

AGENDA

SPECIAL MEETING OF THE BOARD OF REGENTS University of Washington

December 18, 2006
142 Gerberding Hall
12:00 Noon

I. CALL TO ORDER

II. ROLL CALL

III. CONFIRM AGENDA

IV. REPORT OF THE CHAIR OF THE BOARD OF REGENTS

Executive Session (*to consider the minimum price at which real estate will be offered for sale or lease*)

Shroll Settlement (Information only)

Gary R. Quarfoth, Interim Vice Provost, Planning & Budgeting

University of Washington Campaign Goal (**ACTION**)

William H. Gates, Regent

Discussion of Snohomish, Skagit and Island County Higher Education Needs (Information only)

Mark E. Emmert, President

Phyllis M. Wise, Provost

V. ADJOURNMENT

MINUTES

BOARD OF REGENTS University of Washington

December 18, 2006

The Board of Regents held a special meeting on Monday, December 18, 2006, beginning at 12 p.m. in the Room 142 of Gerberding Hall. The notice of the meeting was appropriately provided to the public and the press.

CALL TO ORDER

ROLL CALL

Assistant Secretary Keith called the roll: Present were Regents Kiga (presiding), Barer, Blake, Brotman, Cole, Gates, Jewell, Proctor (for the first hour only via conference telephone), Simon; Dr. Emmert, Dr. Wise, Ms. Warren, Ms. Sams; ex-officio representative Professor Stygall.

Absent: Regent Faubion; ex-officio representatives: Mr. White, Ms. Friese, Mr. Blodgett

CONFIRM AGENDA

The agenda was confirmed as presented.

REPORT OF THE CHAIR OF THE BOARD OF REGENTS: Regent Kiga

1. Executive Session (*to consider the minimum price at which real estate will be offered for sale or lease*)
2. Shroll Settlement (Information only)
Gary R. Quarfoth, Interim Vice Provost, Planning & Budgeting

Mr. Quarfoth briefed the Board on the history of the Shroll litigation, which was a class action suit against Washington State government in 1999. The law suit made the argument that under the state civil service laws, state employees who are doing the same jobs should get the same salary whether they work for higher education or general government. The final settlement of \$20 million was conditional on the Washington State Legislature appropriating money to fund it. The University and higher education more generally were assured that the settlement for back pay would be covered by legislative appropriations, when in fact, approximately \$10 million came directly from the budgets of state agencies. In mid-November, the University of Washington received a bill for \$3.8 million. A thorough review of the calculations by the University of Washington revealed it substantially smaller amount (\$1.8 million) than the one calculated by the Office of Financial Management (OFM). The recalculation was shared with OFM, who has agreed to review the discrepancy with UW staff members to ensure the amount owed by the University is accurate.

3. University of Washington Campaign Goal (**ACTION**)
William H. Gates, Regent

Regent Gates led a discussion of the University of Washington campaign goal of \$2 billion, which the institution is expected to reach approximately one year earlier than the expected date of June 2008. The discussion centered on whether to delegate to the University of Washington Foundation Board the question of whether to increase the campaign goal and, if so, by what amount.

MOTION: Upon the recommendation made by Regent Gates, seconded by Regent Jewell, the Board voted to delegate to the University of Washington Foundation Board the question of whether to increase the campaign goal and what should be the amount of the increase.

4. Discussion of Snohomish, Skagit and Island County Higher Education Needs (Information only)
Mark E. Emmert, President
Phyllis M. Wise, Provost

President Emmert directed the Board's attention to a draft proposal (see attachment 1) to serve the higher education needs of Snohomish, Skagit and Island Counties, which responds to a request by all of the legislators in Snohomish County of what the University of Washington might do if it were asked to provide more four-year educational opportunities in that area. The document provides a history of educational needs and economic development in these counties, and the results of a study conducted by the Higher Education Coordinating (HE) Board of the educational needs. Dr. Emmert also distributed a draft (see attachment 2) from Communities College which responds to the same question. Dr. Emmert indicated that this topic will continue to develop over the coming months and that he plans to include it on the monthly Board agendas.

DATE FOR NEXT MEETING

The next regular meeting of the Board of Regents will be held on Thursday, January 18, 2006, on campus.

ADJOURNMENT

The special meeting was adjourned at 3:10 p.m.



Michele M. Sams
Secretary of the Board of Regents

DRAFT

Proposal to serve Snohomish, Skagit and Island Counties

Background

The University of Washington Bothell was created by the State Legislature in 1989 to serve the citizens of the north Puget Sound region. In its 16 year history, over 10,000 state residents, from northern King County and southern Snohomish County in particular, have attended UW Bothell, and 90% of its graduates still live and work in the region.

During this same time, the population of the region has increased significantly. Projected future growth in Snohomish, Island, and Skagit (SIS) Counties suggest the need for extensions of educational opportunities north of UW Bothell. Tied to the explosive business growth in the north I-5 and I-405 corridors in the areas of biotechnology, biodevise, computer software, and aerospace engineering, the need for large numbers of technology trained baccalaureate graduates in science and engineering is intensified.

These circumstances have led the State of Washington to commission, through the Higher Education Coordinating (HEC) Board, a study of the educational needs of Snohomish, Island, and Skagit Counties. After a study lasting almost 16 months and involving many community members, the HEC Board has recommended that, considering the critical need to fully fund existing higher education programs, the time is not ripe to establish another institution of higher education in the region. Nonetheless, the HEC Board encouraged additional planning and collaboration between neighboring institutions in an effort to better serve the baccalaureate needs of the area.

The Common Objectives

In conversations with those involved in serving the higher educational needs of the citizens of Snohomish, Island, and Skagit Counties several common objectives emerged:

- ◆ Bring new baccalaureate programs to the region.

By doing so, provide local inspiration to the high school population that they can go to a high quality university education without incurring costs for relocation and residential living.

- ◆ Focus any curriculum on science and technology degrees, so graduates can readily find professional jobs in the region.

By doing so, provide the incentive of having a highly educated workforce available to future businesses to encourage them to relocate into the region.

- ◆ Expand public and private investment in the region, promoting economic development.

Context

The State of Washington has proven models for how to offer baccalaureate programs in partnerships between the community colleges and the universities. Since 1990, the UW Bothell, UW Tacoma, WSU Tri-Cities, and WSU Vancouver have all been upper division institutions. Over 16 years, 30,000 students from all of the state's 34 community and technical colleges have

taken their first two years of educational preparation and transferred to one of these campuses and received upper division education towards baccalaureate degrees.

The Proposal

The University of Washington – Bothell could work in partnership with community and technical colleges in the SIS area in the service of three intertwined agendas: (1) Offer new baccalaureate degree programs focused on science, engineering and technology, (2) Establish a K-12 partnership to expand math/science education and opportunities, and (3) Foster local economic development networks, professional development, and entrepreneurship mentoring. These agendas extend current UW Bothell partnerships with Skagit, Island, and Snohomish County, and are directly interconnected with current UW Bothell programs.

Possible Elements for New Degree Programs

1. Efforts and resources could be focused on new program options that are complementary to those that already exist in the vicinity and across the state. For example, the initial curriculum could be focused on science, engineering and technology. A first program might possibly be in electrical engineering or general engineering. All programs could be accredited as part of the University of Washington. To the extent possible, distributive education technology would be utilized to allow classroom access from remote locations.

2. A new campus, if developed, could begin as an upper division campus. The lower division might be offered by the partner community and technical colleges (Skagit Valley, Everett, Edmonds, Shoreline, Cascadia, North Seattle, Bellevue, Lake Washington Technical College), and at the University of Washington Bothell. Representatives from each could collaboratively design the first two years curriculum with expertise provided by faculty from UW Seattle.

3. Students entering as freshmen at any participating campus could be jointly admitted to the new campus, if it is developed. This would ensure that all students have a four year degree plan if they successfully complete the lower division curriculum.

4. If it is desirable and feasible to create a new SIS program location, the City of Everett seems to be the logical place to begin the upper division program. Existing transportation corridors favor Everett as the place to start. Further, accessible facilities exist at the Everett Center, the Everett Community college campus, or possibly the vacated Cogswell building.

5. An initial upper division class of 30 to 60 students for the first engineering degree program seems achievable. Growth would be conditioned on future entering lower division student demand.

If desirable and feasible, a reasonable timeline is as follows:

2007-2008	Lower division planning/high school recruitment
2008-2009	First lower division class enters/upper division curriculum, facilities, and equipment planning continues
2009-2010	Upper division planning continues/facilities completed/new faculty hired

2010-2011 First upper division class enters
2011-2012 First graduates, June 2012

Under such a plan no significant capital budget appropriation is required in this biennium. An operating budget for the coming biennium would need to be developed but it would be relatively small. In the first year a budget would be needed for planning and coordination; in the second year the budget would be distributed across the partner community colleges, Lake Washington Technical College, and University of Washington Bothell, in order to develop and/or expand the required lower division courses.

K-12 Outreach and The Pipeline Project

Creating technology oriented bachelor degree programs will not in and of itself change the fact that the communities served are not producing sufficient numbers of high school graduates prepared adequately in math and science to support new technology degree programs. All the research shows that the latest point at which to keep students interested in pursuing math/science-based careers is middle school.

In conjunction with beginning technology oriented bachelor degree programs, we propose to create a “Math/Science Technology Pipeline Project” to be started in the Snohomish, Island, and Skagit County region. This Pipeline Project would provide an articulated math/science curriculum for students going from middle school, high school, community college, to a four year degree. It would also provide unique educational program support for students, using university personnel and middle school/high school master teachers. The idea is to assure

students an accelerated and guaranteed pipeline through all levels to university bachelor's degree. If done right, it could be more than a pilot project for a few, but a transformation of educational attainment for all. And it might solve, over time, the issue of "where will our qualified future engineers, scientists, and technology managers come from" for our region.

Performance Outcomes

Providing technology focused bachelor's degree programs for residents in Snohomish, Island and Skagit Counties can be feasible. The fundamental question is how this can be accomplished in the most high quality, timely, yet economical manner. This proposal offers a possible answer to these questions. If we were to start with a twined UW quality education at the upper division, with preparatory education in the community and technical colleges and at UW Bothell campus, the first new degrees could be in students' hands, and those students could be employed by local employers, by summer, 2012. This is timely and economical. Money is spent on education, not institution building. And it is a new wave of education, not replication of existing education already offered in the region by the community and technical colleges and UW Bothell.

Performance indicators include in the first six years:

1. Number of students enrolled in preparatory transfer programs.
2. Number of students enrolled in upper division technology degree programs.
3. Number of graduates of the new program employed in local counties
4. Number of new businesses attracted to region which identify the new educational access as a reason to relocate.

5. Additional expenditures by state, students and private partners in the region.
6. Growth in employment directly related to the technology degree programs.

With funding for the K-12 Pipeline Project, additional indicators include:

1. Number of students intent on technology degrees, who are in Pipeline Project classes.
2. Increased number of math/science teachers employed in partner school districts.
3. Master teachers enrolled in or who have completed middle school/high school master teachers program at UW Bothell.

Economic Development

With a secured position in the northern region, UW Bothell could establish a number of additional programs to assist in the economic development of the region. For those in the existing workforce, continuing education in the form of short courses, professional education programs, appropriate professional certificate programs, and possibly graduate degree cohort programs could be provided. The Student Entrepreneurship Program and Business Development Program of the UW Bothell could provide support systems to enhance local businesses through faculty and student engagement.

The Future Beyond 2012

Just as UW Bothell matured into a four-year university to meet the growing need to have more local places for high school graduates to enroll, it is not unlikely to foresee a maturation over time for this venture. As the Pipeline Project succeeds and significant numbers of new students interested and capable of technology studies balloons, it is entirely possible that the call for

greater access to meet the created need will transform the small beginning into something significant. But, that is for the future to show.

This proposal creates an economically appropriate pathway to begin providing needed bachelor's degrees in the northern counties. It does so utilizing existing institutions, expertise, and infrastructure. If success leads to further growth, this can only be good for the region and the State of Washington, and their residents.

DRAFT**Proposal to serve Snohomish, Skagit, and Island Counties**

The University of Washington Bothell could work in partnership with community and technical colleges in the SES area in the service of three intertwined agendas: (1) Offer new baccalaureate degree programs focused on science, engineering and technology, (2) Establish a K-12 partnership to expand math/science education and opportunities, and (3) Foster local economic development networks, professional development, and entrepreneurship mentoring.

Possible Elements for New Degree Programs

1. Efforts and resources would be focused on new program options that are complementary to those that already exist in the vicinity and across the state. For example, the initial curriculum could be focused on science, engineering and technology. To the extent possible, distributive education technology would be utilized to allow classroom access from remote locations.
2. A new campus, if developed, could begin as an upper division campus with lower division might be offered by the partner community colleges (Skagit Valley, Everett, Edmonds, Shoreline, Cascadia, North Seattle, Bellevue), Lake Washington Technical College, and at the University of Washington Bothell.
3. If desirable, students entering as freshmen at any participating campus could be jointly admitted to the new campus, if it is developed.
4. If it is desirable and feasible to create this new campus, the City of Everett seems to be the logical place to begin the upper division program.
5. If desirable and feasible, an initial upper division class of 30 to 60 students for the first engineering degree program seems achievable. Growth would be conditioned on future entering lower division student demand. Progress on growth and goals would be re-examined every six months.

If desirable and feasible, a reasonable timeline is as follows:

2007-2008	Lower division planning/high school recruitment
2008-2009	First lower division class enters/upper division curriculum, facilities, and equipment planning continues
2009-2011	Upper division planning continues/facilities completed/new faculty hired
2010-2012	First upper division class enters
2011-2013	First graduates, June 2012

If a plan like this is adopted, we do not anticipate significant capital budget in this biennium. An operating budget for the coming biennium would need to be developed but we expect it to be relatively small

K-12 Outreach

If growth is desirable in the future, it would be best if a program were developed to integrate the local school districts into the math/science design. Together, the parties can design and implement a ten year curriculum in math/science that allows students to progress from middle school through high school, to the 2+2 engineering degree program proposed. Such a plan ensures an expanding stream of well prepared students.

Economic Development

If a secured presence in Snohomish were created for UW Bothell, they could bring up additional graduate and professional education programs, short courses, and certificates. The Entrepreneurship Program and Business Development Center could provide support to enhance local businesses through faculty and student involvement.

ADDRESSING REGIONAL EDUCATION NEEDS

December 7, 2006

Submitted by: _____

BACKGROUND:

It is widely acknowledged that the Snohomish, Island and Skagit (SIS) Counties lag in their participation in baccalaureate education. This may be attributed to a number of perceived or actual influences: a) lack of the visible presence of such opportunities which would build aspirations to pursue advanced degrees, b) difficulty in commuting to nearby institutions, c) difficulty in gaining access to nearby institutions which have notably competitive admission standards.

Solutions have been pursued over the past ten to twenty years. Several baccalaureate degree programs from public baccalaureate institutions have been offered in the SIS region, most obviously CWU in Lynnwood, WWU in Everett and Oak Harbor, and WSU's distance program with a learning center in Mt Vernon. The NSIS Consortium attempted some degree programs in Everett, yielding several master's degree options. The UW-Bothell branch campus was located south of the Snohomish County line. The recent University Center, administered by Everett Community College was authorized and funded, beginning July 1, 2006, to create partnerships with baccalaureate institutions in the NSIS region, and has currently reached agreement for three new degrees. Nonetheless, a larger long-range solution is called for as the region experiences dramatic population growth, and social and economic development scenarios indicate urgency in meeting educated workforce needs.

INTRODUCTION:

The recent studies conducted by the Higher Education Coordinating Board and Everett Community College, as well as Washington Learns¹, provide a basis for more action. This document offers a proposal to meet the needs of the SIS region, with particular emphasis on the most problematic portion, that of the North Snohomish, Island and Skagit (NSIS) areas.

First, we must acknowledge that the following **principles**² are critical in the process of identifying solutions:

1. Higher education options must be affordable to students;
2. Higher education options must be accessible in terms of reasonable admission criteria;
3. Higher education options must be accessible in terms of reasonable location;
4. Higher education options must be accessible in terms of reasonable alternative delivery methods that serve the entire region;
5. Higher education solutions for this region must reflect a cost-effective enhancement to the current statewide options by building on existing institutions in a scalable, phased-in manner;
6. Higher education options should provide a focus on science and technology;
7. Higher education options should include investments in K-12 programs to assure that more students are prepared and aspire to higher education, particularly in science and technologies.

¹ “Higher Education Opportunity in the NSIS Region”, Everett Community College, 2005. “Assessment of the Higher Education Needs of Snohomish, Island and Skagit Counties”, Higher Education Coordinating Board, 2006. “Washington Learns”, Governor Christine Gregoire, Chair, 2006.

² Resolution 2006-10-01, Expansion of Baccalaureate Options, Everett Community College Board, October 16, 2006.

PROPOSAL:

With these principles in mind, we propose a solution that includes the following points for immediate action.

- A. **Continue the expansion of the University Center** administered by Everett Community College to serve the NSIS region with baccalaureate and master's degree programs, distributed throughout the region using traditional in-class as well as distance delivery systems. Focus on degree programs in these areas:
- i. Business/Management*
 - ii. Education (Elementary* & Secondary Education – Science/Math)
 - iii. Human Services*/Social Work*
 - iv. Interdisciplinary Arts and Sciences
 - v. Nursing (Bachelor of Science in Nursing)
 - vi. Applied Sciences*
 - vii. Environmental Science/Policy*
 - viii. Engineering /Technologies/Biosciences
 - ix. Communications

*currently offered or in the process of negotiation

- B. **Enable the regional community colleges (Edmonds, Everett, Skagit) to propose applied baccalaureate degree programs** in key areas, related to their lower division strengths, to meet the specific interests of their graduating students, their regional economic needs, and gaps in regional options offered by current institutions and the University Center. These areas may be:

- i. Entrepreneurship
- ii. Graphic Design
- iii. Manufacturing Technology
- iv. Informatics
- v. Communications
- vi. Hospitality
- vii. Health Professions

- C. **Expand the capacity of existing institutions**, University of Washington – Bothell and Central Washington University – Lynnwood to meet the burgeoning needs in North King and South Snohomish Counties, as well as provide a destination for others in the region. Such an expansion can utilize existing

infrastructures. Expand the capacity of Western Washington University to provide more accessible admission options to residents of the SIS region who wish to take advantage of a more comprehensive residential institution relatively close to home.

- D. **Expand capacity of regional community colleges** to meet population growth demands for educational options.

These three directions emphasize the use of existing infrastructures and systems that can be built in a **scalable, phased manner, with little delay, and provide affordable educational access** to this diverse and sprawling region.

Concurrent with this activity, are three other necessary initiatives:

1. **Expansion of relationships** between and among educational sectors:
 - a. Collaboration with local school districts to develop pipeline programs. Building on their existing K-12 programs (summer science camps, middle school enrichment programs, Tech Prep, College in the High School, Running Start, and community ESL programs), EdCC, EvCC, and SVC – as well as partner universities – are well positioned to expand their connections with teachers, students and parents to strengthen college preparation skills and student/family aspirations.
 - b. Strengthen existing dual admission programs with partner universities through the creation of transfer centers on the community college campuses.
2. **Transition of Everett Community College to a baccalaureate institution (“Washington Polytechnic Institute”)** by 2017, with a unique mandate:
 - a. Promote and maintain open door access to pre-college and college programming leading to diplomas, certificates and degrees in adult basic education, technical career preparation and university program preparation;
 - b. Provide access for qualified students to enter baccalaureate and advanced education certificate and degree programs;
 - c. Focus on the applied sciences and technology programs at the certificate, associate and baccalaureate level that contribute to the state and regional economic vibrancy;

- d. Maintain partnerships with other universities and colleges to bring additional quality bachelor's and master's degree programs to the region,
 - e. Assure distribution of these programs throughout the region, and in some cases the state;
 - f. Emphasize a learning climate that uses hands-on applications, innovation, and curriculum development based on a feedback loop;
 - g. Involve regional business and industry as sites, as consultants, as instructors;
 - h. Maintain a fearless commitment to agility in the creation, transformation and termination of programs based on need and demand.
3. **Increase capacity at other existing institutions** in the state, in recognition that each institution, with its array of comprehensive, as well as unique programs, contributes to the ability of Washington to provide options for residents (and the world) to reach their educational potential as well as attract and support a vibrant business and industry climate.

RESOURCES FOR THE SIS REGION:

- I. Funding for the FTE growth of the University Center: 2007-2017.
 - a. 1500 FTE by 2015.
- II. Funding for development of baccalaureate programs and FTE at regional community colleges: 2007 forward.
 - a. 300 FTE by 2015
- III. Funding for FTE expansion at UW-B and CWU-Lynnwood: 2007 forward.
- IV. Funding for FTE growth at regional community colleges: 2007 forward.
 - a. 4,000 FTE by 2015.
- V. Funding for transition of Everett Community College to Washington Polytechnic Institute by 2017: 2012 forward.
 - a. Development funding, and FTE funding estimated at 3,000 by 2025.
- VI. Capital expansion on existing campuses in the region as well as funding for satellite centers in remote areas, 2009 forward.
- VII. Incentive funding for K-20 partnerships to build aspirations and pathways: 2007 forward.

SUMMARY:

By focusing on scalable development, distributed access, and affordability for both students and taxpayers, this proposal addresses our potential to build on existing resources in order to transform regional and state educational opportunities. It uses innovative delivery systems – university center, baccalaureate degrees at community colleges, distributed technologies, and a new polytechnic institute – to take us to the next level of meeting the educational needs of this region and the state.

Kerlin: td: scenarios III