



**REGULAR MEETING OF THE STATE BOARD FOR  
COMMUNITY AND TECHNICAL COLLEGES**

**MEETING MINUTES**

**November 30, 2006**

**State Board Members**

**Jim Garrison (Chair), Mt. Vernon  
Jim Bricker, Coupeville  
Reuven Carlyle, Seattle  
Sharon Fairchild, Spokane  
Jeff Johnson, Olympia  
Tom Koeninger, Vancouver  
Erin Munding, Omak  
Lyle Quasim, Puyallup  
Beth Willis, Tacoma**

**State of Washington**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**Olympia**

**ACTION INDEX**  
**November 30, 2006**

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
----	Approval of Minutes for October 19, 2006	1
06-11-33	Adoption of Consent Agenda: - 2007-09 Capital Budget Alternatively Financed Project Request	2
06-11-34	- Everett CC Property Acquisition	2
----	Adoption of SBCTC Work Agenda for December 2006 – June 2008	3
06-11-35	Approval of State Board Retirement Plan Investment Options	3
06-11-36	Approval of 2006-07 Legislative Policy Principles	3-4

**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
Olympia**

**Regular Meeting Minutes  
November 30, 2006  
Bates Technical College**

*The State Board held a study session at Bates Technical College - Downtown Campus on November 29, 2006, from 1:30 to 5:15 p.m. to discuss the following topics: 1) 2006-07 SBCTC Tuition Policy Study and Presentation by Don Heller, 2) State Board Work Agenda for December 2006-June 2008, 3) Washington Learns Presentation by Ann Daley, and 4) High School to College Transition. The Board also met in executive session that evening from 6:30 p.m. to 8:30 p.m. at C.I. Shenanigans Restaurant in Tacoma to discuss the performance of a public employee. No action was taken at the study session or executive session.*

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State Board Members Present: Jim Garrison (Chair), Jim Bricker, Reuven Carlyle, Jeff Johnson, Tom Koeninger, Erin Munding, Lyle Quasim, Beth Willis

State Board Member Absent: Sharon Fairchild

**CALL TO ORDER**

Chair Jim Garrison called the meeting to order at 8:30 a.m. and welcomed those present. He thanked Bates Technical College President David Borofsky for hosting the meeting. Jim noted a change to the agenda to add two additional items: 1) a discussion of System Direction data and task forces, which was deferred from the previous day's study session, and 2) an executive session to discuss the performance of a public employee.

**APPROVAL OF MINUTES**

A correction was noted to the list of Board members who were absent from the October 19, 2006 State Board meeting. State Board members Jeff Johnson and Lyle Quasim were absent from that meeting.

***MOTION: Moved by Erin Munding and seconded by Beth Willis that the State Board approve the minutes of the October 19, 2006, regular meeting with a correction noted to the list of Board members absent from the meeting to include Jeff Johnson and Lyle Quasim.***

***MOTION CARRIED.***

## **ADOPTION OF CONSENT AGENDA**

***MOTION: Moved by Tom Koenninger and seconded by Erin Munding that the State Board adopt the consent agenda for its November 30, 2006 regular meeting as follows:***

- a) Resolution 06-11-33 (ATTACHMENT #1) – 2007-09 Capital Budget Alternatively Financed Project Request***
- b) Resolution 06-11-34 (ATTACHMENT #2) – Everett CC Property Acquisition***

***MOTION CARRIED.***

## **SYSTEM DIRECTION DATA AND TASK FORCES**

Jan Yoshiwara of the State Board staff distributed a mock-up of the System Direction publication which will be available in mid-December for broader dissemination. The System Direction statement and ten-year goals related to economic demand, student success, and innovation were adopted by the Board in September 2006. Jan gave a PowerPoint presentation on trend data and actions related to each of the System Direction goals.

The Board and staff discussed ways of measuring progress towards the system goals, baseline data for those indicators, and strategies being implemented in pursuit of the System Direction, including the establishment of three new task force groups: Student Achievement Incentives Task Force, Technology Transformation Task Force, and Student Listening Task Force. A progress report of activities to date related to each task force was provided in the agenda packet.

## **HOST COLLEGE PRESENTATION**

President David Borofsky welcomed the Board and staff to Bates Technical College and provided some general information about the college and program offerings. He also discussed funding formula issues and challenges specific to the technical colleges and expressed serious concern about their future funding. Dr. Borofsky introduced Diana Taylor, Associated Student Government President, and several students who shared their personal stories and educational experiences at Bates. Following the student panel presentation, Sunny Burns, Vice President for Instruction, talked about common course numbering; Ivan Gorne, Vice President of Student Services reported on high school student integration; and Cheri Loeland provided information about the international education program at Bates.

## **DIRECTOR'S REPORT**

Executive Director Charlie Earl reported on the following topics: 2007 legislative session, December 1 GMAP presentations, WorkFirst policy changes, worker retraining policy change for participation by the employed in declining industries, a request from the technical colleges to offer Associate in Technology degrees, performance audits scheduled for the community and technical college system, status of the Snohomish, Island & Skagit Counties Higher Education Needs Assessment, and awards presented to the State Board by the Seattle Jobs Initiative for the Bridges to Opportunity initiative and by the National Council for Marketing and Public Relations for the Creating Opportunities television advertisements.

### **CHAIR'S REPORT**

- **Trustees' Association Report.** TACTC President Jim Robinson reported on a recent joint meeting of the TACTC Legislative Steering Committee and Board of Directors and thanked Jim Garrison for his participation. Jim also discussed his involvement on two system task force groups, an electronic survey of trustees on the issue of common course numbering, and the creation of an ad hoc committee to study tuition policy. He encouraged Board members to attend the TACTC winter conference scheduled for January 22-23 in Olympia. This year's conference theme is "Higher Education for All."
- **State Board Work Agenda.** At the Board's September meeting, Chair Garrison discussed the development of a Board member work plan for the next 18 months. Following that meeting, a preliminary list of topics was sent to Board members, and Chair Garrison had subsequent conversations with individual Board members to further refine the work plan. Additional revisions were made to the work plan at the October Board meeting. Chair Garrison presented the final draft for approval with the understanding that the Board may choose to enrich and update the document periodically.

***MOTION: Moved by Tom Koenninger and seconded by Beth Willis that the State Board adopt the SBCTC Work Agenda for December 2006 – June 2008 as presented (ATTACHMENT #3).***

***MOTION CARRIED.***

### **APPROVAL OF STATE BOARD RETIREMENT PLAN INVESTMENT OPTIONS (Resolution 06-11-35)**

John Boesenberg of the State Board staff reported that the State Board sponsors a 401(a) retirement plan for approximately 6,500 faculty and exempt administrative staff. In December 2005, revisions were adopted that increased the investment options for participants from 10 to 24 annuity and mutual funds. John presented a recommendation to add five investment options to the State Board retirement plan for a total of 29.

John summarized the major provisions of the State Board retirement plan, as well as recent activities and issues related to the plan.

***MOTION: Moved by Lyle Quasim and seconded by Erin Munding that the State Board adopt Resolution 06-11-35 (ATTACHMENT #4) approving increased State Board Retirement Plan investment options by allowing access to five additional mutual funds.***

***MOTION CARRIED.***

### **APPROVAL OF 2006-07 SBCTC LEGISLATIVE POLICY PRINCIPLES (Resolution 06-11-36)**

State Board member and Joint Legislative Committee (JLC) Chair Jim Bricker introduced the topic and provided background information. The community and technical college system's

legislative priorities are developed collaboratively by the trustees, presidents, college staff, faculty unions, and State Board members and staff.

This year, the JLC was asked to consider a series of policy principles or values held by the system with input from stakeholders. This represents a departure from the previous practice of promoting specific legislation or issues prior to the beginning of session.

The advantages to this new approach are: 1) It has the purpose of convening stakeholders about the interests of a particular policy issue, instead of a particular policy position, prior to knowing legislative preferences on the details of a bill. 2) It has the potential to unite the system's stakeholders around a common set of principles, allowing Board members, trustees, presidents, faculty, and staff to clearly articulate the interests and values of the system on a policy topic as legislation is being developed. 3) It allows for adjustments when new information or data is presented.

Chris Reykdal of the State Board staff presented a recommendation from the JLC to approve a set of policy principles on nine topics: high school completion, dual enrollment programs, tuition, financial aid, compensation and staffing, student access, accountability, innovation, and Washington Learns.

***MOTION: Moved by Jim Bricker and seconded by Jeff Johnson that the State Board adopt Resolution 06-11-36 (ATTACHMENT #5) approving the 2006-07 Legislative Policy Principles.***

***MOTION CARRIED.***

### **EXECUTIVE SESSION**

The Board convened in executive session from 11:45 a.m. to 12:23 p.m. to discuss the performance of a public employee. No action resulted from the executive session.

### **ADJOURNMENT/NEXT MEETING**

Following the executive session, the Board reconvened in open meeting for the purpose of adjournment. There being no further business, the State Board adjourned its regular meeting of November 30, 2006, at 12:20 p.m. The next regular meeting of the State Board is scheduled for January 31-February 1, 2007, at the State Board office in Olympia.

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Jim Garrison, Chair

ATTEST:

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Charles N. Earl, Secretary

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-11-33**

**WHEREAS** the State Board for Community and Technical Colleges has submitted its 2007-09 Capital Budget Request; and

**WHEREAS** subsequent to Board action an additional alternatively financed project has been identified; and

**WHEREAS** the Green River Community College Board of Trustees has approved expanding the college satellite operation at Kent Station; and

**WHEREAS** this project requires legislative approval under RCW 39.94 to secure approximately \$20 million in Certificates of Participation through the Washington State Treasurer;

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves submittal of this project as part of the 2007-09 Capital Budget Request to the Office of Financial Management.

**APPROVED AND ADOPTED** November 30, 2006.

  
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Jim Garrison, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 06-11-34

**WHEREAS** the State Board for Community and Technical Colleges is required to approve acquisition of property that exceeds \$400,000; and

**WHEREAS** Everett Community College has identified a significant opportunity to meet current and future needs through the swap and acquisition of land with Providence Everett Medical Center; and


**WHEREAS** the Everett Board of Trustees has approved moving forward with the agreement subject to approval by the State Board; and

**WHEREAS** the current capital budget appropriation includes sufficient funds to acquire parking as an initial action under this agreement; and

**WHEREAS** the agreement provides funding to assist the college in replacement of the gym and fields;

**NOW THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges approves the land swap and acquisition of property with Providence Everett Medical Center.

**APPROVED AND ADOPTED** November 30, 2006.

  
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Jim Garrison, Chair

**ATTEST:**

  
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Charles N. Earl, Secretary

**FINAL DRAFT OF THE SBCTC WORK AGENDA  
December 2006 – June 2008**

1. Individual member and program based advocacy – Build a broader understanding of the mission, capabilities, and achievements of the CTC system within:
  - the Washington Learns initiatives/considerations
  - the Legislature
  - the underserved constituencies
2. Assure the development of accountability programs, reflecting student achievement, and educational productivity, all capable of influencing the direction of resources to colleges.
3. Review and determine new technology initiatives to support the System Direction:
  - Student access to educational and service programs
  - Cost effective use of resources
  - Clear outcomes, and return on investment
  - Best industry/sector practices
4. Monitor/assess how our federated system is doing as measured against the System Direction statement. Review and update this statement, at least once during this period, based on new environmental conditions, achieved alignments, and system performance.
5. Develop and recommend a long-term tuition/fees policy reflecting our mission, System Direction and long-term resource needs. Present to the 2008 Legislature for approval.
  - As part of this work, develop an understanding of the total revenue resources in play within the system, and preliminary proposals on how to more fully develop such incremental resources for the colleges in the future.
6. Evaluate the performance of the Executive Director: Move this assessment into an appropriate, annual calendar by July 2007.
7. Develop a student listening initiative; systematic communication with these stakeholders about their challenges, opportunities, our programs, and their development needs. Gain comfort that we have a data-based understanding of the perceptions of our learner communities.
8. Be a better Board, a strategic asset for the system. Use an evaluation tool focused on Board effectiveness, linked to a more explicit development of the roles of the Board and its members. Perform at least one assessment of Board effectiveness during this period.
9. Perform all of the other routine/every-year requirements such as budgets, other statutory specified behaviors. The Direction statement will be the explicit context.

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-11-35**

A resolution to approve an increase in the number of investment options available to Participants of the State Board Retirement Plan.

**WHEREAS**, the State Board for Community and Technical Colleges desires to provide an array of investments that allow Eligible Employees to diversify their Retirement Plan portfolios to meet individual retirement goals;

**THEREFORE BE IT RESOLVED**, that, effective January 8, 2007, the State Board authorizes the following set of TIAA-CREF mutual fund investment options be provided in addition to the annuity and mutual fund options currently available:

Small-Cap Equity  
Large-Cap Value  
International Equity  
Social Choice Equity  
Real Estate Securities

**APPROVED AND ADOPTED** November 30, 2006

  
Jim Garrison, Chair

**ATTEST:**

  
Charles N. Earl, Secretary

**STATE OF WASHINGTON**

**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**

**RESOLUTION 06-11-36**

A resolution relating to the 2006-07 Legislative Policy Principles.

**WHEREAS** the State Board for Community and Technical Colleges has adopted the System Direction in September 2006 and has submitted operating and capital budget requests for the 2007-09 biennium that reflect the system's highest priorities; and


**WHEREAS** the 2007-09 operating and capital budget requests remain the system's highest priorities; and

**WHEREAS** the Board has also identified a series of policy issues that may generate legislative interest that would effect the community and technical colleges; and

**WHEREAS** the Board would like to express a set of policy principles related to the identified issues;

**THEREFORE BE IT RESOLVED** that the State Board adopt Resolution 06-11-36, approving the 2006-07 Legislative Policy Principles contained in the attachment that were considered by the system's Joint Legislative Committee.

**APPROVED AND ADOPTED** on November 30, 2006.

  
Jim Garrison, Chair

**ATTEST:**

  
Charles N. Earl, Secretary

## State Board for Community and Technical Colleges 2006-07 Policy Principles

The SBCTC adopted the System Direction in September 2006, and subsequently adopted Operating and Capital Budget requests for the 2007-09 biennium wherein the elements reflect the highest priorities for the Community and Technical College System for the 2007 legislative session. Consistent with those budget requests are a series of policy principles aimed at providing the Board, staff, and college officials with a clear understanding of the interests of the CTC system in policy deliberations that may occur.

### High School Completion

- **CTCs as Providers** – The community and technical colleges should continue to play a significant role in high school completion and/or GED preparation for those that leave K-12 without diplomas.
- **Flexibility** – Colleges should retain local flexibility in their program offerings for high school completion and/or GED pathways.
- **Preventive Role** – The CTCs can play a significant role through partnerships to create success for students before they become high school dropouts.
- **Adequate Funding** – Colleges will need adequate resources to provide high school completion pathways.
- **Alignment of Pathways** – High school completion or GED pathways should position the learner to seamlessly enter college.

### Dual Enrollment Programs

- **Variety of Pathways** – Students learn at different paces and in different ways and a variety of dual enrollment options should be available such as Running Start, College in the High School, Tech Prep, etc.
- **Efficient** – Dual enrollment programs reduce time to completion for students and should be utilized in the context of increasing certificates and degrees.
- **Adequate Funding** – Dual enrollment programs are a tremendous benefit to students, parents, and tax payers and should be encouraged with adequate resources.

### Tuition

- **Public Good** – Tuition policies should be developed under the context that higher education is a public good and a student benefit. “We” all have a vested interest in keeping higher education affordable.
- **Predictability** – Students, parents, and college administrators need a tuition model that is predictable, stable and is placed in the larger context of the full cost of attendance.
- **Sector Differences** – Different tuition policies may be needed to reflect the diverse student populations that are served by each higher education sector.

- **Affordability** – Even when tuition is matched with financial aid, the “sticker” price, whether real or perceived, discourages many populations from beginning their pursuit of higher education.
- **Linked to Aid** – Tuition increases should be matched with appropriate financial aid, including innovative ways to respond to part-time students and other non-traditional students.

### Financial Aid

- **Need Based** – Financial aid programs should be focused on assisting financially needy students.
- **Adequacy** – Financial aid policies should be responsive to the particular needs presented by diverse populations of learners in order for them to achieve their educational goals.
- **Underserved** – Changes in financial aid policies should target low income students; first generation learners; and strive for substantial simplification for all students.
- **Working Adults** – Financial aid systems should be structurally modified to address the real financial barriers experienced by low-income working adults.
- **Fairness** – Financial aid policies linked to tuition should provide proportional amounts of aid based on credit loads taken and be available for all programs of study.
- **Leveraging** – Changes in state financial aid programs should retain an emphasis on leveraging federal, local, and private resources.
- **Comprehensive Support** – Financial aid is a subset of comprehensive support and should be paired with adequate funding for counseling, advising, and other engagement resources.

### Compensation and Staffing

- **Quality** – Compensation systems should contribute to the recruitment and retention of high quality employees.
- **Collective Bargaining** – Compensation changes aimed at faculty should respect local collective bargaining processes.
- **Adequacy** – Faculty and staff should be compensated adequately and within the context of a competitive environment.
- **Data Driven** – Long-term changes to compensation practices and staffing should be based on comparative information and other measurable data.
- **Flexibility** – Compensation practices should ensure appropriate flexibility so that colleges can make staffing adjustments necessary to meet the changing demands of their local communities.
- **Comprehensive Duties** – Compensation systems should recognize the full spectrum of duties/responsibilities performed by employees.

### Student Access

- **Economic Demands** – Funding for new enrollments should include consideration of the economic needs of the state, as well as population increases:
  - Growth in baccalaureate production should recognize the large contribution made by the CTCs.

- The fastest growing segment of our adult population over the next ten years will be those 25-35 years old and need to be a focus of access and student success.
- The fiscal health of our private and public sectors will require us to achieve greater success with traditionally low skilled populations such as ABE and ESL learners; former Foster Care youth; and WorkFirst clients.
- Many of the high-demand fields are high-cost and will require resources in excess of the average funding rate for existing college enrollments.
- **Baccalaureate Production** – The CTCs play a critical role in the preparation of baccalaureate degree students:
  - Any expansion of applied baccalaureate programs for the CTCs should be placed under the authority of the SBCTC.
  - Increasing baccalaureate degree participation in the state should first consider solutions that utilize existing higher education infrastructure such as university centers on CTC campuses.

### Accountability

- **Responsibility** – The SBCTC is responsible for ensuring meaningful accountability in response to policy initiatives.
- **Data** – The SBCTC will measure results using high-quality systemic data.

### Innovation

- **Instructional Method** – Innovative, proven ways of teaching such as IBEST should be recognized and encouraged with the appropriate resources.
- **Modes of Delivery** – Delivering the benefits of higher education to broad segments of our population should recognize the immense power of technology.
- **Systems Infrastructure** – Increasing accountability and effectiveness stems in large part from robust and relevant data systems that need be supported at the statewide and local level.
- **Shared Resources** – Where possible, the legislature should develop policy solutions that create equal opportunities for all students through cost-effective shared resources such as digital libraries and on-line advising tools.

### WA Learns

- **Comprehensive** – The SBCTC supports the comprehensive vision of Washington Learns, and will work to increase education attainment considered by a P-20 council.
- **Seamlessness** – Investments stemming from the Washington Learns effort should be student-centric and should focus on providing a smooth continuum for students as they progress through the P-20 system.
- **Investments** – Investments stemming from Washington Learns should be focused strategically on student success and outcomes. Long-term funding goals should reflect the resources necessary to support those strategic investments.
- **Early Learning** – Increased investments in early learning should recognize the substantial role that CTCs play in training and developing early learning educators, parent education, and curriculum development as well as the utilization of our child development centers.

- **Math/Science** – An emphasis on math and science should include a comprehensive approach that:
  - Infuses more math and science at every level of the educational pathway (from P-20).
  - Recognizes the substantial role that the CTCs play in providing the first two years of college coursework for over half of the math teachers in our state.
  - Provides appropriate support to faculty to upgrade their knowledge and skills in math and science so that it is infused across the curriculum.