculty in other departments not receiving an annual increment for every 1 IT faculty hired. If the financial harm to existent faculty did not exist, the association would have an easier time bargaining changes to our existing initial salary language.
- Unfortunately, I believe our union would never consider what discipline should be paid more than another should. (3)
- Just the opposite is true. Due to the nature of the strong influence of faculty members in non-high-way, non-high-demand, and non-high-growth fields, the consensus among union leadership is that a system of unequal pay would NOT be in the best interest of the majority of the members of the union, so therefore such a position will NOT be negotiated by the bargaining team.

7. Across the system, should there be parity in IT faculty salaries, no matter the city, region, and cost-of-living?

Yes	19	26%
No	27	37%
Maybe	27	37%
TOTAL	**73**	**100%**

Comments:

- City, region, and cost-of-living (COS) all matter. An IT specialist in Seattle/King Co needs to earn more to be locally competitive. (12)

- Some cities and regions (like Seattle, Redmond, Bellevue, etc.) have a higher percentage of IT industries, as opposed to Grays Harbor (for example). As such, because colleges in some regions are competing with industry as far as salaries are concerned, the colleges in those regions should be allowed to award higher compensation to recruit/retain effective and knowledgeable instructors.
- Yes, but with an adjustment for COL for the area in the state they teach in.
- Some parity, but other faculty don't have parity so...
- There should be equitable salaries in all disciplines. (2)
- No. Parity means equal. (2)

8. Would you be willing to share the following about your IT faculty hires between 2017 to present?

Age Range

25-35	10	9%
35-45	31	30%
45-55	25	24%
55+	26	25%
Unknown / no new hires	13	12%
TOTAL	**105**	**100%**

Ethnicity & Race Identification

African American	2	4%
Asian	3	5%
Diverse	4	7%
Multi-Racial	5	9%
Unknown / N/A	7	13%
White/Caucasian	34	62%
TOTAL	**55**	**100%**

Gender Identity

Female	17	26%
Male	41	62%
Unknown / N/A	8	12%
TOTAL	**66**	**100%**

9. For workforce academic chair/deans/vice presidents and faculty only. Please indicate if you have hires new IT faculty (since 2017 to present), what is the highest degree completed and in what disciplines:

Discipline	**Bachelor**	**Master**	**Doctorate**
Database Design/Development	1	3	2

Networking	9	5	1
Programming	10	9	4
Security	1	2	1
Web Design/Development	1	5	0

Other:

- Associate degree in Information Technology
- IT Certifications
- Master's in Computer Science.
- MBA (2)
- One faculty has two master's degrees, one in RN nursing and one in health information management.

11. If you have any comments, suggestions, or questions, please add them here.

- This is a touchy issue because it is about both $$$ and personalities. You have my respect for taking it on.
- I would like to be involved with this study.
- This is great! I really find the work that you do very good and right on relevant topics.
- I would encourage you to look at the schedule, contract days and entire salary/benefit package when looking at this issue.
- Note: I'm an instructor. Not responsible for hiring at the college. I do make technical hiring decisions for the company I work for.
- Thank you for doing this very important work!
- I believe some sort of salary adjustment has been made in our nursing program. I wonder if a similar arrangement can be created for IT faculty.
- I think IT teachers who are able to teach effectively should be the focus, not their experience/credentials. I do not see any benefit to students in paying IT teachers more money.
- My suggestion is to partner with local IT business and make it worth their while to have one of their people teach for a term. Some larger businesses have internal training groups and might be willing to share expertise. Others are interested in developing future qualified workers.
- Thank you for your efforts in this area and thank you for such a well-thought out survey.
- It's really good that the Center of Excellence is pursuing this. The pay gap continues to widen and it's the students who suffer the most when faculty leave for more competitive pay.
- Just hope that the state and the colleges look into the mirror and decide whether we should provide top education or just an average one, because top education comes with a price tag: good IT instructors or good instructors overall
- We tried to hire our first choice for a programming instructor last year. He laughed and said his company raised his wages to $120,000 a year to keep him. So he turned our job down that topped out at $57,000.

- I presented on a parallel topic this summer at BSides Las Vegas. Training the replacements for the IT/Security workforce is broken. (not the actual title)
- We have similar issues in many areas and I would not be willing to address just one at a time.
- IT, CS, EE command higher salaries in industry. The same should hold for college and universities.
- Thanks for your work on this! At this time, high school teachers are now making more than what we do at the college level!
- The CTC system is woefully underfunded. The CTC system survives on the backs of adjunct faculty who barely make a living wage, and have little or no job security. If it is important for students to study history, writing and art, then faculty who teach those classes should earn a living wage. It is true however, that many professional/technical programs require a level of ongoing professional development by their that is staggeringly time-consuming. If all faculty were paid similarly for their teaching, but there were different levels of compensation for professional development, that might be a way to justify pay disparities between high-tech fields and fields whose content remains fairly stable over time.
- I appreciate that this is being done but don't believe most administrations or unions give a darn about the fact that I can walk out of here this afternoon and start tomorrow at over 2.5 times what I'm making as a professor - with only making a phone call...
- good luck
- Thank you for this opportunity for input, it is appreciated.

APPENDIX 2

IT Faculty Duties and Salary Solutions Survey Results
Center of Excellence for Information & Computing Technology

Hosted at Bellevue College

January 24, 2019

The Center of Excellence for Information and Computing Technology, hosted at Bellevue College, and serving 32 of the 34 Information Technology (IT) Programs for community and technical colleges (CTCs). Consistently and persistently the Center has heard from community and technical college workforce administrators, professional and technical deans, and IT faculty ***how it is increasingly difficult to recruit and retain IT instructors***.

The reality is IT (included within Science, Technology, Engineering, Allied Health, and Math (STEAM)) industry professionals make substantially more money per year than IT faculty. Thus, attracting and keeping talent for IT programs in the state's CTC system is a challenge. This impacts the opportunity to expand IT programs of study in new and emerging technologies, and to prepare pipelines of talented employees for industry.

This year the Center will engage with faculty unions, the State Board for Community and Technical Colleges (SBCTC), CTC IT faculty, workforce administrators, and IT employers in order to consider and pose potential solutions.

The **Part 1 & 2 Questions** were created as an outcome of the IT Faculty Survey Work Group December 2018 meeting at Bellevue College. The purpose was to generate ideas around recruiting, retaining, addressing perceived pay disparity when IT professionals in private industry earn so much more than IT faculty. Thus, this supplemental survey was created and sent out to the same IT faculty respondents who participated in the first survey.

Number of Respondents: 37

Part 1:

Question 1: Please list the activities, duties, tangible things you do, that are outside the constructs of your contract (please note: it is assumed that IT faculty in professional and technical education programs have identical contracts to those who are on the academic and/or transfer side of the college). This might include marketing, creating internships, upskilling on your own time to teach new content, creating new curriculum without a stipend payment, attending professional development events, etc.

The top five are highlighted below:

- advisory board management, participation, recruiting (8)
- articulation and collaboration with four-year colleges/universities (2)
- assistance with homework, resumes, reference, online help, etc. outside contracted hours (8)

- assist/meetup with/mentor other faculty on things like Canvas, teaching pedagogy, etc. (7)
- industry certifications (9)
- internships (11)
- marketing (11)
- networking (alumni, IT professionals, local companies) (11)
- open house events (2)
- outreach for program growth (3)
- professional development events (16)
- professional organization membership/involvement (1)
- program advising (5)
- program review/development (5)
- review/purchase course materials, like textbooks, new software, etc. (4)
- recruit students (2)
- software/hardware installations, updating, troubleshooting (8)
- spend own funds (5)
- union/college participation (2)
- upskilling on own time, including researching new technology trends/no payment/sizeable time commitment (course content delivery methods, creating new content/curriculum) (29)

Part 2:

Introduction: You'll be rating the ideas as viable, not viable, something you believe your campus would embrace, and would funding create a challenge for any of these ideas to happen. Some of these ideas were labeled "non-traditional financial incentives" that wouldn't necessarily increase salaries, but would provide some kind of financial assistance outside of the salary. If you have ideas of your own, please feel free to share them in the comment section.

Note: The total number of respondents was 37, however for the questions below, respondents could select as many of the options as they chose. *Additionally*, "other, please specify" will not be included as a top choice of all the possible responses, nor in the percentiles, as it's typically used for comments on the solution as a whole. Light blue highlighted options are the top choice(s), and light green highlighted options are the bottom choice(s).

Question 2: *Academic loan forgiveness* – IT faculty may have outstanding financial obligations paying off a student loan when they earned either a bachelor or master degree. It was suggested the state of Washington's legislature would fund a financial debt relief program for IT faculty who agree to teach for a community or technical college (CTC) for "X" number of years and/or are currently teaching at a CTC.

Viable	17	42%
Not Viable	4	10%
Money would be an issue	4	10%
Money would not be an issue	1	2%
I'm not sure who would be able to enact this as a solution	9	22%
IT faculty would be able to take this on	0	0%

The colleges would be able to take this on	1	2%
The SBCTC would be able to take this on	5	12%
TOTAL	**41**	**100%**
Other (please specify)	6	

Other (Comments):

- I strongly support this idea.
- Existing faculty would not benefit from this. Additionally, funds for industry certifications are not accounted for in this proposal.
- I do not have college debt.
- In ten years, all debt is forgiven. For real world, experienced adjunct/part-time teaching staff, ten years is no benefit at all. Recommend, forgiving a percentage of debt based on the number of years teaching. Real world, experienced, employed instructors don't need the teaching job. Reward them with greater benefits to add value to colleges/universities that is decreasing annually.

Question 3: *Load-equity* – IT faculty would have lower class sizes or teach fewer credits than non-professional and technical faculty.

Viable	11	29%
Not Viable	6	16%
Money would be an issue	8	21%
Money would not be an issue	0	0%
I'm not sure who would be able to enact this as a solution	4	10.5%
IT faculty would be able to take this on	4	10.5%
The colleges would be able to take this on	5	13%
The SBCTC would be able to take this on	0	0%
TOTAL	**38**	**100%**
Other (please specify)	11	

- This would help the students and reduce faculty workload to some degree; but, colleges already have tight budgets and this is a hard "sell".
- I'm not sure how to lower class sizes, and teach fewer credits, without a noticeable increase in the number of IT faculty.
- I do not mind the 15-credit load, and would prefer to teach 20 credits. However, I am limited to 15 credits by my tenure committee.
- Many faculty overload due to the need for qualified IT instructors. Lower class sizes should be enacted!

- That would mean more faculty positions, which is great, unless it means colleges would just cut programs.
- Twenty-four students are a common number, per class, due to technology limitations. The option should be there (without penalty of denial) to opt in or out for adding more than twenty-four students.
- Can't recruit even part-time faculty to teach now.
- This would be amazing.
- The union would most likely oppose this/This is a union negotiation issue, unlikely to happen at my college/this is a bargaining issue; plus, we don't have enough faculty already to allow for the reduction of teaching loads (3)

Question 4: *Teaching assistants (TA)* – The college's IT programs would provide and fund teaching assistants for IT faculty allowing them to offload things like grading, homework, answering online (Canvas) or emails for the faculty member, installing software, tutoring, etc.

Viable	9	22%
Not Viable	6	15%
Money would be an issue	8	20%
Money would not be an issue	1	2%
I'm not sure who would be able to enact this as a solution	7	17%
IT faculty would be able to take this on	3	7%
The colleges would be able to take this on	6	15%
The SBCTC would be able to take this on	1	2%
TOTAL	**41**	**100%**
Other (please specify)	11	

- Managing a TA also takes time and different activities.
- Beware of "disaggregation". In the technical colleges, assessments (grading) and advising is part of the faculty workload. We have technical aids, but not teaching assistants.
- Personally, I am not in support of this idea, as I would be further removed from my student's progress and understanding.
- Instructional technicians could possibly help with this.
- Not sure if this would save time or make more work, because you now have to manage an assistant(s).
- I have a lab assistant who helps in class. It doesn't alleviate grading, but makes the class run smoother so we can tackle more technology.
- I would not like this, as connecting with the students is critical to both teaching them, and acquiring feedback as to how good the teaching is.
- More trouble than they are worth.
- This will be met with great resistance from more than one college. If they are not going to pay adjuncts/full-time instructors more for their real world expertise or specialty, they're not going

to pay for cheap labor in the classroom. Very skeptical that this would even be discussed with staff much less considered by college administrators.

- We currently have staff to do this, as well as work study students.
- Yes, please!
- This is also a bargaining issue.

Question 5: *Recruitment of High School Teachers* – Recruit high school teachers who have training and experience in the areas that are "high-wage", "high-demand", and "high-growth". The recruitment would be incentivized by the college's support of their "life-long learning" and "professional development" needs, goals, and desires.

Viable	5	19%
Not Viable	9	33%
Money would be an issue	4	15%
Money would not be an issue	0	0%
I'm not sure who would be able to enact this as a solution	6	22%
IT faculty would be able to take this on	0	0%
The colleges would be able to take this on	3	11%
The SBCTC would be able to take this on	0	0%
TOTAL	**27**	**100%**
Other (please specify)	10	

- I'm not sure that this would help since some high-school salaries may be higher than (part-time) college pay.
- Recruitment and hiring should be generated by industry experience.
- Since McCleary, high school students already make more than college professors do.
- I'm not sure this would solve many problems as the high school teachers may not want to work for reduced pay.
- At this time, K-12 top of the pay scale is about $14K higher than our top, not sure, this would incentivize.
- This should NOT focus primarily on high school teachers with "real world experience". This should include industry employees and experts that have truly real world experience. It's that the curriculum that completely separates theory-based institutions and leading-edge instructors. If you're skeptical, talk to leading companies and pose the same question of what they want.
- High school teacher's skills are too out-of-date.

Question 6: *Academic Scholarships* – Provide scholarships for current or potential IT faculty to complete a bachelor, master, or post-doctoral degree if they agree to teach "X" number of years.

Viable	16	38%

Not Viable	3	7%
Money would be an issue	6	14%
Money would not be an issue	1	3%
I'm not sure who would be able to enact this as a solution	5	12%
IT faculty would be able to take this on	3	7%
The colleges would be able to take this on	5	12%
The SBCTC would be able to take this on	3	7%
TOTAL	**42**	**100%**
Other (please specify)	6	

- Similar programs have been implemented successfully at numerous colleges nationwide.
- I like this idea also.
- This does not seem viable. Also, it penalizes those faculty members who have already used their own funds to advance their degrees and industry certifications. If scholarships were awarded, existing faculty would need the opportunity to increase their salaries, as inequity would be created.
- The concern here is that the requirements might be too steep (part-time vs. full-time students) and require too long a commitment. Additionally, certain programs (like cybersecurity) are in such high demand, there is little, if any incentive to continue schooling when experience pays more than education.
- Our faculty already have master's degrees. Not sure what this would accomplish.

Question 7: If you have other ideas, suggestions, please list them here.

- I would like to see advanced technical training to IT and technical instructors. At the school where I teach, "technical training" is allowed only if the technology is being taught. Requests for technology-based training are usually denied, as it's not in the interest of the college.
- Raise the course load for technical courses so we will be paid fairly.
- Seriously consider increasing compensation for specialty, high-demand programs like cybersecurity, information security, forensics, robotics, and AI instructors.
- The school should pay teachers to attend conferences, and/or short courses to keep up on market trends.
- Industry "stipends" for IT faculty? For professional development?
- Provide incentives for IT careerists to teach at colleges.
- On quarter sabbatical each year, without requirements of application and performance of results.

APPENDIX 3

FY 2017-2018 Full-Time Faculty Salaries Comparison, by District

CTC District	IPEDS Avg Salary	Avg Starting Salary	Master+13 Yrs Exp	Highest Salary	Lowest Salary	Contract Days	IPEDS Avg Day Rate	Instructional Days
Bates*	$60,019	$ 59,983.00	$ 71,646.00	$ 98,744.00	$ 58,969.00	214/225	$ 273.43	200
Bellevue	$67,374	$ 61,675.99	$ 68,486.43	$ 85,207.63	$ 56,954.53	174	$ 387.21	162
Bellingham	$65,814	$ 61,048.00	$ 63,770.00	$ 81,110.00	$ 41,116.00	187.5	$ 351.01	165
Big Bend	$61,094	$ 52,207.00	$ 53,932.00	$ 75,718.00	$ 47,897.00	173	$ 353.15	132
Cascadia	$61,160	$ 57,799.00	$ 61,924.00	$ 73,456.00	$ 54,648.00	172	$ 355.58	157
Centralia	$60,472	$ 58,774.00	$ 54,549.00	$ 77,741.00	$ 48,854.00	177	$ 341.65	150
Clark	$63,970	$ 52,920.00	$ 61,352.00	$ 73,600.00	$ 51,500.00	173	$ 369.77	160
Clover Park*	$60,790	$ 60,124.00	$ 56,250.00	$ 58,500.00	$ 54,000.00	219	$ 277.58	206
Columbia Basin	$58,798	$ 57,000.00	$ 63,817.00	$ 87,964.00	$ 57,000.00	176	$ 334.08	176
Edmonds	$66,034	$ 62,787.00	$ 67,518.00	$ 75,702.00	$ 62,403.00	174	$ 379.51	159
Everett	$61,865	$ 59,054.00	$ 63,821.00	$ 79,485.00	$ 55,714.00	166	$ 372.68	166
Grays Harbor	$61,937	$ 52,381.00	$ 55,214.00	$ 70,331.00	$ 41,516.00	175	$ 353.93	173
Green River	$63,396	$ 59,060.00	$ 63,766.00	$ 69,866.00	$ 46,341.00	171	$ 370.74	161
Highline	$66,737	$ 60,521.00	$ 62,685.00	$ 80,730.00	$ 52,540.00	170	$ 392.57	162
Lake Washington	$56,075	$ 57,150.00	$ 59,300.00	$ 68,000.00	$ 55,200.00	173	$ 324.13	150
Lower Columbia	$62,244	$ 53,506.00	$ 59,461.00	$ 70,000.00	$ 50,093.00	173	$ 359.79	148
Olympic	$60,422	$ 55,898.00	$ 50,020.00	$ 72,776.00	$ 51,170.00	177	$ 341.37	160
Peninsula	$51,825	$ 50,787.57	$ 50,792.00	$ 70,438.00	$ 42,875.00	178	$ 291.15	162
Pierce District	$62,160	$ 55,531.73	$ 62,173.86	$ 80,214.72	$ 49,483.50	173	$ 359.31	159
Renton	$63,640	$ 59,933.17	$ 64,676.00	$ 73,472.00	$ 51,740.00	184	$ 345.87	165
Seattle Colleges	$63,528	$ 58,417.00	$ 58,417.00	$ 79,468.00	$ 58,417.00	172	$ 369.35	165
Shoreline	$66,740	$ 57,591.00	$ 68,869.00	$ 74,133.00	$ 50,609.00	172	$ 388.02	161
Skagit Valley	$67,468	$ 54,015.00	$ 67,706.00	$ 76,396.00	$ 49,814.00	172	$ 392.26	160
So. Puget Sound	$58,993	$ 56,237.00	$ 58,602.00	$ 70,826.00	$ 53,217.00	177	$ 333.29	151
Spokane District	$58,544	$ 50,847.00	$ 61,592.00	$ 74,477.00	$ 49,414.00	175	$ 334.54	165
Tacoma	$65,712	$ 59,500.00	$ 62,250.00	$ 97,140.00	$ 50,132.00	176	$ 373.36	160
Walla Walla	$60,507	$ 58,211.00	$ 56,742.00	$ 66,309.00	$ 52,184.00	176	$ 343.79	159
Wenatchee Valley	$62,727	$ 55,650.00	$ 68,752.00	$ 74,575.00	$ 51,283.00	175	$ 358.44	159
Whatcom	$60,588	$ 56,600.00	$ 53,772.00	$ 82,482.00	$ 45,671.00	174	$ 348.21	162
Yakima Valley	$62,220	$ 59,538.00	$ 60,538.00	$ 65,647.00	$ 59,538.00	178	$ 349.55	147
Total Averages	$62,095.12	$ 57,158.22	$ 61,079.78	$ 76,150.28	$ 51,676.43	178	$ 350.84	162

IPEDS Average Salaries 5 year History	
FY 2017-2018	$ 62,095
FY 2016-2017	$ 60,495
FY 2015-2016	$ 58,658
FY 2014-2015	$ 56,358
FY 2013-2014	$ 56,225

Average salary includes 9/10 month contracts.

*Majority of faculty on 11/12 month contracts are included in the starting, highest and lowest salaries reported.

Top Quarter #1
Quarter #2
Quarter #3
Bottom Quarter #4

APPENDIX 4

WASHINGTON'S
COMMUNITY AND TECHNICAL COLLEGES

2019-21 OPERATING BUDGET REQUEST

OCTOBER 11, 2018

To build a great quality of life in Washington, people need education past high school and good jobs right in our local communities. Community and technical colleges are affordable, accessible to all kinds of students, and connected to universities and businesses. Our students choose the educational path that's right for them, whether it's to train for a career, learn a skilled trade, earn an industry certificate or transfer to a university. Our 2019-21 operating budget request will provide more students with excellent, career-connected training in high-demand jobs.

Competitive compensation for student success ($68 million)

Faculty are at the heart of our students' success, but we are losing them to K-12 schools and private employers. Our faculty and exempt employee salaries are at least 12.4 percent behind those in peer states.[1] To catch up, and keep top talent for our students, we request a 3 percent increase per year over two biennia (four years). These increases would be in addition to routine state general wage increases. **Outcomes:** outstanding applicant pools, improved retention and higher job satisfaction.

Pathways to jobs for all Washingtonians ($86 million)

Community and technical colleges are a vital bridge to college for local students, especially for students of color and those who are the first in their families to go to college. We request investments to expand "Guided Pathways" — a powerful redesign of course sequencing and student advising that moves more students into careers or universities. Investments would:

- Increase student support services, including advising, counseling and navigators.
- Provide time for faculty to redesign curricula and engage in interdepartmental planning to establish career paths and program maps for students to follow.
- Establish tools to evaluate the reforms.

Funding would also be used to enroll more adult students in college and strengthen partnerships with K-12 schools and universities on issues like dual credits, comprehensive advising and transfer agreements. **Outcomes:** an estimated 2,000 new students each year, with 5,000 new annual completions by 2024.

High-demand training locally and statewide ($35 million)

Our colleges are uniquely equipped to partner with employers to meet local workforce needs and make sure students graduate with job-ready skills. We request funding to increase the number of students in high-demand, high-cost programs like nursing, allied health, information technology, computer science and advanced manufacturing. The advanced manufacturing enrollments are particularly important to strengthen Washington's bid to produce Boeing's new mid-market airplane. Investments would also support training for local industry needs. **Outcomes:** 2,500 full-time equivalent students (5,000 headcount) in high-demand programs by the end of 2021.

1

1. Washington State Community and Technical Colleges: Faculty and Administrator Salary Study Update, by WWU and SBCTC, September 2018

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

CONTACT INFORMATION

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