

**BOARD MEETING AGENDA**  
*WSU Vancouver, ADM 110*  
*14201 NE Salmon Creek Avenue, Vancouver*  
*October 25, 2007*

---

**8:00** Continental Breakfast (ADM 129)  
*No official business will be conducted.*

---

**9:00** Welcome and Introductions  
*Bill Grinstein, HECB chair*  
*Nancy Youlden, Vice Chancellor of Academic Affairs, WSU Vancouver*

---

Consent Agenda

**Approval of the September 27, 2007 Meeting Minutes** **1**

**New degree program for approval: Executive Master of Public Administration, Evans School of Public Affairs, University of Washington** **2**  
*Res. 07-20*

---

**Executive Director's Report**

---

Fiscal Committee  
*Charley Bingham, chair*

**Information & Action:**

**• Supplemental Budget Requests to OFM** **3**

The Board's Fiscal Committee will report on its review and recommendations for the 2007-09 Supplemental Budget requests from the universities and colleges.

*Res 07-17*

**Public comment on the supplemental budget**

---

---

- **2009-11 Preliminary Operating and Capital Budget Guidelines**

Staff will discuss the budget guidelines which articulate the Board's fiscal priorities for the ensuing biennium budget. These fiscal priorities are derived from the goals and strategies of the strategic master plan, which is not due until December 2007. Consequently, these preliminary guidelines will be amended in January 2008.

4

*Res. 07-18*

- **Gardner-Evans-Locke Capital Funding Initiative**

Staff will present recommendations to re-authorize the "Gardner Evans Proposal" with \$1 billion for funding capital needs over a three-biennium period. This proposal is the product of collaborative efforts among the HECB, COP and the SBCTC.

5

*Res. 07-19*

---

**10:15 Educator Preparation, Certification, Continuing Education and Assignment**

*Jennifer Wallace, Executive Director, Professional Educator Standards Board*

---

**11:00 UW North Puget Sound Branch Campus**

6

*Deb Merle, Executive Policy Advisor, Governor's Policy Office*

*Randy Hodgins, Director of State Relations, University of Washington*

An update will be provided on the activities undertaken by the Office of Financial Management and the University of Washington related to site recommendations and preliminary academic plans for a new UW campus in the North Puget Sound region.

---

**12:00 Working lunch**

---

**1:00 2008 Strategic Master Plan for Higher Education**

**Discussion of Master Plan Degree and Enrollment Goal Options**

Staff will review degree benchmark options based upon analysis of the growth required to:

7

- serve a given percentage of residents
  - reach a given level of production.
-

---

**SBCTC Budget Incentive Pilot**

The State Board for Community & Technical Colleges has implemented an outcome performance-based budget incentive program. The Board will be provided with a briefing on the goals and objectives of this program.

**Public hearing on the master plan**

- Washington Student Lobby
- Institutional representatives

---

**4:00**    Adjournment

---

**Public Comment:** A sign-in sheet is provided for public comment on any of the items presented above.

**Meeting Accommodation:** Persons who require special accommodation for attendance must call the HECB at 360.753.7800 as soon as possible before the meeting.

## 2007 MEETING CALENDAR

Board Meeting	Location
<b>January 25</b> 8:00 – 12:00	<b>The Evergreen State College</b> Longhouse 2700 Evergreen Parkway N.W., Olympia
<b>February 22</b> 8:00 – 12:00	<b>State Investment Board</b> Board Room 2100 Evergreen Park Drive S.W., Olympia
<b>March 22</b> 9:00 – 4:00	<b>State Investment Board</b> Board Room 2100 Evergreen Park Drive S.W., Olympia
<b>April 26</b> 9:00 – 4:00 <b>Advisory Council</b>	<b>Tacoma Community College</b> Senate Room, Opgaard Bldg. (#11) 6501 S. 19 <sup>th</sup> , Tacoma 98466
<b>May 24</b> 9:00 – 4:00	<b>Bellevue Community College</b> Library, D126 3000 Landerholm Circle SE, Bellevue 98007
<b>June 28</b> 9:00 – 4:00 <b>Advisory Council</b>	<b>UW Bothell</b> North Creek Events Center 18115 Campus Way NE, Bothell 98011
<b>July 26</b> 9:00 – 4:00	<b>Eastern Washington University</b> Tawanka 215 B & C Cheney
<b>August 14-15</b> <b>Board Retreat</b>	<b>Talaris Conference Center</b> Seattle
<b>September 27</b> 9:00 – 4:00 <b>Advisory Council</b>	<b>WSU Tri-Cities</b> CIC 120 2710 University Drive, Richland 99354
<b>October 25</b> 9:00 – 4:00	<b>WSU Vancouver</b> ADM 110 14204 NE Salmon Creek Avenue, Vancouver
<b>November 15</b> 9:00 – 4:00 <b>Advisory Council</b>	<b>Highline Community College</b> Mt. Constance, Student Union Bldg. 2400 S 240 <sup>th</sup> , Des Moines
<b>December 13</b> 9:00 – 4:00	<b>State Investment Board</b> Board Room 2100 Evergreen Park Drive S.W., Olympia



October 2007

## Draft Minutes of September 2007 Meeting

Board members present	Advisory Council members present
Bill Grinstein, chair	Charlie Earl, co-chair, Advisory Council
Jesus Hernandez, vice chair	John Purdy, 4-year faculty
Betti Sheldon, secretary	Jeri McIntyre, regional universities
Sam Smith,	Sister Kathleen Ross, independent colleges
Charley Bingham	Fred Campbell, research universities
Ethelda Burke	Eleni Papadakis, workforce education
Earl Hale	Ruth Windhover, 2-year faculty
Roberta Greene	

### Welcome and Introductions

HECB Chair Bill Grinstein welcomed the audience and asked everyone to introduce themselves. He then invited Dr. Vicky Carwein, chancellor of WSU Tri-Cities, to say a few words. Carwein spoke about WSUT's major projects and future plans. WSUT admitted freshmen this fall, and is already over target. The Legislature allocated 50 FTEs; WSUT has enrolled about 150 FTEs. Carwein described a couple of new initiatives relating to bio products and bio energy and its viticulture program. The school collaborates with the public high school and Battelle on STEM classes.

### Discussion: 2008 Strategic Master Plan for Higher Education

Ann Daley, executive director, described the process and timeline for developing the 2008 master plan for higher education. The Board is entering a more collaborative phase as it undertakes a major public outreach effort during October and early November, inviting the public to help frame the higher education issues that the state should consider in the next ten years.

The HECB is expected to submit an interim master plan to the Legislature by December 15. The Legislature will hold public hearings and will approve or recommend changes to the interim plan through a concurrent resolution. The Board will submit a final plan incorporating the

changes by June of the year following the concurrent resolution. The final plan then becomes Washington's statewide higher education policy for the next 4 years.

The statute also directs the institutions to ensure that their strategic plans align with, and implement the vision, goals, priorities and strategies within the statewide strategic master plan

Daley discussed some of the state's higher education challenges and opportunities. One problem is that our educational system no longer meets the needs of modern society. We have a rapidly growing population of immigrants and low-income families and highly educated citizens who are ready to retire. While the demand for highly educated and skilled workers continues to grow, too few of our students complete postsecondary education. As a consequence, we are overly reliant on degreeed-individuals coming from other states and we are falling behind other countries in terms of participation and completion. If current trends are not reversed, we face economic decline and widening gap between the rich and poor. We need an educational system that can nurture, develop and sustain the full capability of our citizens. We must create a visionary and workable path for the future and provide opportunity for all our citizens to pursue a postsecondary education that will fuel our state's economic vitality.

Some of the major themes that surfaced in the discussion that followed among the board members and the Advisory Council included the following:

Problems/challenges

- Our efforts are pocketed
- Decline in the number of men in college
- Low participation rate is the "great shame" of our state
- Dollars for capital vs. dollars for scholarships
- High unemployment rate of 18-24 year olds
- Pipeline problem; high-risk kids that don't have advocates fall through the cracks

Recommendations/strategies

- Show the public/societal benefit. Make the connection between investment and the public good. Help the state understand the non-economic benefits of education. It's immoral not to provide the education needed by all our citizens.
- Education is just a tool. We need to focus on opportunity, public good, economic development, and global competitiveness.
- Focus on older/transfer students and find a better way for systemic change.
- Creativity and innovation are important. Establish individual taxing districts. Support local initiatives and let communities define projects that support the master plan; reward communities that are getting results. We need broad-based community support.
- To inspire people to follow the plan, we have to show them there's chance for success. Showcase successful local level initiatives. Find the success stories. Celebrate the initiatives already going on; build on recent developments. Pay credit to what's already there; focus on sustainability of investment.
- Set up operational steps as a follow-up to the interim master plan; convert dialogue into policy and budget-driven goals. Think of long-term vision and implementation steps.

- Build capacity with K-12 parents. Establish scholarships and grants for parent mentoring.

#### Data/research needed

- What percentage of kids is from low-income families? Greater correlation between ethnicity and income level
- Participation/completion rates based on income
- Barriers to entry based on cultural differences
- Break out growth of various ethnic groups
- Local level efforts that have made a difference in their communities

There will be a public hearing on the master plan at the Board's meeting in October to provide opportunity for the institutions to comment and provide further input. A preliminary draft of the plan will be presented at the next joint meeting of the Board and the Advisory Council on Nov. 15, at Highline Community College in Des Moines. Chair Bill Grinstein encouraged participation in these meetings, as well as the public forums and small group meetings scheduled around the state.

#### **Action: July 26 Minutes Approved**

**Sheldon** moved to approve the minutes of the Board's July 26 meeting. **Bingham** seconded the motion. The minutes were unanimously approved.

#### **Executive Director's Report**

Daley reported on staff participation at recent legislative work sessions and staff's work with the two- and four-year systems regarding the process for reauthorizing the Gardner-Evans-Locke bond for higher education capital funding. She provided updates on student financial aid, federal development affecting financial aid, and various meetings and conferences that the executive director has attended. The chairs and executive directors of the HECB, SBCTC, and WTECB held the first of a tri-agency meeting, which will occur quarterly for closer collaboration and partnership.

#### **The Role of Private Colleges in Washington Higher Education**

Sister Kathleen Ross, Heritage University president, highlighted the contributions of the private independent colleges to our state's higher education capacity needs. The private colleges award one quarter of the state's baccalaureate and higher degrees each year, and with sufficient student financial aid, have capacity to serve additional 9,000 students annually without having to build more classrooms. The independent colleges offer programs collaboratively with ten area community colleges; high school degree completion; and alternative routes to teacher certification.

**Revised Performance Targets for Higher Education Institutions**

Christopher Thompson, HECB director for institutional and governmental relations, presented revised performance targets based on the new levels of per-student funding in the 2007-09 appropriations. Staff collaborated with the two and four-year institutions to review and revise the targets. Thompson also presented data gathered from institutions in the Global Challenge States.

**Action: Revised Performance Targets Approved**

**Sheldon** moved to approve the revised performance targets under **Res. 07-15**. **Hernandez** seconded the motion. The revised targets were unanimously approved.

**Gender Equity in STEM and Health Professions**

Randy Spaulding, HECB director for academic affairs, reviewed staffs' findings on gender equity in science and technology, engineering, mathematics (STEM) and health sciences. The report shows that although male and female students are equally prepared to pursue postsecondary education in STEM and health science fields, relatively few female students earn degrees in STEM fields and few men earn degrees in health science fields.

Staffs' recommendations to achieve a more equitable gender distribution in degree conferment rates include:

- Development of a STEM pipeline initiative to enhance K-12 instruction and student awareness;
- State support and technical assistance to increase faculty diversity in STEM fields and health sciences.

Greene suggested the Board indicate its commitment to gender equity by weaving it into the master plan and the Board's diversity report. Resolution 07-16 was amended to include an additional paragraph:

*Be it further resolved, that the recommendations contained herein should be incorporated into the 2008 strategic master plan and integrated with recommendations and strategies to enhance diversity in higher education.*

**Action: Recommendations for Gender Equity in STEM and Health Professions Approved**

**Smith** moved to approve **Res. 07-16** as amended. **Greene** seconded the motion. The gender equity recommendations were unanimously approved.

**Student Panel**

A group of students comprised of freshmen and transfer students talked about their experience at WSUT and why they choose the school for their study program.

The meeting adjourned at 4 p.m.

October 2007

## **DRAFT: Executive Master of Public Administration, Evans School of Public Affairs, University of Washington**

### **Introduction**

The University of Washington (UW) seeks approval to continue offering its Executive Master of Public Administration (MPA) degree through the Evans School of Public Affairs on the Seattle campus. In 2003, the Higher Education Coordinating Board (HECB) approved the Executive MPA program as an extension of the existing MPA degree. Since then, four cohorts of students, each serving between 31 and 38 students, have been admitted to the fee-based program. In 2006, the Commission on Peer Review and Accreditation determined that the UW Executive MPA program is sufficiently different from the traditional MPA program to merit its own degree. It is with this in mind that UW has submitted the program for approval at this time. The Executive MPA program distinguishes itself from the traditional MPA program in that it:

- Provides an executive-level perspective on public and non-profit sector management;
- Emphasizes the strategic leadership skills needed for innovative approaches to policy challenges;
- Targets senior-level professionals in government, community organizations, and private sector fields such as corporate social responsibility and entrepreneurship; and
- Employs an intensive, multimodal 18-month instructional format that accommodates the schedule of high-level professionals, including those who live far from campus.

### **Relationship to Institutional Role and Mission and the Strategic Master Plan for Higher Education**

The UW mission statement identifies the critical role the School of Public Affairs plays in educating future public servants and contributing to the well-being of the state, noting that it and other schools and colleges at UW “have a long tradition of educating students for service to the region and the nation.” Recent graduates of the Executive MPA program have taken leadership positions at Boeing (Government Relations), King County Department of Natural Resources, the Port of Seattle, the U.S. Department of Labor, King County Housing Authority, Microsoft (Community Affairs), and Naval Station Everett.

The program, with its emphasis on executive leadership, also fits with the Evans School's mission of "educate leaders to meet community challenges with compassion, vision, analytic rigor, and practicality."

## **Program Need**

The UW's Executive MPA program is currently the first and only program of its kind in the Pacific Northwest. Portland State University has a similar program under development that is currently awaiting approval from the Oregon State Board of Higher Education.

The proposal cites a report indicating that 64 percent of state government full-time employees may (or are eligible to) retire by 2015 – the only state in the nation with a figure exceeding 60 percent. These older workers are likely to be in senior management positions and will need to be replaced with well-trained professionals. Similarly, with the recent expansion of the nonprofit sector, philanthropic foundations, and corporate community affairs, there is a similar growing need for trained senior executives in private organizations.

## **Alignment with Strategic Master Plan**

For the reasons cited above, UW contends that the program achieved the strategic master plan goals of "(a) providing increased opportunities for degrees and (b) aiding the state's economy by preparing more students for work in high demand fields." They contend that the program will advance public management practice by providing visionary leadership and enabling creative policy and management responses to pressing social, economic, and environmental challenges in the region.

## **Program Description**

The program's delivery model is tailored to senior managers, their concerns, and their time and resource constraints. Students must complete the 45 quarter credit curriculum in an intensive, multi-modal 18-month format. Students progress together in a cohort model which helps ensure student retention and completion.

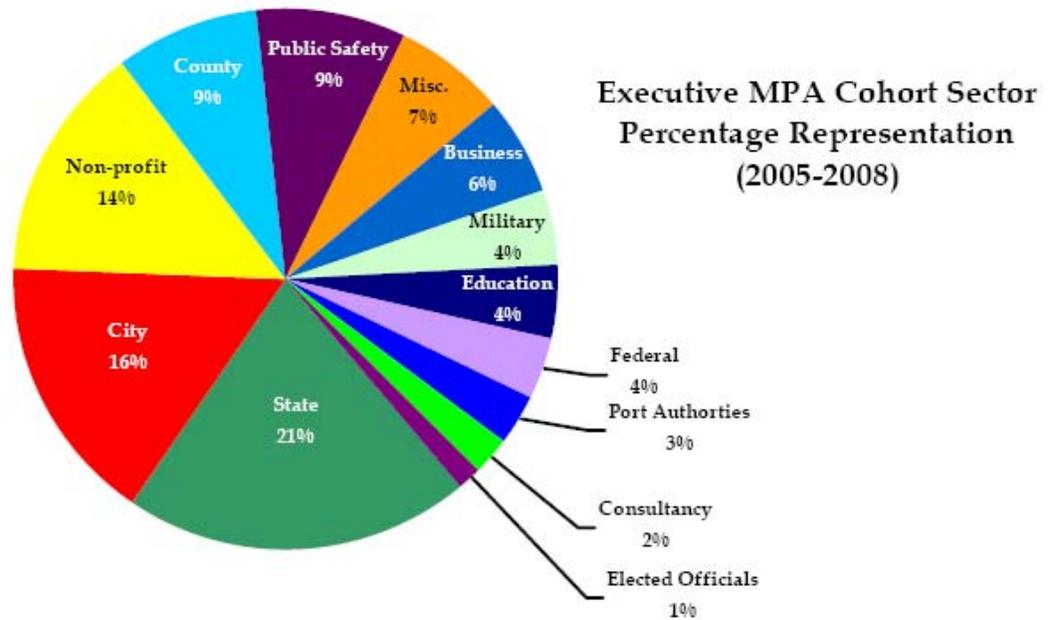
There are 14 modules that comprise the 45-credit program, with written projects, discussions, and exercises completed between modules, relying in part on distance learning. Module content topics include strategic leadership, organizational culture, negotiation, conflict management, ethics, performance and accountability, strategic finance, public governance, human resource management, and policies and politics. Given the senior management positions of the program's students, there is no internship requirement.

Existing infrastructure resources are used to deliver the program and no improvements are required at this time. Admissions to the program is integrated with the Evans School admissions

process, however, Executive MPA students are not required to take the GRE exam and are required to have a higher number of years of professional experience.

The program employs a multi-disciplinary faculty from several departments and offers students many opportunities to interact with practitioners in the local and regional public policy and public administration community.

The diagram below shows the sectors from which the program has drawn its students to date.



Source: UW Educational Outreach

### Diversity

The program tries to recruit diverse cohorts of students with targeted recruitment advertising and recruitment activities that reach out to active duty military, reservists, fire and law enforcement across the state. UW offers academic support and other student services targeted to under-represented graduate students and the program publicizes the availability of these services to its students. As of December 2006, of the 72 students in the program, two-thirds identified their race as Caucasian, 24 percent were of other races, and an additional 10 percent did not indicate their race.

## **External Review**

Two external reviewers commented on the program design: Dr. Douglas Morgan, Professor of Public Administration and Director of the Executive Leadership Institute at the Hatfield School of Government, Portland State University, and Dr. Kathleen Beatty, Dean of the Graduate School of Public Affairs at the University of Colorado at Denver and Health Sciences Center. Both reviewers were impressed by the program leadership, curriculum, and the quality of the instruction and faculty, citing a good mix of regular full-time faculty and practitioners.

Both reviewers indicated a lack of clarity in the proposal with regard to the admissions process what criteria the university intends to use that will link the target pool of students to its admissions decisions, especially with regard to the amount and type of work experience that would distinguish an Executive MPA student from a traditional MPA student.

## **Program Costs**

Since the program is already in place, no additional faculty will be hired. The program currently employs 2.25 FTE in administrative personnel, 3.25 FTE in academic personnel, and 1.75 FTE in clerical support personnel. The largest single item in the budget is for contract services, which primarily pays for hotel and catering contracts for students attending weekend sessions. Total program costs at full enrollment come to \$1.06 million and expected revenues total \$1.14 million for a net surplus of about \$80,000 annually. No university cash resources are directly allocated to the program, with revenues entirely dependent on student tuition and fees.

The current student tuition charge for the six-quarter program (including required electives) is about \$34,000, not including student fees. By comparison, a student in the traditional state-supported MPA program could expect to pay \$19,512 in total tuition over six quarters (Tier II graduate rate). The budget allocates \$10,000 annually for financial aid specific to the program.

## **Staff Analysis**

The proposal submitted by UW was complete and well written and documented. It is clear from the analysis and the success of the program's first four cohorts that it addresses a current and growing need for the professional development of public, non-profit, and corporate community/governmental affairs executives. The program content, design, and delivery methods appear well-suited to meet the needs and scheduling constraints of the targeted students. The mix of full-time faculty, part-time practitioners, and guest speakers is appropriate and the curriculum topics relevant and valuable.

The major staff concern regarding this proposal is around student cost and accessibility, as it concerns the university's plans to keep this as a fee-based program receiving no state support. The program targets executives working primarily for government and not-for-profit institutions

and, to a lesser extent, executives from corporate community relations offices. Many of these employers and the government/non-profit executives themselves would find it difficult to finance the hefty \$36,600 price tag (tuition and fees) to get this degree. Yet, with some effort on the part of program staff, the Evans School has successfully filled four cohorts with 31 to 38 students each. The program budget currently sets aside very little (\$10,000 per cohort, or less than one percent of total annual program costs) for targeted student financial aid. There are efforts underway to try to expand these resources in the future. Students needing financial assistance must rely on loans to cover the cost of the program. Some use credit cards.

While it appears that the market will support the program at this size (40 students per cohort) and cost, the question of who is dissuaded from even applying for admission at this price goes unasked. Should ability to pay be a primary criterion for access to the program? Given the financial resources available to the target population, should not every effort be made to keep student costs as low as possible? If the university chose to make this a state-supported program, tuition and fees would come to \$20,500, a 44 percent reduction in the student share of the cost of the program.

### **Recommendation**

Based on careful review of the program proposal and supplemental communications, HECB staff recommends approval of the Executive Master of Public Administration program at the University of Washington.

**RESOLUTION NO. 07-20**

WHEREAS, the University of Washington proposes to offer a modified version of its existing Executive Master of Public Administration; and

WHEREAS, the program would support the unique role and mission of the institution by providing students with an opportunity to earn an advanced degree in a field with substantial need and broad community impact; and

WHEREAS, the program would respond to demonstrated student, employer, and community needs, consistent with past experience with this program and the university's assessment of need; and

WHEREAS, the program targeting and recruitment plan is well-defined and builds on existing programs at the university; and

WHEREAS, the costs are reasonable;

THEREFORE, BE IT RESOLVED, that the Higher Education Coordinating Board approves the Executive Master of Public Administration at the University of Washington.

Adopted:

October 25, 2007

Attest:

\_\_\_\_\_  
Bill Grinstein, Chair

\_\_\_\_\_  
Betti Sheldon, Vice-Chair



October 2007

## **2008 Higher Education Supplemental Budget Recommendations**

The 2007-09 Supplemental Budget requests from the universities and colleges were due to the Office of Financial Management and the HECB on October 12, 2007.

In light of the this schedule, the Board's Fiscal Committee report on its review of and recommendations for the supplemental budget will be made available at the October 25, 2007 meeting of the Board.



October 2007

## **Draft: 2009-11 Preliminary Operating and Capital Budget Guidelines**

### **Purpose of the Operating and Capital Budget Guidelines**

State statute (RCW 28B.76.210) directs the Higher Education Coordinating Board (HECB) to “review and evaluate” the operating and capital budget requests of the public colleges and universities and to submit recommendations on these requests to the Governor and Legislature.

The HECB budget review, evaluation, and recommendations are to be based on budget guidelines which articulate the board’s fiscal priorities for the ensuing biennium budget. These fiscal priorities are to be aligned with, and derived from, the goals and implementation strategies of the board’s Strategic Master Plan for Higher Education.

Through this alignment of state-level higher education goals with biennial budgetary priorities, the HECB budget recommendations offer the Governor and Legislature with a system perspective to higher education operating and capital needs. Hence, the HECB budget recommendations are intended to complement institutional information and requests by providing this system-wide perspective to the Governor and Legislature.

### **HECB 2009-11 Fiscal Priorities and the 2008 Higher Education Strategic Plan**

The board will submit its *2008 Strategic Master Plan for Higher Education* to the Legislature and Governor in December 2007. That plan will contain the board’s goals and strategies for higher education over the next ten years (2008 through 2018).

As discussed above, the board’s fiscal priorities for 2009-11 will be derived from those goals and strategies. Accordingly, these preliminary guidelines will be amended in January 2008 to present the board’s specific operating and capital budget fiscal priorities for the 2009-11 biennium.

## **Timing of Budget Submittal Information to the HECB: Change in Statutory Requirements**

In 2007, the Legislature adopted Engrossed Substitute House Bill 1883 which, in part (Section 202.2), changes the dates by which budget request information is due to the HECB and when the HECB budget recommendations are due to the Governor.

Specifically, budget request information (discussed below) is now due to the HECB by July 1<sup>st</sup> of each even-numbered year. The HECB budget recommendations are now due to the Governor on or before October 1<sup>st</sup> of each even-numbered year. The date for the HECB to submit its budget recommendations to the Legislature was not changed (January 1<sup>st</sup> of each odd-numbered year).

## **2009-11 Operating Budget Request Information: Contents and Formats**

The operating budget information submitted to the HECB by July 1, 2008, should include the following information:

- A description of each policy enhancement or change being considered and/or requested by the institution.
- The fund source and dollar amount for each policy enhancement, displayed by fiscal year and biennial total.
- Specific identification of those policy enhancements which are non-recurring.
- The distribution of proposed student FTE increases by fiscal year and biennial total and specification of the proposed student FTE increase by:
  - Student level or SBCTC program category
  - FTE cost basis
  - Identification of general or high demand FTE

The institutions may use formats which are convenient for submitting this information. Electronic submittals' in Word or Excel are also acceptable and encouraged.

## **2009-11 Capital Budget Information**

The preliminary or adopted prioritized lists of capital project requests developed pursuant to Engrossed Substitute House Bill (ESHB) 2151 should be submitted to the HECB by July 1, 2008.

Pursuant to the provisions of ESHB 2151 the following common definitions and prioritization methodology for the development of the prioritized project lists will be used.

### **Project Classifications: Common Definitions**

Attachment A provides an association of the existing Office of Financial Management (OFM) project classifications of *Preservation* and *Program* with project types and their corresponding descriptions. The board recommends that the four-year institutions and the State Board for Community and Technical Colleges (SBCTC) use these OFM categories in their respective project requests.

### **Criterion Framework for Ranking Projects**

The board recognizes that the community and technical colleges have an existing system and methodology to evaluate, prioritize, and rank capital projects. State policymakers are familiar with this system, which has been developed over many years. Accordingly, the board believes that the SBCTC should continue to use its existing process for prioritizing and ranking projects.

The framework for deriving the integrated prioritized list of capital projects for the four-year institutions recognizes that many considerations affect the relative priority of a capital project. These considerations include a facility's physical condition or estimates of space need as well as an institution's role and mission, its long-term strategic plan, and its areas of current program emphasis and priority. Consequently, the proposed ranking methodology, while quantitative, is designed to provide the institutions with the opportunity to exercise discretion and judgment in the ranking of projects.

### **Minor Works Requests**

Minor works requests include multiple projects, each costing less than \$2 million. The categories to be used to aggregate such projects are presented in Attachment A. The four-year institutions should use these categories in both the ranked/integrated list of capital projects and each institution's separate capital budget submittal.

The board believes that minor works requests addressing emergency/critical repairs and life/safety and code compliance should be prioritized higher than all major projects. All other minor works requests should be prioritized within the overall ranking of all projects, as directed by HB 2151. The board encourages the institutions to use an approach similar to that used by the SBCTC, which differentiates between the most urgent minor works needs (Category A) and less urgent minor works needs (Category B). Both the Category A and B minor works requests are ranked in the overall project list at levels deemed appropriate relative to the nature and priority of other major projects.

## Aggregated Intermediate Size Projects

Projects costing more than \$2 million, but less than \$5 million, can be aggregated into separate ranked project categories (within the prioritized list), provided that these projects and their respective categories (a) share a common purpose or characteristic, (b) have the same institutional priority, and (c) are individually identified on worksheets accompanying the prioritized list. Accordingly, institutions should use the categories shown in Attachment A to aggregate these projects.

## Major Projects

The HECB is proposing a criterion framework that incorporates multiple factors to arrive at project rankings for major projects (more than \$5 million). Underlying this framework is the recognition that one type of project is not always more or less important than another type of project, either to a particular institution or to the system as a whole. Rather, each institution needs to address multiple types of needs in a balanced manner.

The criterion framework in Attachment B includes the ranking factors discussed below. Ranking scores are provided for each factor. These scores represent the number of “points” that a project can receive on each factor.

The criterion framework for the evaluation and ranking of the projects includes the following factors:

- **Relationship of Project to HECB Capital Fiscal Priorities**  
Projects will be scored on their relationship to the HECB capital budget fiscal priorities. As discussed earlier, these priorities will be issued in January 2008 as an addendum to the HECB budget guidelines.
- **Institutional Priority**  
The relative importance of the project within an institution’s overall capital budget request. To score this factor, the first five (or fewer where appropriate) project priorities of each institution will be assigned scores from five to one.
- **Program Functionality and Quality**  
This criterion allows institutions to rank projects based on program/quality-driven considerations. The institutions will develop a common method to score projects within the four categories of quality shown in Attachment B.
- **Physical Condition of Building System or Infrastructure**  
This criterion assesses the physical condition of a building or campus infrastructure. It is scored only for projects whose scope includes the renovation of existing facilities or infrastructure. For buildings, the JLARC Facility Condition Index should be used as an

initial base score. The base score may be adjusted if institutional-level condition assessment data indicates that a building's condition warrants the adjustment.

- **Space Shortage**

This criterion assesses the extent to which an existing space shortage exists for space types contained in projects that will add capacity. It is scored only for projects whose scope includes the creation of additional capacity. The determination of space shortage should be based on the space and utilization standards contained in the Facility Evaluation and Planning Guide (FEPG) or other national standards. The determination of classroom and class lab space needs should use the HECB's average weekly station utilization standards of 22 and 16 hours, respectively.

- **Ranking Consensus Points**

This criterion will be used by representatives of the four-year institutions, Council of Presidents, and HECB to achieve a consensus on the ranking of projects. The legislative mandate for each institutional governing board to agree upon a single prioritized list requires a process allowing for negotiation and the exercise of professional judgment by those responsible for the capital assets of their respective institutions.

**Attachment A**

**Project Classifications**

<b>Preservation:</b> <i>Projects that maintain and preserve existing state facilities and assets and do not significantly change the program use of a facility.</i>		
<b>Line-Item Request Type</b>	<b>Project Types</b>	<b>Description</b>
Minor Works (projects costing less than \$2 million)	<ol style="list-style-type: none"> <li>1. Health, Safety, and Code Requirements</li> <li>2. Facility Preservation</li> <li>3. Infrastructure Preservation</li> </ol>	<ol style="list-style-type: none"> <li>1. Unanticipated needs or critical repairs needed for occupant/ building risk reduction or compliance with codes.</li> <li>2. Minor repair and system replacement projects needed to sustain/return a building or system to current accepted performance.</li> </ol>
Aggregated Intermediate Size Projects (projects costing more than \$2 million and less than \$5 million)	<ol style="list-style-type: none"> <li>1. Health, Safety, and Code Requirements</li> <li>2. Facility Preservation</li> <li>3. Infrastructure Preservation</li> </ol>	Repair and system replacement projects needed to sustain/return a building or system to current accepted performance or renovation of existing facilities and campus infrastructure needed to correct functional deficiencies of building systems or infrastructure.
Major Line-Item Requests (projects costing \$5 million or more).	<ol style="list-style-type: none"> <li>1. Remodel/Renovate</li> <li>2. Infrastructure</li> </ol>	Renovation of existing facilities and campus infrastructure needed to correct functional deficiencies of building systems or infrastructure.

**Attachment A****Project Classifications**  
(continued)

<b>Program:</b> <i>Projects that achieve a program goal, such as changing or improving an existing space to meet new program requirements or creating a new facility or asset.</i>		
<b>Line-Item Request Type</b>	<b>Project Types</b>	<b>Description</b>
Minor Works (projects costing less than \$2 million)	1. Program	Minor repairs, system replacements, and improvements needed for program delivery requirements.
Aggregated Intermediate Size Projects (projects costing more than \$2 million and less than \$5 million)	1. Program	Repairs, system replacements, and improvements needed for program delivery requirements.
Major Line-Item Requests (projects costing \$5 million or more)	1. Program <ul style="list-style-type: none"> <li>• Renovate/Modernize</li> <li>• Infrastructure</li> <li>• New Facilities/Additions</li> <li>• Land Acquisition</li> <li>• Acquisition Facilities</li> </ul>	1. Replacement of deteriorated or dysfunctional facilities or infrastructure needed to enhance program delivery. 2. Construction or acquisition of new facilities or property needed to accommodate program demand or improve program delivery.

**Attachment B****Four-Year Institution Criterion Framework: Major Projects**

<b>Prioritization Criterion</b>	<b>Score</b>
<b>HECB Fiscal Priorities – To be Determined</b>	<b>TBD</b>
<b>Institutional Priority</b>	<b>5 - 1</b>
<b>Program Quality</b>	
Nonfunctional or nonexistent	<b>5</b>
Operational but seriously deficient	<b>4</b>
Operational but marginally deficient/inconvenient	<b>3</b>
Operational and adequate	<b>0</b>
<b>Physical Condition of Building System (per FCI) or Infrastructure</b>	
Marginal functionality (FCI=5)	<b>5</b>
Limited functionality (FCI=4)	<b>4</b>
Fair (FCI=3)	<b>3</b>
Adequate (FCI=2)	<b>2</b>
Superior (FCI=1)	<b>0</b>
<b>Space or System Capacity Shortage</b>	
Deficiency for existing student enrollment, faculty, staff activity level	<b>5</b>
Deficiency for near-term (1-6 years) growth in student enrollment, faculty, staff activity level	<b>4</b>
Deficiency for long-term (6-10 years) growth in student enrollment, faculty, staff activity level	<b>3</b>
<b>Ranking Consensus Points</b>	<b>1 - 7</b>

**RESOLUTION NO. 07-18**

WHEREAS, The Higher Education Coordinating Board (HECB) is required by statute (RCW 28B.76.210) to review, evaluate, and make recommendations on the operating and capital budget requests of the public four-year colleges and universities and the community and technical college system; and

WHEREAS, These recommendations are to be based upon the Board's biennial budget fiscal priorities as derived from the *Strategic Master Plan for Higher Education*; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines, which outline the Board's fiscal priorities, by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board is currently developing its *2008 Strategic Master Plan for Higher Education* for submittal to the Governor and Legislature in December 2007; and

WHEREAS, The *2008 Strategic Master Plan for Higher Education* will establish goals and associated strategies for the state's system of higher education; and

WHEREAS, These goals and strategies will be the basis for the Board's 2009-11 budget priorities; and

WHEREAS, Preliminary HECB budget guidelines for the 2009-11 biennium have been prepared and distributed for review and comment by the public universities and colleges; and

WHEREAS, The Board's Fiscal Committee has reviewed the preliminary guidelines and recommends that the board (1) adopt the preliminary guidelines, and (2) instruct board staff to issue an addendum to the guidelines in January 2008 containing the Board's 2009-11 fiscal priorities;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the 2009-11 preliminary budget guidelines and directs board staff to issue an addendum to the guidelines containing the Board's 2009-11 budget priorities, as approved by the HECB Fiscal Committee.

Adopted:

October 25, 2007

Attest:

\_\_\_\_\_  
Bill Grinstein, Chair

\_\_\_\_\_  
Jesus Hernandez, Vice Chair



October 2007

## **Draft: Gardner, Evans, Locke Higher Education Capital Funding Initiative: Reauthorization of the 2003 Building Washington's Future Act**

### **Summary**

In 2003, the Washington State Legislature adopted the "Building Washington's Future Act" (RCW 28B.14H.110). This measure, commonly referred to as the "Gardner-Evans Proposal," provided dedicated capital bonding authority for higher education capital needs.

Specifically, the measure authorized \$750 million dollars in state general obligation bonds to be used over a six-year, or three biennium, period (2003-05 through 2007-09) to complement the historical state funding levels for addressing higher education capital needs.

As discussed in the "Technical Background" section (below), the Gardner-Evans bonds have been used to provide capital improvements consisting of predesign, design, acquisition, construction, modification, renovation, expansion, equipping, and other improvements of state buildings and facilities for the higher education system.

This additional source of higher education capital funding has, over the past two and current biennium, helped address many, but not all, needs. As a result, staff of the Higher Education Coordinating Board (HECB), the Council of Presidents (COP), and the State Board for Community and Technical Colleges (SBCTC) have been working collaboratively over the past year to develop and seek support for a proposal to reauthorize the "Building Washington's Future Act."

### **The Proposal for HECB Endorsement**

The collaborative efforts of the representatives of the HECB, COP, and SBCTC have resulted in a proposal to re-authorize the "Building Washington's Future Act." The proposal seeks \$1 billion for funding capital needs over a three-biennium period (2009-11 through 2013-15).

This proposal has been endorsed by Governors Gardner, Evans, and Locke. Their support of this initiative was communicated to Governor Gregoire in a letter dated October 10, 2007. This letter was also signed by the Chairs of the COP, HECB, and SBCTC (Attachment A).

The staff level working group of the HECB, COP, and SBCTC have also prepared proposed legislation for the re-authorization of the "Building Washington's Future Act" bonds (Attachment B).

The board is asked to support the proposed legislation and to authorize its executive director to advance this proposal, on behalf of the public universities and colleges, to the Governor for her consideration.

Resolution 07-19 is enclosed for board consideration and action.

### **Technical Background**

Inspired by comments from Bill Gates Sr. and Bill Gates Jr. made in the fall of 2002 regarding the importance of higher education's facilities for Washington state's economic future ("support your local university"), former Governors Daniel J. Evans and Booth Gardner embarked on a plan to seek an additional funding source for addressing higher education capital needs.

Over an 18-month period, former Governors Evans and Gardner looked at several options and consulted with the higher education community, elected officials, citizen activists, and business leaders. The HECB, COP, and SBCTC were actively involved in the development of the proposal which the governors submitted to the Legislature. This proposal, called "HELP" (Higher Education Leadership Project), sought \$1.4 billion over a 10-year period to supplement the state's higher education's capital budget funding. These additional funds were to be used to address building preservation/modernization needs and to provide capacity for growing higher education enrollment.

In response to the Gardner-Evans HELP proposal, the 2003 Legislature enacted Engrossed Substitute Senate Bill (ESSB) 5908, the "Building Washington's Future Act." The legislation authorized the State Finance Committee to issue, subject to legislative appropriation, approximately \$750 million in general obligation bonds over three biennia, beginning in 2003-05, to provide additional capital funding for higher education.

As stated in the Act, the Legislature's intent in adopting ESSB 5908 was that:

*"(the) new source of funding not displace funding levels for the capital and operating budgets of the institutions of higher education. It is instead intended that the new funding will allow the institutions, over the next three biennia, to use the current level of capital funding to provide for many of those urgent preservation, replacement, and maintenance needs that have been deferred. This approach is designed to maintain or improve the*

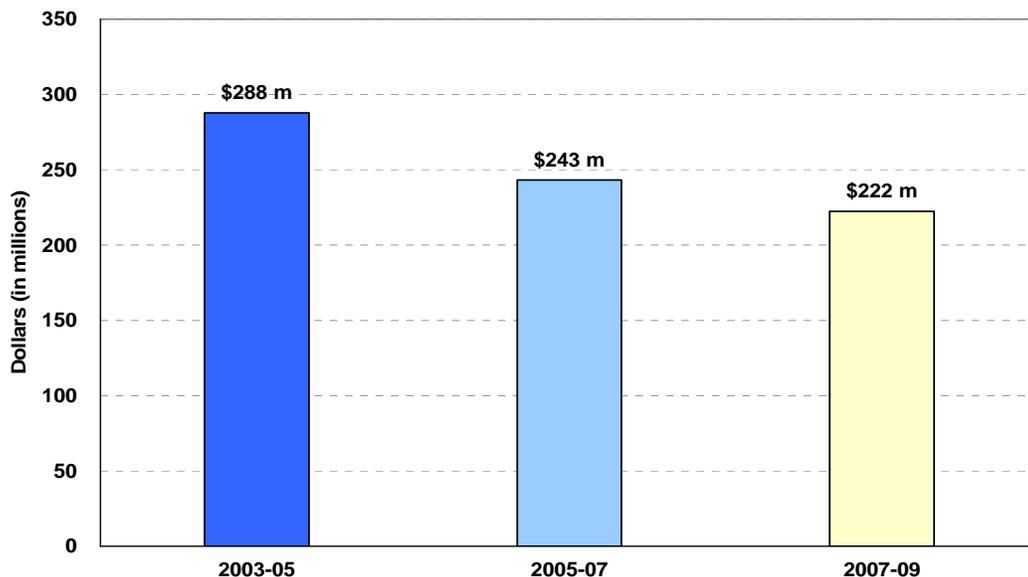
*current infrastructure of our institutions of higher education, and simultaneously to provide new instruction and research capacity... This new source of funding may also be used for major preservation projects that renovate, replace, or modernize facilities to enhance capacity/access by maintaining or improving the usefulness of existing space for important instruction and research programs.”*

### Gardner-Evans Bonds Authorization Status

The bonds have been used to provide capital improvements consisting of predesign, design, acquisition, construction, modification, renovation, expansion, equipping, and other improvements of state building and facilities for the higher education system. This system consists of two research universities and their campuses, three regional universities, and The Evergreen State College, collectively known as the baccalaureate institutions, and the 34 community and technical colleges. A small appropriation was made to SIRT (a Washington state-funded economic development agency with heavy collaboration with higher education in the inland northwest) for emergency repairs.

The distribution over the three biennia is shown graphically in Illustration 1.

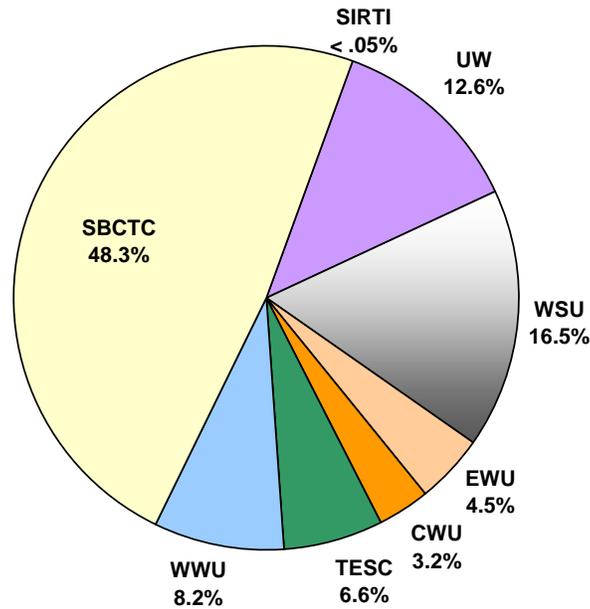
**Illustration 1. Gardner-Evans Bonds: Total Distribution by Biennia**



Numbers in the above illustration have been rounded.

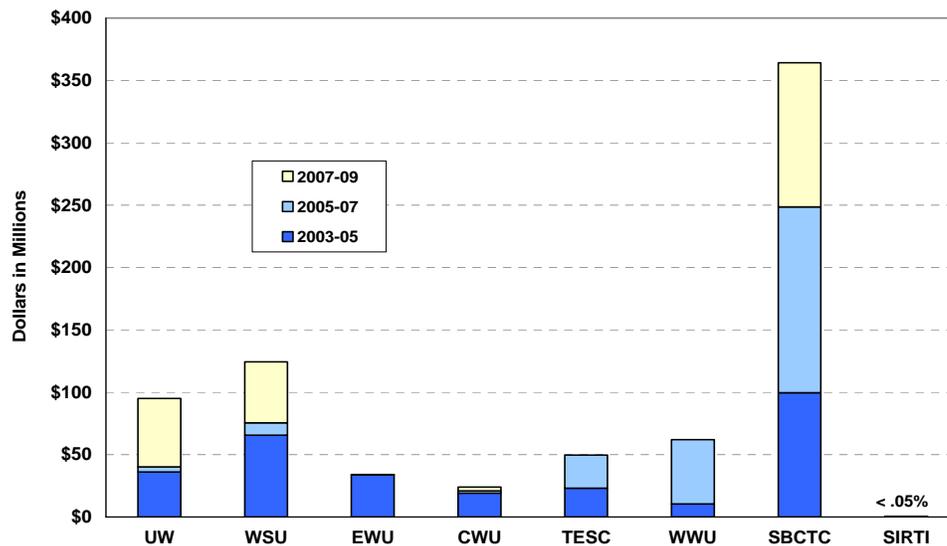
Of the \$753.4 million, 52 percent was appropriated to the baccalaureate institutions and 48 percent to the community and technical colleges as shown in Illustration 2.

**Illustration 2. Investment of Gardner-Evans Bonds  
 Authorization Period: 2003-05 through 2007-09**



The distribution of the bonds by institution over the three biennia is shown in Illustration 3. Not all institutions received appropriations under Gardner-Evans in each of the three biennia.

**Illustration 3. Gardner-Evans Bonds Distribution  
 By Institution and Biennia**



**Attachment A**

**GOVERNORS GARDNER-EVANS-LOCKE  
THE HIGHER EDUCATION COORDINATING BOARD  
THE STATE BOARD FOR COMMUNITY & TECHNICAL COLLEGES  
THE COUNCIL OF PRESIDENTS**

October 10, 2007

Honorable Christine Gregoire  
Governor, State of Washington  
Legislative Building  
Olympia, Washington 98504

Dear Governor Gregoire,

We write you today to request your support for 2008 legislation that will reauthorize the Washington Future Act (Gardner-Evans bonds) beginning in the 2009-11 biennium for an additional six years to provide critical funding for higher education capital projects. As you know, the \$750 million in additional bond authority originally granted in the 2003 Washington Future Act has now been fully committed. These bonds made critical investments in the two and four-year higher education systems. Statutory reauthorization is necessary now to ensure continued adequate funding for higher education capital projects.

Our three organizations have worked cooperatively together to draft legislation for the 2008 session that would dedicate an additional \$1.0 billion over the next three biennia for higher education capital preservation, renovation and capacity growth to address two-year and four-year institutional building needs across the state. These bonds will insure that sufficient funds are available to provide new instruction and research capacity to serve students who will require access to post-secondary educational opportunities particularly in high need and high demand fields of study, and who are entering or returning to college to update knowledge and skills. Reauthorizing this Act now will provide predictability and certainty needed for institutional budgeting and planning efforts and better facilitate the development of each sector's prioritized list for capital facilities for the next biennial budget.

We certainly appreciate your exceptionally strong commitment to higher education and to the critical role that we play in ensuring that Washington remains a leader in the global economy. The Washington Future Act is consistent with that commitment. We ask that you endorse this legislation as part of your 2008 Executive Request package.

Sincerely,

Governor Booth Gardner

Governor Daniel J. Evans

Governor Gary Locke

Bill Grinstein  
HECB Chair

Erin Munding  
SBCTC Chair

Jerilyn McIntyre  
COP Chair

**Attachment B**

---

**BILL REQUEST - CODE REVISER'S OFFICE**

---

BILL REQ. #: Z-0661.3/08 3rd draft

ATTY/TYPIST: JA:cro

BRIEF DESCRIPTION: Extending the building Washington's future act.

AN ACT Relating to extending the building Washington's future act; and amending RCW 28B.14H.005, 28B.14H.020, 28B.14H.030, and 28B.14H.060.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

**Sec. 1)** RCW 28B.14H.005 and 2003 1st sp.s. c 18 s 2 are each amended to read as follows:

The state's public institutions of higher education are a vital component of the future economic prosperity of our state. In order to ensure that Washington (~~((continues to be))~~) is able to compete successfully in the global economy and provide for a highly qualified workforce that can attract and retain businesses and support the economic vitality of the state, it is the intent of chapter 18, Laws of 2003 1st sp. sess. to provide (~~((new money))~~) additional funding for capital projects to help fulfill higher education needs across the state.

This (~~((new))~~) additional source of funding for the critical capital needs of the state's institutions of higher education furthers the mission of higher education and is intended to enhance the abilities of those institutions, over the next six years, to fulfill their critical roles in providing access to postsecondary educational opportunities and maintaining and stimulating the state's economy.

It is the intent of the legislature that this ((new)) additional source of funding not displace existing funding levels for the capital and operating budgets of the institutions of higher education. It is instead intended that ((the new)) this funding will allow the institutions, over the next three biennia, to use ((the current level of)) this capital funding primarily to ((provide for many of those)) address urgent preservation((,)) and replacement((, and maintenance needs that have been deferred)). This approach is designed to meet the full array of capital projects as delineated in each sector's prioritized list and to maintain or improve the current infrastructure of our institutions of higher education, and simultaneously to provide new instruction and research capacity to serve ((the increasing number of traditional college aged students and those adults returning to college to update)) additional students who will require access to postsecondary educational opportunities particularly in high need and high demand fields of study and who are entering or returning to college to update knowledge and skills or retrain so that they can meet the demands of Washington's changing workforce. This ((new)) source of funding may also be used for major ((preservation)) projects that renovate, replace, or modernize facilities to ((enhance)) improve capacity/access and to enhance the adequacy of space for education by maintaining or improving the usefulness of existing space for ((important)) critical instruction and research programs.

**Sec. 2)** RCW 28B.14H.020 and 2003 1st sp.s. c 18 s 4 are each amended to read as follows:

(1) For the purpose of providing needed capital improvements consisting of the predesign, design, acquisition, construction, modification, renovation, expansion, equipping, and other improvement of state buildings and facilities for the institutions of higher education, the state finance committee is authorized to issue general obligation bonds of the state of Washington in the sum of ((seven hundred seventy two million five hundred thousand)) one billion dollars, or so much thereof as may be required, to finance all or a part of the cost of these projects and all costs incidental thereto. The bonds issued under the authority of this section shall be known as Washington's future bonds.

(2) Bonds authorized in this section shall be sold in the manner, at the time or times, in amounts, and at such prices as the state finance committee shall determine.

(3) No bonds authorized in this section may be offered for sale without prior legislative appropriation of the net proceeds of the sale of the bonds.

**Sec. 3)** RCW 28B.14H.030 and 2003 1st sp.s. c 18 s 5 are each amended to read as follows:

It is the intent of the legislature that the proceeds of (~~new~~) additional bonds authorized in this chapter will be appropriated in phases over three biennia, beginning with the (~~2003-2005~~) 2009-2011 biennium, to provide additional funding for capital projects and facilities of the institutions of higher education above historical levels of funding.

This chapter is not intended to limit the legislature's ability to appropriate bond proceeds if the full amount authorized in this chapter has not been appropriated after three biennia, and the authorization to issue bonds contained in this chapter does not expire until the full authorization has been appropriated and issued.

**Sec. 4)** RCW 28B.14H.060 and 2003 1st sp.s. c 18 s 8 are each amended to read as follows:

The legislature intends to use the proceeds from the sale of bonds issued under this chapter for the (~~following projects during the 2005-07 and 2007-09 biennia:~~

- ~~— (1) For the University of Washington:~~
  - ~~— (a) Life sciences I building;~~
  - ~~— (b) Bothell branch campus phase 2B;~~
- ~~— (2) For Washington State University:~~
  - ~~— (a) Spokane Riverpoint campus academic center building;~~
  - ~~— (b) Pullman campus Holland Library renovation;~~
  - ~~— (c) Pullman campus biotechnology/life sciences 1;~~
  - ~~— (d) TriCities campus bioproducts and sciences building; and~~

~~(c) Intercollegiate College of Nursing, Spokane nursing building at Riverpoint;~~

~~(3) For Eastern Washington University: Hargreaves Hall;~~

~~(4) For Central Washington University: Hogue technology;~~

~~(5) For The Evergreen State College:~~

~~(a) Daniel J. Evans building;~~

~~(b) Communications building and theater expansion;~~

~~(6) For Western Washington University:~~

~~(a) Academic instructional center;~~

~~(b) Parks Hall;~~

~~(c) Performing Arts Center renovation;~~

~~(7) For the community and technical college system:~~

~~(a) Green River Community College science building;~~

~~(b) Walla Walla Community College basic skills/computer lab;~~

~~(c) Pierce College Puyallup, communication arts and allied health; or~~

~~(8) For other)) 2009-2011, 2011-2013, and 2013-2015 biennia to fund urgent preservation and infrastructure projects, to fund high demand and other projects that support economic development and critical research, and to support renovation, replacement, and modernization projects that maintain or increase access to institutions of higher education.~~

**RESOLUTION NO. 07-19**

WHEREAS, In 2003, the Washington State Legislature adopted the “Building Washington’s Future Act,” which provided \$750 million over a three-biennium period for funding higher education capital needs above historical funding levels; and

WHEREAS, The Legislature’s appropriations of these funds have directly benefited the quality of Washington’s public universities and colleges by improving existing facilities and providing for needed space for a growing number of students; and

WHEREAS, A continuing need to achieve and sustain a quality academic environment exists among the state’s public universities and colleges; and

WHEREAS, A quality academic environment is one which provides, in part, a physical setting which fosters learning and academic excellence; and

WHEREAS, Staff of the Higher Education Coordinating Board (HECB), the Council of Presidents (COP), and the State Board for Community and Technical Colleges (SBCTC) have worked collaboratively over the past year to develop and seek support for a proposal to re-authorize the “Building Washington’s Future Act;” and

WHEREAS, This proposal, which has been endorsed by Governors Gardner, Evans, and Locke, calls for \$1 billion to be appropriated over the next three biennia as a supplement to higher education’s historical capital budget funding levels; and

WHEREAS, The Higher Education Coordinating Board has reviewed the proposed legislation to re-authorize the “Building Washington’s Future Act;” and

WHEREAS, The Higher Education Coordinating Board commends the leadership of Governors Gardner, Evans, and Locke in supporting the proposed legislation, and further recognizes and commends the diligence of the staff of the COP, SBCTC, and the HECB in their efforts to advance this important legislation;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopts the aforementioned proposal and legislative initiative to re-authorize the “Building Washington’s Future Act,” and further authorizes the executive director of the HECB to present this board recommendation to the Honorable Christine Gregoire, Governor of the state of Washington, for her consideration.

Adopted:

October 25, 2007

Attest:

\_\_\_\_\_  
Bill Grinstein, Chair

\_\_\_\_\_  
Jesus Hernandez, Vice Chair

# UW North Campus - Update

## OVERVIEW

---

The 2007 Legislature directed the Washington State Office of Financial Management (OFM) and the University of Washington (UW) to recommend sites and develop an academic plan for a new UW campus in North Puget Sound. Site recommendations and a preliminary plan are due to Governor Gregoire and the Legislature by November 15, 2007. The final plan is due June 2008. The two overarching goals for the new campus are to serve the needs of area residents with a comprehensive array of degree options and to advance economic development and global competitiveness for the state by focusing on science, technology, engineering and mathematics (STEM) degrees.

## ACADEMIC PLAN

---

Building on the UW's experience in Tacoma, Bothell and Seattle, the new campus would develop strength in delivering *experiential* learning to students studying in STEM, business, education, and health-related fields. This innovative approach involves students in real-world settings, working side-by-side with practitioners on projects for business, health care, government and non-profit organizations. This method of teaching and learning requires that the campus be located in close proximity to diverse business and civic engagement opportunities for students. The campus will initially enroll upper division students who wish to complete baccalaureate degrees. Freshmen and sophomores will be admitted gradually and deliberately in accordance with a campus plan to be submitted to the state's Higher Education Coordinating Board.

## SITE RECOMMENDATIONS

---

As authorized by the legislature, OFM administered an open and competitive process to hire NBBJ of Seattle to help assess options and make recommendations for a permanent campus site. In July, OFM put out a call for site proposals and 73 were submitted for consideration. A second call for proposals in August netted an additional 11 sites. Each site was evaluated for its ability to support the academic plan, for effective transportation options among population centers within the three-county region, and for size and land use suitability for long-term campus development.

At the end of August, OFM and the UW made a "first cut" on the list of proposed sites, narrowing the field to nine candidates. Recently the list of sites was winnowed further to four sites (see the map accompanying this Update). Note that the Marysville site is actually a composite of three contiguous sites that were submitted separately. Those three sites will be treated as one for the purposes of further evaluation. By November 15<sup>th</sup>, NBBJ will deliver a report with their recommendations to the Governor and Legislature that will include at least three possible sites for their consideration.

## COMMUNITY OUTREACH

---

A comprehensive plan for ensuring community involvement in this process continues. The Governor's office and the UW have met with local education, business and labor, and civic leaders. See the reverse for a list of some of the meetings held throughout the summer and fall.

### For further information contact:

Deb Merle, Higher Education Advisor, Governor's Policy Office, [debora.merle@gov.wa.gov](mailto:debora.merle@gov.wa.gov)

Randy Hodgins, Director of State Relations, University of Washington, [rhodgins@u.washington.edu](mailto:rhodgins@u.washington.edu)

## STAKEHOLDER MEETINGS AND TOWN HALLS

---

### JULY 27:

- Island County Business Roundtable, hosted by Sharon Hart, Island County Economic Development Council (EDC), *Oak Harbor*
- Snohomish, Island and Skagit K-12 Superintendents, hosted by Jerry Jenkins, Educational Service District 189, *Marysville*

### AUGUST 14:

- Skagit County Business Roundtable, hosted by Don Wick, Skagit County EDC, *Mt. Vernon*
- Everett Stakeholders, hosted by Ray Stephanson, City of Everett, *Everett*
- Citizen Town Hall, *Stanwood High School Performing Arts Center, 7:00 pm*

### AUGUST 15:

- Snohomish County Business Roundtable, hosted by Deborah Knutsen, Sno County EDC, *Everett*
- Snohomish, Island and Skagit Healthcare providers, hosted by Dave Brooks, Providence Medical, *Everett*
- Citizen Town Hall, *Skagit Valley College, 7:00 pm*

### AUGUST 22:

- Island County and Port Commissioners and Mayors, hosted by the Council of Governments
- Snohomish, Island and Skagit Non-profit sector, hosted by Carl Zapora, United Ways of Washington, *Arlington*
- Snohomish County Council and City Councils and Mayors, hosted by Aaron Reardon, *City of Snohomish*

### SEPTEMBER 19:

- Congressional delegation staff briefing
- Skagit County and Port Commissioners and Mayors, hosted by the Council of Governments, *Burlington*

### SEPTEMBER 26:

- Tribes in the three-county region, hosted by the Swinomish Tribe, *Anacortes*
- Citizen Town Hall, *Oak Harbor High School Field House, 7:00 pm*

### OCTOBER 3:

- Citizen Town Hall, *Everett Events Center, 7:00 pm*

### OCTOBER 10:

- Everett Chamber of Commerce, *Everett*

### OCTOBER 11:

- Marysville Stakeholders, hosted by Dennis Kendall, City of Marysville, *Arlington*

### OCTOBER 26:

- Marysville Tulalip Chamber of Commerce, *Marysville*

### OCTOBER 29:

- Lake Stevens/Snohomish Area Stakeholders, hosted by Randy Hamlin, City of Snohomish, *Snohomish*
- Citizen Town Hall, *Cavalero Mid-High School, Lake Stevens, 7:00 pm*

### OCTOBER 30:

- Citizen Town Hall, *Pilchuck High School, Marysville, 7:00 pm*

### NOVEMBER 13:

- Arlington-Smokey Point Chamber of Commerce, *Arlington*



October 2007

**2008 Strategic Master Plan for Higher Education:  
Discussion of Master Plan Degree and Enrollment Goal Options**

Materials will be distributed at the meeting on October 25.