

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Resolution Conveying the UW Bothell and UW Tacoma Studies to the Higher Education Coordinating Board

RECOMMENDED ACTION:

It is the recommendation of the Academic and Student Affairs Committee that the Board of Regents adopt the attached resolution endorsing the growth over the next 10 years of UW Bothell and UW Tacoma, recommending the transition of UW Bothell and UW Tacoma to 4-year baccalaureate-granting campuses, and authorizing the President to forward the studies conducted at UW Bothell and UW Tacoma to the Higher Education Coordinating Board for its consideration consistent with SHB 2707.

JUSTIFICATION FOR RECOMMENDED ACTION:

The state of Washington has greater demand from its citizens for baccalaureate educational opportunity than it currently has capacity to meet and that it currently has funded. This demand, by all the studies that have been done, will increase dramatically over the next decade, requiring places for more than 20,000 new Washington college students. The demand comes in two forms – meeting the upper division access needs of those students who take their lower division education at the community colleges, and meeting the access needs of those Washington high school graduates who seek a public 4-year bachelor's degree education.

The University of Washington needs to actively participate in solving this educational access crisis in partnership with the State. It will do so primarily at its two newer campuses, UW Bothell and UW Tacoma.

The State legislature, in identifying this impending crisis, asked the four new campuses, two at the UW and two at WSU, to undertake studies of how best to meet this need. The 2003 Washington State Legislature adopted Substitute House Bill 2707 which in pertinent part provided:

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“Each branch campus shall examine its instructional programs costs, research initiatives, student enrollment characteristics, programs offered in partnership with community and technical colleges and regional context and make a recommendation by November 15, 2004 to the Higher Education Board regarding the future evolution of the campuses.”

The Legislature also designed the parameters around the process that each campus was to follow:

“In developing its recommendations, each campus shall solicit input from students, local community and technical colleges, the main campus and other four-year institutions, and community stakeholders, such as economic development councils and business and labor leaders.

While UW Bothell and UW Tacoma instituted their studies somewhat differently, each reflecting the unique nature of their respective campuses, a common process, consistent with the legislative mandate, was followed. Both Chancellor Buck and Interim Chancellor Olswang appointed broad based study committees during Spring Quarter 2004, and charged them with gathering the data and conducting local consultation on the questions posed. Both the UW Bothell and UW Tacoma committees had campus faculty, student and staff representation, community members, community college representatives, and common UW Seattle coordination. The UW Bothell study relied on a long series of regional studies of potential students, graduates, and households and validated proposals based on these studies with an external advisory committee (including community colleges) and the community at large. UW Tacoma gathered broad opinion via a WEB survey, held public hearings, and even went so far as to hold some of these public comment sessions at partnering community colleges.

Both these committee processes yielded thorough and detailed reports, which were then circulated widely and posted on the WEB. At UW Bothell, the reports were issued in draft and comments collected by the committee before a final document was passed on to President Emmert. At UW Tacoma the committee issued its report to the Chancellor and comments were solicited by the Chancellor

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to that Committee Report. Interim Chancellor Olswang collected those comments and submitted his final report to President Emmert on October 8, 2004.

Both of these studies examine the future needs of the regions in which each campus operates. A common thread emerges: the demand to meet future increased transfer enrollment is best met by expanding upper division educational access on these campuses. The increasing number of qualified Central Puget Sound students will not be met by commensurate undergraduate growth at UW Seattle. The studies reaffirm the University's partnership with the community colleges to ensure that their graduates have a UW place to go, with the bulk of these new students going to UW Bothell and UW Tacoma.

Further, the nature of the education provided in an upper division curriculum needs some rethinking. To date, upper division meant only 300 and 400 level courses. This definition is too limiting. Upper division campuses need to offer the courses—both upper and lower division—that junior and senior college students need to get a fully rounded education in specified majors. The definition of upper division must be reconfigured.

And both the reports show that the state's need for higher education at the baccalaureate level can best be met if some lower division education is authorized as well at UW Bothell and UW Tacoma. UW Seattle turns away thousands of qualified in-state high school graduates each year, with a significant portion of these students residing in the regions served by UW Bothell and UW Tacoma. With the population projections for the state, the number of high school graduates will increase over the next 10 years. Many of these students, to the extent they do not go to other state 4-year colleges—most of which themselves are at capacity and have closed enrollments—leave the state. The community colleges—again institutions that are under tremendous enrollment pressures—cannot absorb these students either. Therefore, both of the newer University of Washington campuses need to admit freshmen and sophomores, while still expanding transfer admissions, to meet their local state high school graduation demands. Moving to a 4-year University of Washington education at Bothell and at Tacoma is the most logical and economical way to meet the state demand for more baccalaureate opportunity. These reports lay out the first steps in this pathway.

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Both UW Bothell and UW Tacoma have room to expand to meet the needs. Both have some capacity to absorb new students within existing facilities and both have the land to begin construction immediately if needed to accommodate funded enrollment increases. The collocation factor of UW Bothell with Cascadia Community College has implications for expansion that are unique to that campus.

Similar conclusions were reached by Washington State University's campuses in Vancouver and Tri-Cities in their "2707" studies. The demand for college enrollment in the state at all levels necessitates that both WSU and UW campuses transition to 4-year colleges, albeit in different forms, with different educational concentrations, and at different rates, over the next 10 years. It is inevitable that, to meet this demand, these campuses need to become 4-year Universities in their adulthood.

There are costs to meeting these growth plans. The first ten years of UW Bothell's plan (through 2014-2015) envisions enrollment increase of 3,619 FTEs to a total enrollment of 4,884 FTEs. This requires a capital request of \$90 million for three additional buildings on the current campus and an increase of \$32 million in operating funds. At UW Tacoma it means adding \$54 million each year in operating funds to grow by 4,000 students to 6,000 seats, and \$207 million in capital funds by 2014. This is on top of the existing and expanding resource needs of UW Seattle. Together, UW Bothell and UW Tacoma can offer almost 7,000 new baccalaureate and masters degree enrollments to the citizens of the State of Washington.

The growth profile projected in both these two studies is aggressive, and perhaps reaches the limits of feasibility: tripling in size for both over the next decade. But the mix between lower division enrollment and upper division is perhaps overly cautious. The demand by local high school students, much less the statewide, national, and international demand related to UW Seattle, suggests clearly that the two newer campuses must grow faster in their offering of a 4-year program. The reports reflect a proper sensitivity to their community college partners, but as Regents, our obligation to providing a University education to the citizens of the State needs to be reflected. So while we endorse the growth projections for UW Bothell and UW Tacoma, the growth may need to be greater at the lower division than is reflected in these reports.

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These studies do not support a total re-envisioning of UW Bothell or UW Tacoma to become clones of UW Seattle. Indeed, it is not advisable that the State expand the independent Research 1 institutions beyond UW-Seattle. UW Bothell will serve a broad array of constituencies on the eastside up through Everett, and UW Tacoma will retain its metropolitan urban University character. These campuses need not change the nature of their distinctive education. They will keep their basic design of offering a personal, interdisciplinary program that meets local economic demand. That is what makes them so strongly welcomed in their communities.

The University of Washington has evolved into a 3-campus University. These studies describe a pathway for the two newer campuses over the next decade. Not every detail in the reports is to be endorsed, but the principles are correct. This growth will require a large investment of new state money to accomplish. But if the state is to continue to expect the University of Washington to meet its share of higher education access in the state, it must do so by supporting the growth and change at the University of Washington campuses in Bothell and Tacoma, as generally described in these important studies.

Attachment

A-3/211

11/18/04

Resolution
Board of Regents
University of Washington
On the Future of
University of Washington, Bothell
University of Washington, Tacoma

WHEREAS, the two campuses of the University of Washington, one each in Bothell and Tacoma, were created in 1990 to expand opportunities for citizens of the Puget Sound region to get a University of Washington quality education at the baccalaureate and initial graduate level; and

WHEREAS, the two campuses have attained their original goals, graduating together almost 10,000 students and currently providing education to capacity enrollments of almost 4,000 students; and

WHEREAS, the State of Washington should expand opportunities for more students to have access to public baccalaureate education, and in recognition of this critical public need the Legislature has directed each of these campuses to undertake a study of their futures and plans for expansion; and

WHEREAS, both University of Washington, Bothell and University of Washington, Tacoma have with student, faculty, and citizen participation, undertaken those studies and provided extensive and well documented reports that establish the need for expanded mission and growth; and

WHEREAS, President Emmert has recommended the substance of these reports be accepted by the Board of Regents and the reports be forwarded to the Higher Education Coordinating Board as the general plan for the manner in which the University of Washington campuses in Bothell and Tacoma will fulfill their commitment to providing additional public access to higher education in the next decade;

Now, Therefore, Be it Resolved.

That the University of Washington Board of Regents endorses expanding access for baccalaureate education in the State of Washington by adding capacity at its campuses in Bothell and Tacoma over the next 10 years provided sufficient state funds are legislatively awarded for such expansion; and

That the campuses in Bothell and Tacoma offer expanded admissions of transfer students and be given the authority to admit freshmen and sophomores to more fully meet the increased demand in the state of Washington for baccalaureate education; and

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Be it Finally Resolved that the reports prepared by University of Washington, Bothell and University of Washington, Tacoma be forwarded to the Higher Education Coordinating Board by President Emmert as blueprints for the growth of University of Washington, Bothell and University of Washington, Tacoma. While these reports have the support of the Board of Regents, the Board recommends that the state also consider a more aggressive plan for growth and the mix of lower and upper division students to meet the need for University of Washington degrees. Further, the Board recognizes that the growth and development of all three campuses of the University of Washington must be well coordinated, and that it is therefore essential that the issues of any one campus always be considered in the context of the three-campus University.

Be it Further Resolved that the *Recommended Action and Justification for Recommended Action* be conveyed to the Higher Education Coordinating Board as part of this resolution together with the historical perspective by Governor Daniel J. Evans on the history of higher education in the state of Washington.

Attachments:

1. *Recommended Action and Justification for Recommended Action*
2. Historical Perspective by Governor Daniel J. Evans
3. UW Bothell by Governor Daniel J. Evans

**Historical Perspective by Governor Daniel J. Evans
November 18, 2004**

It is important to understand the recent history of higher education in the state of Washington.

The war babies of post-World War II overflowed our K-12 classrooms in the early 1960's. Parents sought additional education for their children and the new economy demanded a more highly educated workforce. In 1967 the state responded. Our population of 3.5 million required more educational opportunity and the state Community College system was born. We had several long existing community colleges, attached to and financially supported by local school districts. Some did not wish to change and the legislative battle to create a new system was fierce. Ultimately the needs of students prevailed over the turf protectors. A new community college system grew rapidly and met the need of technicians, associate level academics, remedial work for high school graduates, and later English as a second language for our growing number of immigrants. Community colleges were absolutely critical to meet the needs of students of that era. They performed superbly.

Now we are a state of 6.5 million, soon to be the 15th largest in the nation. A new wave of children is flowing through our schools. They are the children of the war baby boom of the 1960's and will soon produce the largest high school graduating class in our history. Their thirst for higher education is even larger than their parents', and now the requirements are different. These are new times. Knowledge is exploding, especially in science. The economy of today requires baccalaureate and graduate degrees. Community Colleges will continue to enroll students at a record rate, but new places must be found for the students who seek a four-year college experience. Our state currently lags behind almost every other state in the union in the production of baccalaureate degrees.

The University of Washington each year turns away 3,500 fully qualified applicants. These are students from Washington families who are disappointed. Some go to other Washington regional universities, a few choose community colleges, but most go to universities in other states. Statistics show that up to two-thirds never return home. That is both unacceptable and dangerous for our economic future.

A generation ago our state created a community college system which performed superbly in meeting the needs which then existed. Today we must be as visionary. It is time for our state to rethink our higher educational system. The unique research capacities of UW and WSU should be recognized. Regional universities and branch campuses should be expanded to offer a four-year college experience to the thousands of young people now denied.

Response to this new need should recognize the desires and needs of a new generation of students and not be bound by current organizational hierarchies. Our future economic success depends heavily on the wisdom of decisions we make now.

UW Bothell
By Governor Daniel J. Evans

UW Bothell

The clock is ticking on decision-making regarding the UW Bothell branch campus. The current campus location was permitted only after a proviso that total enrollment would not exceed 10,000. Cascadia Community College is located on the campus with UW Bothell. Both are growing in enrollment and at some point will reach capacity, but decisions regarding both institutions' future should be made soon. (Everyone realizes that social security must be changed to remain viable. The earlier changes occur the milder they need be. Waiting only makes the cure more draconian. The same is true at Bothell.)

There seem to be only five alternatives:

1. Cascadia relocates
2. UW Bothell relocates
3. The two institutions merge
4. Increase allowable total enrollment (highly unlikely)
5. Turn students away (undesirable)

Decisions statewide on higher education organization should be made soon so the right alternative can be chosen at Bothell.