THE EVERGREEN STATE COLLEGE

Campus Master Plan

VOLUME II - Goals and Policies for Land Use

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

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INTRODUCTION

The 2008 Evergreen State College Master Plan is a comprehensive long term plan for the facilities and campus grounds of the College. The plan establishes priorities for campus development consistent with the College's Mission, Strategic Plan and other current initiatives. The multi-volume document identifies opportunities where the College could focus resources to meet future demands on its facilities and land resources. The plan is an important part of the College's Capital Budget Request and 10-year Capital Plan that will be submitted to the Washington State Office of Financial Management.

The Master Plan is structured as follows:

Volume I – Site Specific Recommendations
Volume II – Goals and Policies for Land Use (1998 Campus Master Plan; Updated 2005)
Volume III – Appendix

Volume II serves as the philosophy behind the development of the campus and provides a framework and policies for campus development and landscaping. Volume II also addresses land use governance and the ongoing master planning process.

The map in Figure 7 has been revised in Volume II to reflect the recommendations in Volume I.

The Evergreen State College

Campus Master Plan 1998

Goals and Policies for Land Use

Updated 2005

EVERGREEN
THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON

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Definition of Terms

Land Use
Consideration of the physical setting (the land itself), design and maintenance of buildings and other facilities, and the ways in which we use spaces (both developed and undeveloped).

Goal
Desired outcome.

Policy
Specific directives founded on the goals, as approved by the Board of Trustees.

Procedure
How to accomplish the policy.

Recommendation
Proposals for further investigation of unresolved issues.

Core
The central, "urban" area of campus where the main academic, administrative, residential, social, and recreational facilities are concentrated and where future expansion of the campus facilities would most likely occur. This area does include open space and forested sections.

Central Core
The area of campus most highly concentrated with buildings—Red Square and the major, multi-use buildings that surround it. Does not include residential buildings.

Cluster
A group of facilities in an area outlying the Core that fulfills a specific function.

Reserve
Substantially undeveloped areas surrounding the Core and Clusters where natural ecosystems are the predominant feature. These areas are "reserved" for a wide range of possible future land uses, including continued nondevelopment and preservation as natural areas.

Executive Summary for 2005 Update

Based on the framework established in the *1998 Campus Master Plan*, the Campus Land Use Committee (CLUC) was formed to review land use proposals, and the policies and procedures of the Master Plan guide their recommendations.

Their work with the Master Plan has exposed both strengths and the weaknesses of the 1998 document. The *1998 Campus Master Plan* continues to provide the philosophical basis for land use planning at The Evergreen State College. At the same time, the CLUC has seen the need to update the information contained in the plan, and also to consider a major revision and restructuring of the plan for the near future.

Information Updated

The CLUC have become the stewards of the Master Plan itself, although specific responsibility for keeping the plan updated has been unclear. The annual updates specified by the 1998 Plan did not occur. The 2005 update represents seven years of "catch up" on this front; the current document is the result of the effort to renew data and descriptions within the plan so that they reflect existing conditions. Areas of focus included:

- status of the 1998 recommendations indicated
- campus population statistics updated; plans for growth of student body updated; 1997 Growth Plan removed (formerly Appendix C)
- descriptions of surrounding land use and zoning figure updated
- changes in built campus described: Seminar II and new Child Care Center; major renovations; Parkway rebuild; increased densities in Parking lots B and C
- the need for modernization efforts de-emphasized, as modernization plans are well underway
- changes in Organic Farm operations and management
- operations of the Campus Land Use Committee described

Appendix G gives further details on where changes were made, and, in a few cases, where information was not brought up to date.

Scope for Future Master Plan

The CLUC is aware that our Campus Master Plan is not consistent with those of most other colleges because it focuses on the philosophical principles that guide the use of the campus. A future Master Plan may include site-specific recommendations that are consistent with these values in order to guide capital improvements and land use decisions. Creation of a new Campus Master Plan that will address the next five to twenty years of campus use is the topic of the only recommendation added to the 2005 update.

Other more substantial changes being considered for a future version of the Master Plan are adding new topics, such as sustainability and transportation, and re-organizing the document to merge descriptions of historical and current conditions. Comments from the CLUC and other staff and faculty members on scope of the plan, suggested changes to policy, and other potential revisions are compiled in Appendix H; these comments should be addressed as part of the upcoming revision of the Master Plan.

Executive Summary for the Original 1998 Document

The Campus Master Plan contains the philosophical basis for land use planning at The Evergreen State College; it provides the foundation for the creation and maintenance of an ideal campus environment.

The current plan, last revised in 1983, has been a sound document. But the college is now twenty-five years old and is facing new issues about how we use our land and facilities. The issues of growth, both internal and external, the age of our facilities, and how we use our land have been major drivers in revising our Campus Master Plan.

The 1998 Master Plan is based on the vision developed during the earliest planning for the physical campus. The goals, policies, and procedures of the Master Plan continue to provide guidelines for the best fit of maintenance and development into the existing campus environment. The document covers all elements of land use planning for both the developed and undeveloped campus and, in addition, addresses the planning process itself.

This document is the result of a collaborative effort that has included staff, faculty, and students at the college, as well as outside entities. The acknowledgments and the responses to the earlier draft of the plan demonstrate the wide range of input that went into developing this document.

Focus of the Revision Process

The 1998 Master Plan needs to provide a foundation for current and future planning efforts. Revitalizing Evergreen's Master Plan focused on the following tasks:

- Creating a well-defined process for reviewing land use proposals—establishing a mechanism to serve as the focal point for land use planners and as a major proponent of the Master Plan.
- Re-formatting the Master Plan in order to provide a more logical framework, to facilitate ease of reference, and to remove redundancy.
- Updating data within the plan to reflect the current conditions of Evergreen's campus.

Components of the Plan

The policies and procedures of the Master Plan, found at the beginning of Chapter 3, are a primary point of interest. The overall layout of the document is as follows: Chapter 1 provides introduction; Chapter 2 addresses the context of the Master Plan, both the regulating elements and the physical setting; Chapter 3 is the heart of the Master Plan with the policies and procedures applied to all land use activities on campus; and Chapter 4 discusses the planning process itself and presents the proposed workings of the Campus Land Use Committee.

The 1998 Master Plan, like the 1983 version, does not provide site-specific recommendations. It addresses the goals and policies for campus planning. It is intended to be a catalyst and guiding document for other more specific planning studies, such as the 10-Year Capital Plan and the Space Efficiency Study.

Revision of the Master Plan has brought to light the need for further study on several issues. The following recommendations address these issues.

Recommendations

New for 2005

Campus Master Plan Revision

A new Campus Master Plan should be developed during the 2005-2007 biennium to address the next five to twenty years of campus use. During the revision process, comments listed in Appendix H will help to guide discussions about changes to policy and scope.

From the Original 1998 Document

Planning Process

The Campus Land Use Committee should be formed as a standing, major planning group as a mechanism to support land use planning and provide focus and structure to evaluating land use proposals. Committee recommendations on land use would ultimately be made to the college President and the Board of Trustees for final evaluation. The CLUC is intended replace the Environmental Advisory Committee (EAC). The activities of the CLUC would encompass those of the former EAC and broaden its functions to include oversight of all land use issues.

Status in 2005

The CLUC was formed soon after publication of the 1998 Master Plan, and the EAC is no longer active. The CLUC provides focus and structure to evaluating minor land use proposals on campus. The committee also provides input and assistance on proposals for major land use projects when asked; however, major, high impact projects generally have been beyond the scope of the CLUC's work. For more information, see Addendum to Chapter 4.

Land Use Zoning

A Disappearing Task Force (DTF) should be charged with a full examination of creating land use zones on Evergreen's campus, particularly within the Reserve areas. Land use issues to consider as components of the examination include: academic (ecological) research, recreation, public access, Evergreen's trail network, Ecological Preserves, protection of natural resources, management for safety, and areas for future development.

Status in 2005

No DTF on Land Use Zoning was formed.

Modernization

Facilities Services is charged with forming an Advisory Committee to determine operational and structural standards for the college's facilities and infrastructure. Attributes to consider include: space requirements of students, faculty and staff; energy efficiency; cosmetic appearance; flexibility of interior arrangement; patterns of use; ease of maintenance, seismic standards; and safety and security needs. The Advisory Committee should include representatives of maintenance staff, faculty, students, and administrative staff.

Status in 2005

Facilities Services developed a Facilities Renewal Plan for modernization. Since 1998, major renovations have updated the support systems in the Library, Lab II, and the Lecture Halls. Modernization will continue based on the results of a Facilities Condition Audit, currently underway. Also contributing to modernization efforts is the Space Management Committee, a standing, advisory committee that is responsible for strategic and long range space use planning; they review all proposals to change interior spaces on campus (except for residential), from small repairs and improvements to remodels.

Landscaping

Develop and adopt a Landscaping Plan as a companion piece to the Master Plan. Issues to address include: removal of invasive, exotic species from landscaped areas and increased reliance on native species and species that are valuable academically.

Status in 2005

A Landscaping Plan has not been created. However, with the addition of teaching gardens on campus, there has been increased use of species native to the area and of academic interest. See the section on Landscaping: Campus Core for more information.

Aesthetics

The CLUC should develop a process for creating an aesthetic vision for the campus. This should include expanding the discussion of aesthetics within the Master Plan.

Status in 2005

This has not occurred.

Innovative Facilities and Utilities Systems

Members of the CLUC, Facilities Services, and other planners for the college should consider comments from the campus community suggesting that the college has been too conservative in its choice of building materials, design, and utilities systems. Planning efforts should give increased consideration to becoming a leader in this field.

Status in 2005

The construction of Seminar II used concepts, construction methods, and materials focused on sustainability, life-cycle costs, and energy conservation.

Parking

The senior staff should explore the need for another parking DTF (following the results of the traffic study). Comments from the campus community raised varied questions on whether or not parking spaces should be added and, if so, what form the expansion should take.

Status in 2005

Parking spaces added for Seminar II by increasing densities in B and C lots. There are no current plans for future expansion.

Chapter 1: Introduction

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STATEMENT OF PURPOSE

The primary purpose of the Master Plan is to provide a comprehensive and clearly stated document of the direction for facilities and land use planning at The Evergreen State College. The document provides a foundation for the creation and maintenance of an ideal campus environment that can only be achieved through the continued efforts of the people who make up the campus community. Thus, it addresses both the product and process of campus planning.

This plan does not offer a blueprint depicting exactly what will be needed and where development on campus will take place. Instead, Evergreen's Master Plan focuses on the philosophy intended to guide land use decision making. The policies and procedures contained within this plan reflect a careful review of past and present land use policies and practices, as well as consideration of prospective land uses. The policies are flexible enough to allow for future revisions of the more specific procedures without necessitating a total reassessment of the basic ideas when new issues arise.

The policy and procedures for the land use planning process aim toward integrating community participation with administrative practices in campus land use and facilities planning. It has always been a priority at Evergreen to encourage and include community input in the planning process. Yet coordination and oversight of this interchange has been lacking and the responsiveness of planning process has suffered as a result. Formation of the Campus Land Use Committee, as proposed in the 1998 Master Plan, is intended to provide focus to the planning process. It is conceived as a mechanism for collaboration of all segments of the campus population in shaping land use for the college.

HISTORY OF THE CAMPUS MASTER PLAN

1968: *Master Plan Phase I*

After land acquisition for the college began in 1968, Durham, Anderson, and Freed Architects and Quinton-Budlong Engineers were hired to prepare the *Master Plan Phase I*. The document included extensive background information on site factors and preliminary architectural, engineering, and site plan concepts. It also established twenty-two "principle planning conclusions" which have been maintained in every version of the Master Plan and continue to be viable in the present day. From the 1968 Plan:

> The proposed Master Plan reflects the accumulated conclusions of the planning-architectural team, and their consultants in the fields of ecology, biology, oceanology, soils, geology, and traffic research. The site influences brought into focus by the work of these people are combined with and modified by the findings of the Arthur D. Little Company, the educational consultants. The evolved Master Plan is based upon the following principal planning conclusions:
>
> 1. The recognition of outstanding land forms and environmental qualities of the site;
>
> 2. The creation of an approach corridor/prime thoroughfare/limited access roadway from the U.S. 101 freeway;
>
> 3. The necessity for two major entrances, one from the west Olympia-Cooper Point area and the other from the U.S. 101 freeway;
>
> 4. The recognition of a need to preserve certain areas of prime growth or other superior or unique natural environmental qualities as ecological laboratory and classroom areas;
>
> 5. The need to recognize the added benefits and capabilities afforded the site by the water frontage;
>
> 6. The recognition of certain areas of potential foundation instability on the site and the need for additional detailed investigation;
>
> 7. The desire that structures should not dominate the site with relation to the human element and site qualities;
>
> 8. The desire to create an academic campus in which the integral units are capable of both individual function and relatively convenient interaction;
>
> 9. The desire to create a campus in which student participation is made a part of the fabric of the campus structure and program, rather than separating it and, perhaps, alienating such feeling;
>
> 10. The desire to create a campus whereby a student/community interaction core area is created, thus heightening possible involvement of the student and off-campus community while intensifying possible community participation and interest in support of the college program;
>
> 11. The necessity to recognize the essential service of the automobile on the Evergreen State College campus, and the necessity to recognize the potential hazard created for the campus by the automobile in the domination of land use and daily campus life;
>
> 12. The necessity to separate automobile and pedestrian traffic areas while still recognizing the need for internal service, vehicular traffic security, and minimization of through traffic;

13. The necessity to recognize the effects upon campus plan and structure of a sizable evening program for non-resident students who will commute, oftentimes after dark;

14. The necessity to recognize certain legal or physical limitations and obligations created by the off-site utility service conditions and connections;

15. The necessity to plan and construct community utility systems in coordination with Thurston County and the City of Olympia;

16. The desire to limit site grading to that required for buildings, utilities, roads, parking, and playfield areas;

17. The need to hold important the view potential to the Olympic Mountain Range, Mount Rainier, and Puget Sound;

18. The necessity to establish and maintain zoning restrictions outside the campus to assure compatible community growth;

19. The need to provide buffer protection in the planning program on the campus perimeter;

20. The need to preserve the ecological and biological qualities of the campus;

21. The need to develop architectural concepts compatible with site characteristics, utilizing low maintenance cost materials, uniquely Northwest in character;

22. The desire to present an exciting, imaginative, functional, and flexible development plan. (Page 2)

These conclusions, along with standards for space and function developed by the educational consultants, shaped the early planning efforts.

1969: *Master Plan Phase II*

A revised Master Plan was prepared a year later by the same architectural and engineering firms in response to critique of the original document. They changed the planned layout for the campus based on input from the new college staff regarding the needs of Evergreen's developing educational philosophy. Recommendations from outside planning consultants were also incorporated. However, the original "principle planning conclusions" of the Phase I Master Plan continued to be valid and were maintained.

The most dramatic change in Phase II of the Master Plan is the location and arrangement of the campus core: it is shifted to the geographical center of the site and the buildings are more tightly clustered to allow for more interaction among the campus population in a pedestrian-oriented campus. Other recommendations within Phase II include the location of the campus parkway and architectural design concepts such as the choice of concrete as the dominant material for all academic buildings. The layout and design of the existing campus reflects the recommendations of the Phase II document.

Interim Documents

The progress of campus development was reviewed and evaluated in the *1972 Report of the Master Planning Team*; the Master Planning Team included consultants from three architectural and engineering firms (including the two mentioned above) and representatives of the Evergreen community. They concluded that the basic premises within the Master Plan had been achieved and focused on selected issues which had become increasingly important during Evergreen's formative years.

Detailed attention was given to development of the Art/Drama/Music area, housing areas, science addition, preservation of environmental features on campus, and maintaining the pedestrian nature of the campus Core. The report made no significant departures from any of the original "principle planning conclusions" and gave particular attention to points 6, 7, 8, 12, 16, and 20 listed above. An overall recommendation was that a team such as themselves "become a permanent tool for effective control of the long-range plan." (Durham et al., 1972, page 1).

In 1975, a Disappearing Task Force produced the *Environmental and Facilities Planning DTF Report* recommending the creation of a new Campus Master Plan by a team of students, staff, and faculty. This recommendation was based on conclusions that the existing Master Plan did not address the campus and educational program as it had developed since the college opened and that Evergreen student and the campus community at large could and should be directly involved in planning and maintaining the campus environment (EFPIT, 1975, page 1).

1983 Campus Master Plan

The 1983 Master Plan was the result of efforts by several groups within the college. An academic program prepared the first draft. This was refined by two students from that program, hired as assistants to the Vice President for Business. The Campus Planner and the Environmental Advisory Committee completed the final review.

Again, the principle planning conclusions of the earlier versions of the plan were maintained. Some of these points were relatively de-emphasized since the principles addressed plans already complete; for example, creating two major entrances to the college was already a reality. Other conclusions were emphasized and goals, objectives, and policies based on these points were presented. The overall focus of the document shifted from planning for specific site development to planning for on-going management of existing facilities, campus services and campus lands. The Master Plan became mainly a philosophical document with policies as the foundation.

1998 Campus Master Plan

Eleven years after the acceptance of the 1983 Master Plan, the 1994 Long-Range Plan identified the need to update and publicize the plan. The process began in 1996 and the Master Plan Steering Committee made up of Evergreen faculty and staff met for the first time in early 1997 to complete the pre-planning phase. The next step was given to three sub-committees: the Land Use Sub-committee, the Physical Analysis Sub-committee, and the Space Efficiency Study. Within the sub-committees, various sections of the plan were discussed and revisions of certain sections of the plan were assigned to individuals or small groups. Discussions of the Master Plan also occurred at Board of Trustee meetings and a faculty retreat.

In order to facilitate the revision process, an Evergreen alumna was hired to work exclusively on the Master Plan in March 1998. She consulted with many faculty, staff and students while developing the first draft of the revised Plan. This draft was completed in May 1998 and out-reach to the Evergreen community on the draft prompted a substantial amount of feedback. Revision based on the feedback was incorporated over the summer of 1998.

Extensive updating and re-organizing was needed to reflect the changes over fifteen years. The Campus Master Plan Steering Committee reviewed the goals and principles of the 1983 document and agreed that "...goals and principles, which were formulated in the original Master Plan, remain viable today." (Memo from Ruta Fanning, 1997). However, certain components of the plan required extensive updating and expansion. Five themes were identified as needing special attention in the 1998 Master Plan:

- growth and change (within and external to the college)
- external relations
- infrastructure issues
- fiscal constraints
- preservation of land

As the updating effort progressed, it became clear that adequate examination of these topics could not be expected within a reasonable timeline; extensive investigation and community input will be needed to obtain satisfactory conclusions. Therefore, writing of the 1998 Master Plan focused on providing a foundation from which future planning efforts could draw. It is intended as a catalyst for examination of planning issues such as those listed above. In order to achieve these effects, revitalizing Evergreen's Master Plan focused on the following tasks:

- Creating a well-defined process for reviewing land use proposals to establish a mechanism to serve as the focal point for land use planners and as a major proponent of the Master Plan.
- Re-formatting the Master Plan in order to provide a more logical framework to facilitate ease of reference and remove redundancy.
- Updating descriptions of the campus environment and activities to reflect the current conditions.

The *1998 Campus Master Plan*, like the 1983 version, does not provide site-specific recommendations. It addresses the guiding philosophies and the policies for campus planning.

2005 Update to the 1998 Master Plan

Based on the framework established in the *1998 Campus Master Plan*, the Campus Land Use Committee (CLUC) was formed to review land use proposals. The CLUC also became stewards of the Master Plan itself, although specific responsibility for keeping the plan updated was unclear. When updating the plan was addressed, discussion turned to the overall scope of the Master Plan. The CLUC is aware that our Campus Master Plan is not consistent with those of most other colleges because it focuses on the philosophical principles that guide the use of the campus. A future Master Plan may include site-specific recommendations that are consistent with these values in order to guide capital improvements and land use decisions. The CLUC also discussed adding new topics, such as sustainability and transportation, to the Master Plan.

A major change in scope will require a substantial effort on the part of the college and likely with the help of a consulting firm; the only recommendation added to the 2005 update is to develop a new Master Plan within the 2005-2007 biennium to address the next five to twenty years of campus use (see Recommendations). In the meantime, it was deemed important to update the facts within the existing plan; for the plan to be useful in its current form, it should reflect the changes of the last seven years.

The same Evergreen alumna that worked on the 1998 Master Plan was re-hired to help move the process forward. She focused on updating information throughout the plan, and an outline of the data addressed is in Appendix G; a few items known to be out-of-date but not changed are also indicated. Additionally, all the CLUC's comments on the scope of the plan, suggested changes to policy, and other potential revisions were compiled and organized into an Appendix (see Appendix H) so that these thoughts could be addressed as part of the future re-write. The guiding philosophies and policies established in earlier versions of the Master Plan, including the twenty-two original planning principles, are retained in this update and there has been no significant change in these values.

FOUNDING HISTORY OF THE COLLEGE

In 1966, then-Governor Daniel J. Evans charged the Temporary Advisory Council on Public Higher Education (TACPHE) with determining the need for additional college facilities in the State of Washington, The Council concluded that 17,900 additional students would need placement within undergraduate and graduate level programs in Washington State by 1975.

The development of a new four-year state college in Thurston County was authorized by House Bill No. 596, Chapter 47, Laws of 1967, State of Washington. The Act passed the Legislature on March 8, 1967, and Governor Evans signed the Bill on March 21, 1967. Subsequently, a Board of Trustees was formed and a name, "The Evergreen State College", was selected.

Late in 1967, the State of Washington contracted with the Stanford Research Institute, Inc., to select and evaluate sites and report to the Board of Trustees and the State. Whitacre Engineers, Inc., supported SRI in the investigation of twenty-one sites. Their studies included establishment of general site selection guidelines; identification, collection, organization, and evaluation of data pertaining to sites offered; interviews with persons responsible for decisions concerning sites selected elsewhere, and with college and university administrations; defining specific evaluation criteria; and ranking sites in terms of criteria. Their studies considered site configuration, landforms, utility services, development influences, and acquisition costs. The Cooper Point site emerged from the selection process as clearly the outstanding choice. The Institute's report stated:

> The Cooper Point Peninsula site includes approximately 1,000 acres of land with about 3,000 feet of water frontage on Eld Inlet of Puget Sound. While the site is divided into numerous parcels, relatively few homes will be disturbed because the site is largely undeveloped acreage. The site satisfied all limiting criteria. It is easily within the ten-mile radius of Olympia city limits. Assurances that the site can be purchased within the budget are based on prices paid in recent sales in the area. The topography and soil conditions, both subsoil and topsoil, are such that at least 600 acres would be available in one contiguous parcel for economical construction of the physical plant. There are no known extreme nuisance factors or hazards in the area. Because of its close proximity to the City of Olympia water and sewage services can be provided to the college by the city at a reasonable cost.
>
> The area is served by a grid of country roads and is approximately two miles from the Grays Harbor-Shelton limited access highway, and within five miles of the State Capitol.
>
> The site is endowed with natural beauty, having a sweeping view of Puget Sound, the Olympics, the Black Hills, Mount Rainier, and the Cascade Range. The topography is gently rolling and the terrain should not create unusual construction problems. The highest elevation in the area is 243 feet, gradually sloping to Eld Inlet. The view of Puget Sound and the potential opportunity to develop water-front recreational activities add greatly to the attractiveness of the site.

The Board of Trustees of the college received the Stanford Research Institute report on December 1, 1967, and the enclosed site was publicly identified. Land acquisition was begun in April, 1968. Facilities planning commenced based on a target enrollment of 12,000 students. In the development of Evergreen's educational philosophy, the founders strived to be innovative and flexible. They initiated an alternative form of education, which offered a pragmatic learning experience with close student-to-faculty interaction, and an interdisciplinary curriculum. The institution was to be "...dedicated to meeting the present and future needs of the society it serves." (McCann 1970).

THE EDUCATIONAL PROGRAM AT EVERGREEN

The Evergreen State College was purposely designed to be an institution focused on undergraduate education and on collaborative interdisciplinary teaching and learning. Now thirty-six years old, the central institutional values and practices remain largely intact. Hallmarks of the college are interdisciplinary studies, personal engagement in learning, linking theoretical perspectives into practice, collaborative/cooperative work and teaching across significant differences. To support these, Evergreen's goal is to have modern facilities, high quality equipment, and a large and diverse campus land area used for a variety of academic purposes.

The Evergreen Mission Statement: "Making Learning Happen"

The Evergreen State College is a public, liberal arts college serving Washington State. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, humanities, social sciences, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles that underlie the development of all college programs and services.

Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings require active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs at Tacoma and Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender, and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

As evidences by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community. (As last revised 4/9/97.)

Chapter 2: Master Plan Context

CONTENTS

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INTRODUCTION

This chapter presents the parameters within which land use and facilities planning must operate. The authority of the Board of Trustees is the first consideration. Other entities, both internal and external, that regulate campus planning are also recognized, followed by a discussion of the campus population. Location and physical environment of the campus are described to set the physical context for the Master Plan. Finally, an overview of land use trends in the surrounding area is provided.

AUTHORITY OF THE BOARD OF TRUSTEES

The Board of Trustees is given the legal authority to acquire and manage property for the college. The various boards of trustees of the regional universities and The Evergreen State College have the power and authority to acquire by exchange, gift, purchase, lease, or condemnation such lands as they deem necessary for the institution (RCW 28B.10.020). Trustees of The Evergreen State College have, in addition, the express statutory authority to exercise full control of the college and its property of various kinds (RCW 28B.40.120).

The Board of Trustees also has the authority to delegate its powers and duties under RCW 28B.10.528. Evergreen's Board of Trustees has reviewed the legally mandated functions of the board and assessed which areas of this policy-making function are of the long-term strategic nature. As part of this review, the board has reserved the authority to approve all elements of the college Campus Master Plan and 10-Year Capital Plan, modifications to the 10-Year Capital Plan that vary by more than 5 percent for each individual program project or preservation category, biennial capital budget requests, and capital spending plans regardless of fund source.

The Board of Trustees delegates to the President the authority to exercise in the name of the Board all of the powers and duties which are required for the effective management of the institution and which do not set major policy or strategic direction or which are expressly reserved by the Board. The President may designate other college employees to exercise specific powers and duties delegated to the President.

The President has delegated the primary administrative responsibility for campus planning to the Vice President for Finance and Administration.

OTHER INFLUENCES ON LAND USE PLANNING

Internal and external regulations and policies influence land use planning. Internally, the Campus Master Plan guides the development of technical documents such as the *10-Year Capital Plan*, the *Space Efficiency Study*, and the *Facilities Renewal and Adaptation Plan*. These internal documents serve as companion pieces to the Master Plan and depict the complete picture of how the college develops and maintains the existing campus environment.

Policies of the Master Plan influence the development of college policies in other areas, such as Facilities planning and management. The policies from the Master Plan will be included in the college's *Policy and Procedure Manual*.

Externally, the college is part of the *Thurston County Comprehensive Plan* required by the Growth Management laws in Washington State. The college must comply with Thurston County Zoning Ordinances and *Shoreline Master Plan* (see Regulations). Additionally, the City of Olympia provides water and sewer services to the college. The planning, initiation and carrying out of projects on campus require college personnel to work closely with all county and city permitting and approval processes. The Campus Land Use Committee (CLUC) will provide guidance for compliance with the external regulators appropriate to a land use proposal.

The Space Management Committee is responsible for the allocation and assignment of all non-residential college facilities. This committee must approve all requests involving changes in dimensional space (e.g., physical expansion or contraction of fixed wall workspace), and/or changes in the functional usage of space (from classroom usage to office usage). All space requests for changes in assignments, remodeling, leasing, exchanges, sales, or trades are subject to prior approval by the Space Management Committee. The director of Housing is responsible for space scheduling and assignment of all residential facilities.

CAMPUS POPULATION

The Evergreen State College opened its doors in the fall of 1971 as a four-year, undergraduate institution, with an enrollment of 1,177 students. Original projections were for 12,000 students by the mid-1980s. While student enrollment grew in the following years, it was far from this anticipated rate as changes in economic, social, and educational trends resulted in more gradual growth (Chance and Curry 1979, pages 39-42). By the academic year of 1974 student enrollment was 2,446, and it was obvious that the original projections were no longer accurate. Since that time, enrollment levels have generally increased, with minor recessions in the late 1970s and early 1980s. Since 1983, the student population has grown steadily with an all-time high of 4,410 full and part-time students in the fall of 2004, with full-time student enrollment at 4,292 (see Appendix B).

The Board of Trustees is responsible for adopting the college's strategic plan, which includes levels of enrollment. In 1994 the Board of Trustees adopted the Long-Range Plan that estimated enrollment of 4,000 to 5,000 full-time students by the year 2010. In response to the state's demographic changes and the increased demand for access to higher education, Evergreen fine-tuned its enrollment plan in 1996. The Enrollment Coordinating Committee, the Academic Deans, and Vice Presidents worked together to create the Revised Growth Plan for the 1997-98 academic year. This plan, reviewed by the Board of Trustees, presented updated projections for enrollment of approximately 5,000 students by 2010. More recently, this goal has been adjusted to

5,000 FTE by the year 2014-2015. For this biennium, growth has been set at 105 for each year; there is no formal plan for rate of growth for 2007-2014, but it will likely be about 100 students per year, as it has tended to be historically. Specific plans for faculty hiring and curriculum are in place for the first 325 new seats, from a funded enrollment of 3,933 to a maximum of 4,258—planning beyond this point will likely be the charge of a future DTF (*Final Recommendations of the Enrollment Growth DTF*, 2005).

Graduate studies were an important addition to the college curriculum in the fall of 1980. The college currently offers a master's degree in Public Administration, Environmental Studies and a Master in Teaching enrolling approximately 300 students in total. Additional modes of study include upper-division programs at Evergreen's Tacoma campus, enrolling over one hundred students, and a small number of students enrolled in the college's tribal-based programs.

Currently, 49 percent of the students at Evergreen are between 17 and 22 years old, with 76 percent younger than 30 years old. Approximately 19 percent are non-white, and 55 percent are women (see Appendix B). In addition to serving 3,600 full-time and 538 part-time students, the college is the workplace for 288 classified staff, 298 exempt staff, and 254 faculty. Thurston Regional Planning Council reports a total of 827 employees for Evergreen in 2003, with a forecast for 1,336 by 2030. For the 2005-2006 academic year, there were 408 students enrolled who self-reported as disabled; of these, 219 are being served by the Access Services office. A total of 27 faculty and staff members self-identify as having various handicaps or disabilities.

PHYSICAL SETTING

Location and Property

The Evergreen State College is a four-year, post-secondary education institution in Thurston County, Washington. The college is located on the Cooper Point Peninsula in the southern portion of the Puget Sound Basin, three miles northwest of Olympia, the state capitol of Washington. Other urban centers in close proximity are Seattle (66 miles to the north), Tacoma (29 miles to the northeast), and Portland (123 miles to the south). Vehicles may gain access to the college on U.S. Highway 101 via the Evergreen Parkway and a network of Thurston County roads (see Figures 1 and 2).

The rural setting of the campus on the Cooper Point Peninsula affords scenic views of the Black Hills, the Olympic Mountain Range, Mount Rainier, the Cascade Mountain Range, and Puget Sound. The campus consists of approximately 1,008 acres of land, the largest land area of any post-secondary institution in Washington State. The campus is fortunate to possess 3,300 feet of waterfront on Eld Inlet of the Puget Sound.

Most of the academic and social activities on campus occur in the campus Core area where academic buildings, administrative offices, and student residences are concentrated. Only one Cluster of academic facilities, the Organic Farm, is removed from the campus Core. Over 700 acres of the campus property is undeveloped forest, meadow, and shoreline and it is used for a variety of academic as well as recreational purposes. A key asset of the Evergreen campus environment is the presence of open space, in both the developed and undeveloped areas of campus, providing a pleasant atmosphere for study and work.

The Physical Environment

Various physical factors have and continue to affect planning in the campus environment. Among the many factors considered in the original planning phases of the college were climate, geology, topography, drainage, vegetation, shoreline, existing utilities and roads, prevailing winds, and view potential. Another important site factor is ecology which represents the interface between many of the previously listed site factors; an understanding of basic ecological parameters is of great importance in planning, development, and educational programs at Evergreen.

This section provides baseline information on elements of the physical environment including the climate, geology, topography, drainage, and ecology of the campus land area.

Macro-Climate

The climate at The Evergreen State College site is, in general, the same as that to be found throughout the immediate shoreline areas of Puget Sound. In all cases, the Pacific Ocean serves to modify and equalize temperatures. Additionally, the immediate presence of the water increases the incidence of fog and may increase the chances of heavy localized precipitation in areas close to the shoreline.

Precipitation in the area averages approximately 51 inches per year (Appendix E). Most of this falls as rain and is spread over a large number of days; nearly half the days of year report measurable precipitation (Thurston County Profile, 1997, page I-6). The highest number of rainy days occur during the fall, winter, and early spring months, with extremely limited precipitation during July and August. Cloud cover in some form is present on 86 percent of the days of the year (Thurston County Profile, 1997, page I-6), again with the clear, fair-weather days in the summer months: about two-thirds of the days are sunny in July, August and September, and about half the days are sunny in May and June.

Snowfall averages approximately 20 inches, with January recording the heaviest accumulation. Maximum snowfall on record for a 24-hour period totaled 20.5 inches, and occurred in January of 1972. The average frost-free growing season is 166 days (The National Oceanic and Atmospheric Administration, 1996).

The maximum average temperatures throughout the year range from 44°F in January to 77°F in July. Minimum average temperatures range from 31°F in January to 49°F in July. Annual averages are 39°F minimum and 60°F maximum, indicating the tempering effects of the large body of water nearby. Since these readings are taken at the Municipal Airport, it is probable that campus site would be even more temperate because it is closer to the water. See Appendix E for monthly temperature statistics. For Olympia, there are an average of 88 days of heavy fog in a year, relative humidity at 10:00 am varies from 65-90 percent, and an average of 5.3 thunderstorms occur annually (NOAA, 1996).

Southerly winds prevail during most of the year. Olympia is shielded from the strong south and southwest winds of Pacific storms by the Coastal Range; winds can gust up to 55 mph, but the average is less than 8 mph, even for the winter months. Fall and winter storms generally result in some downed and broken utility lines, but buildings are rarely damaged. Summertime, fair-weather winds are gentle and most often originate from the north or east.

Micro-Climate

Evergreen's site is undoubtedly affected by the presence of the Black Hills to the south. This landmass may quite effectively divert or channel portions of the airflow from the south. On occasion, the shape of the Black Hills may actually "funnel" southerly winds of unexpectedly high velocity into the campus area. This indicates a strong possibility that the northwesterly and northeasterly airflow off the water, coupled with these occasional high velocity gusts, may be the dominant factors in wind or storm activities at the site.

Undoubtedly, the most exposed area on the site is the bluff face above Eld Inlet (see Figure 5). Winds and storm conditions of occasional violence have occurred, arising on the waters of Puget Sound and causing some damage to the slopes exposed to the Sound. Airflow on campus generally gravitates toward the ravines, with cooler moist air following these channels. Such air is additionally cooled by the presence of moisture and heavy foliage in the ravines. Exposed westerly sloping hillsides, which have little foliage, will receive and radiate greater local heat conditions during hot weather. Thus, they may be drastically affected in their growth regeneration by periods of hot dry weather. Planning efforts should consider preserving vegetation on steeper slopes (see Figure 5).

Localized humidity within the site is likely to be increased by the degree and nature of forest cover (the more dense the cover, the greater the humidity). In general it is known that lower, more moist areas encourage the continued presence of fog, and areas subject to the sweep of wind and exposure to bright sunlight clear more rapidly. Fog pockets have not been noted for any particular locations on campus.

Geology

The Puget Sound Basin and surrounding land areas were shaped during the Ice Age. Four major glacial advances occurred during this period, each one moving vast quantities of rock and sand. Each advance was followed by a

retreat and non-glacial interval during which the landscape looked much like the present Puget Lowland, but without Puget Sound.

The Vashon Glaciation, the most recent of the four advances, moved south from Canada less than 28,000 years ago. This glaciation is most directly responsible for the formation of the present landscape. Before retreating about 15,000 years ago, the glacier extended to about twenty miles (thirty-two kilometers) south of Olympia (McKee, 1972, page 294). Deposits from this glaciation form the surface and near-surface material for this area.

The retreat of the Vashon Glaciation left complex drainage patterns on the land; meltwaters from the ice covering the Puget lowlands shifted pathways and left a large lake in the southern Puget Sound area. After the ice retreated, the northern Puget lowlands experienced a period of marine submergence. Water drowned adjacent valleys and formed high marine shorelines. Gradually the land, including the area near the college, uplifted to its present elevation while sea level also was rising to its current level.

Soils

The soils of the Cooper Point peninsula are derived from various glacial and post-glacial materials. Each soil type developed from a particular combination of underlying deposits and their interaction with biological processes and water. Four principal soil types are found on the Evergreen campus. Alderwood Gravely Loam, at 3-15 percent slope, is the most prominent, comprising about 55 percent of the campus land. Other soil types include Kapowsin Gravely Loam, at 0-15 percent slope; Chehalis Silty Clay loam, at 0-2 percent; and Giles Fine Sandy Loam, at 0-15 percent slope (Soil Conservation Service 1947, 1972, 1990; Cooper Point Association 1972). Soil distributions are shown in Figure 4, and detailed soil engineering reports are available from the Facilities Services at the college.

Topography

The topography of the campus is characterized by gradual slopes with some small rolling hills and lower elevation, very low relief "terrace" areas. Most of the campus is fairly level with slopes of 10 percent or less (Durham et al. 1968, page 18). The steep-sided drainage ravines and waterfront bluffs on the northern part of the campus are notable exceptions to the otherwise gentle terrain. Table 1 shows campus areas classified by slope. Figure 5 shows the general topography of the campus.

The highest point on campus ("Mt. Evergreen") is a knoll rising 243 feet (74 meters) above sea level located a few hundred feet west of the campus plaza.

Table 1: Slope Analysis of the Evergreen State College campus (Durham et al. 1968, page 18)

Slope Range	Acres	Percent of Total
0-8% slope	725	76.8 %
8-15%	101	10.6
16-24%	40	4.3
25% and over	77	8.3
Total	943	100.0

Drainage

Most of the campus' forested land area is well drained through a combination of downward percolation and surface runoff. Major drainage channels carry excess runoff with intermittent or perennial streams. Other drainage ways simply act as seepage areas.

The developed and disturbed portions of the campus account for over 20 percent of the total land area and constitute an important part of campus hydrology. Unlike the forested portions of campus, the developed and disturbed surfaces allow little to no water infiltration and therefore surface runoff is high. The college's drainage system quickly moves this runoff out of the campus Core as described in Storm Sewer.

In the 2000s, new construction and renovations have included measures to reduce runoff from the developed campus. Both Seminar II and the Library building have green roofs. Seminar II also has on site water retention. Parking spaces added to B and C lots were surfaced with pervious pavers (see Parking). Redesign of the Evergreen Parkway entailed significant reduction of paved surface (see External Circulation).

Poorly drained areas of the undeveloped campus have surface water present through all or most of the wet months (November through April). A small swampy area between the dormitories and Hidden Springs Drive (the service road leading to the College Activities Building) is all that remains of a much larger swampy area that was drained in the initial campus Core construction. A peat area just east of the original alignment of Overhulse Road was removed during construction of the recreation fields.

Larger areas of poor drainage outside the campus Core include a red alder woodland with some forested wetland characteristics south of the Core and a flat area in the eastern area of the campus along the Evergreen Parkway which forms a marshy meadow. In this latter area, a drainage ditch and culvert installed by the college allows drainage to the northward-flowing water-course just east of the easternmost campus boundary. Wetlands have formed, apparently resulting from beaver activity, abutting campus property near the pump station on Overhulse Road and in the land between Overhulse and Kaiser Roads. During very heavy rainfall, flooding of the Parkway occurs, but the event is rare enough that it probably is not a major concern.

Before construction of the college, almost the entire Evergreen campus was underlain by two saturated zones (referred to as aquifers in the engineering reports, Shannon and Wilson 196x). The evidence came from over a hundred boreholes places as part of the general campus foundation study (Shannon and Wilson 196x). A near-surface to surface (probably seasonal over part of the campus) saturated zone perched over very low permeability glacial drift or lake sediment. Below this lay an unsaturated zone, then a lower saturated zone. Under the buildings of the campus Core the upper perched "aquifer" was drained into the lower to avoid having to pump water from the foundation areas. Under the unbuilt part of the campus the upper perched saturated zones still exists. The lower saturated zone probably helps supply water to the local aquifers used for residential water.

For planning purposes the college should try to limit runoff on campus by minimizing hardened surfaces and maximizing undisturbed forest. Promoting infiltration can be achieved in the same manner: by maximizing undisturbed forest. As the development of hardened surfaces increases around the college, Evergreen's role in providing infiltration areas will become more critical.

No current studies have determined the impact of the college on surface or ground-water quality. The college is the major source of automobile and fertilizer use in the local area; it is reasonable to assume that these activities result in some impact to water quality.

Ecology

Introduction

The Evergreen State College possesses a large amount of acreage in a relatively natural condition, meaning that biological and ecological processes are the predominant forces that shape the character of these areas. Assessment of the ecological features of this land is of great importance in planning. Only through knowledge of the natural processes occurring can the land and resources be used in a responsible manner. This section provides ecological descriptions of the campus' natural areas; land *uses* occurring in these natural areas are addressed throughout Chapter 3: The Master Plan.

The trustees and administration of The Evergreen State College have shown an enduring dedication to the preservation of the ecological and biological qualities of the campus. This commitment gives Evergreen its unique and appealing atmosphere providing great opportunities for scientific study of a variety of different ecosystems and recreational activities unavailable at other colleges.

The following discussion of ecological features of the campus is included for three purposes:

1. To provide a basis of understanding and necessary background for making planning policy decisions.

2. To make available valuable information to a widespread audience.

3. To use in a systematic zoning of the campus for various uses, and for selection of areas to be preserved as sanctuaries, scientific study sites, and outdoor laboratories (Ecological Preserves).

Three types of vegetation habitats characterize the land area of the campus: forest (includes riparian woodland), meadow, and shoreline. The remainder of this section will first discuss the general vegetation zone prevalent in western Washington (generally forested habitat), based on information found in Franklin and Dyrness, 1973, pages 70-92. Descriptions of the meadow and shoreline habitats on campus, and the animals that live there, complete the section on ecology of the campus environment. Additional contributions from faculty and students are needed to provide more comprehensive and up-to-date descriptions of flora and fauna on campus. The Resource and Land Use Inventory should facilitate this effort.

Campus Forest Habitat

Vegetation Zone Description

Most of the campus lands are composed of forests typical of the Western Hemlock Zone in the most extensive vegetation zone in western Washington and Oregon. Most of the college land has been logged during the past century and thus is in varying stages of secondary plant succession. Currently the overstory of the college's forested lands is characterized by a mix of Douglas-fir, red alder, bigleaf maple, and Pacific madrone. Western hemlock and Western redcedar are also present and would theoretically become the dominant species in the absence of any major disturbances over several hundred years.

When existing vegetation within this zone is disturbed by activities such as clear cutting or construction, the successional stages of re-establishment begin quickly. Herbaceous and shrub species are the first to volunteer in a barren site. These pioneer species are responding to increased light on the ground due to a lack of forest canopy. Various kinds of pioneers may characterize these early stages of succession, dependent on soil, moisture, disturbance, and burn conditions, but generally some nonnative weeds can be expected to invade.

By the fifth growing season after a slash burn, shrub species begin to gain dominance over the herbaceous species. The shrub-dominant phase is followed by development of an intermediate forest canopy. Red alder, a very common deciduous tree species of moist sites in the Western Hemlock Zone, grows very quickly and is often the dominant species of early-successional forests; the meadow north of Driftwood Road is currently in this stage of succession. On drier sites, Douglas-fir is the most important species in this intermediate or seral stage. Cleared areas on the Evergreen campus are generally being invaded by one or both of these tree species.

As the forest canopy develops, the amount of light available to plants in the forest floor is drastically reduced. In darker understory, the more shade-tolerant species of Western red cedar and Western hemlock begin to develop. In areas with more light, Douglas-fir becomes the most important understory species. In some places on campus, bigleaf maple grows in the understory. Theoretically, Western hemlock and Western redcedar would become dominant all over the campus if no major disturbance altered the progression for several hundred years, although there is disagreement over whether Western redcedar is truly a climax (the last successful stage) species, or just an intermediate.

Campus Forest

The forest acts as a buffer against such physical factors as temperature, wind, and noise. The trees and understory vegetation anchor the soils with their roots and intercept rainfall. At the same time, forest vegetation serves to maintain fairly consistent levels of light and moisture on the forest floor.

The forest provides habitat for wildlife, and many species of animals feed on the ground herbs and shrubs of the forest floor, the trees themselves, and dead vegetation debris. Most of these species perform vital functions in the maintenance of the forest ecosystem.

Mammalian species found in the campus woodlands include mice, shrews, squirrels, moles, Mountain Beavers, weasels, Black-tailed Deer, and Black Bear. The Northern Flying Squirrel and the Short-tailed Weasel have also been sighted on campus. A wide variety of birds inhabit the campus forests, including sparrows, wrens, warblers, jays, crows, and owls. Most bird populations are rather sensitive to changes in their environment. For example, the Pileated Woodpecker is vulnerable to disruption of its habitat because it has specific needs for nesting sites in snags (standing dead trees) (McAllister, interview, 1981). Known amphibian and reptiles on campus are Long-toed, Northwestern, and Western Red-backed salamanders, Ensatina, Pacific and Northern Red-legged frogs (the latter is designated a "species of concern" by the Washington Natural Heritage Information System, 2005), Rough-skinned Newt, Northwestern and Common garter snakes, and Northern Alligator Lizard. There has been recent work on terrestrial mollusks (slugs and snails) and millipedes on campus, with several new species discovered and named, or in the process of being named, in the last few years.

More specific forest types vary according to site factors such as soil conditions, moisture, and elevation. According to a preliminary study of forest typing based on canopy cover, four major categories of forest exist on campus: conifer dominant (Douglas-fir); deciduous dominant (red alder or bigleaf maple); deciduous/conifer shared dominance (the aforementioned species plus Western redcedar); and mixed conifer and deciduous (less than 30 percent cover by any one species) (Greenberg and Hartley, 1998).

Figure 6 shows the distribution of forest typing by sub-categories as found by the Greenberg and Hartley study. Douglas-fir dominated forest covers the largest area of campus, encompassing approximately 207 acres. Mixed forest is the second most common (137 acres) and red alder dominated is the third (91 acres). More detailed descriptions of the campus forests, based largely on the same study, are given below for the four forested Reserve areas of the campus (for locations of Reserve areas, see Major Campus Land Areas, Figure 7). These descriptions may require corrections and additions from other members of the campus community. Discussions of land *uses* in these areas is given beginning in Chapter 3.

Forest of the East Campus Reserve

A mix of forest types is present in the East Campus Reserve, with no one type especially prominent. The eastern area is characterized by dominance or shared dominance of red alder and bigleaf maple; stands of bigleaf maple with conifers are present on both sides of Driftwood Road north of the Evergreen Parkway and red alder is most prevalent in the adjacent area to the west. An area of Western hemlock cover in the eastern part of the Reserve, noted in earlier studies, were not found to provide significant cover.

Western redcedar is most common in the southern part of the East Campus Reserve. The central and western part of this area is covered by a mix of coniferous and deciduous trees (no one species with greater than thirty percent cover). An area of Douglas-fir dominated forest, mostly within the campus Core, extends across Overhulse Place. A few Sitka spruce grow near the marshy meadow on the campus Parkway. Oregon ash, black cottonwood, and bitter cherry are also present. The understory is dominated by sword fern, salmonberry, and salal, with many other species present. Vine maple is abundant in the western part of the Reserve. Species found at drier sites on campus are absent.

The East Campus Reserve has very low relief with the lowest point at the southeast corner. Ten soil types are present within the area. The area is dominated by fine textured soils, often associated with a near-surface water table, (54 percent), but the coarse gravel-rich Alderwood and Everett series also have importance (34 percent). One small patch of waterlogged "muck" soil still exists south of the Evergreen Parkway in the only muck soil on campus according to soil survey maps. Campus construction changed the hydrology of the East Campus Reserve from one of almost complete local infiltration, with some winter ponding, to one with substantial runoff from the recreational fields, roads and Housing. The majority of the runoff is routed to the artificial drainage ditch along the Parkway and then into Green Cove Creek.

The forest north of the East Campus Reserve was cleared in the mid 1990s for development of subdivisions (see Growth and Development) and the campus forest has lost its connection to wild lands to the north. The main forest area of the Reserve was already relatively isolated by the arterials that surround it; this change has made it even more of an ecological island. The thin forest strip remaining north of Driftwood Road, only about 150 feet wide, suffers edge effects, such as increased light penetration and windthrow. Species composition of this strip

has likely changed as a result. Traffic has increased on the Parkway and on Driftwood Road as well, with the new subdivisions. The noise level within the East Campus Reserve has increased as a result.

Forest of the North Campus Reserve
The majority of the North Campus forest is dominated by deciduous tree species. Red alder is prevalent in a large area north of the meadow on Driftwood Road and bigleaf maple dominates areas surrounding Snyder Creek and the West End Drainage. Coniferous forest dominated by Douglas-fir is found along the length of the shoreline and in an area north and west of Parking Lot F. Bigleaf maple and Western redcedar have shared dominance on the mid-section of Snyder Creek. Large areas of mixed forest also exist within the North Campus Reserve in which no one species has over thirty percent cover.

Forest of the West Campus Reserve
A large area of west of the campus Core and extending north to Driftwood Road is mixed deciduous and coniferous forest with shared dominance of bigleaf maple and Douglas-fir. The large block dominated by Douglas-fir, shared with the South Campus Reserve, covers the central area up to the edge of the Organic Farm; salal is the dominant understory species.

The Kifer tract, the area west of Lewis Road, was logged immediately prior to its purchase by the college. Currently, forest cover is mainly bigleaf maple with other deciduous and some coniferous trees providing secondary cover. Douglas-fir forest is more common at the edges of the Kifer tract on higher ground.

Forest of the South Campus Reserve
This is the only Reserve with the majority of cover provided by coniferous tree species. The largest contiguous block of Douglas-fir dominated forest on campus, shared with the West Campus Reserve, covers the higher ground; a long ridge oriented north-south in the center of the Reserve is covered in a dense stand of nearly pure Douglas-fir with luxuriant undergrowth dominated by salal.

Red alder is most prevalent in the drainage to the west of the ridge with scattered Western hemlock, bigleaf maple, and Western redcedar. The understory in this area is primarily salal closer to the ridge and sword fern in low-lying areas with poorer drainage. The drainage to the east of the ridge consists of swampy lowlands supporting vigorous stands of red alder and bigleaf maple. The dominant understory species are sword fern and salmonberry. Pockets of root rot, a malignant fungal disease carried in the roots of trees, are found in the northwestern part of this area.

Campus Meadow Habitat

Two major meadow areas exist on the Evergreen campus, as shown on Figure 6. Each is an open area that provides a unique habitat for flora and fauna.

Meadow North of Driftwood Road
This meadow forms a narrow strip of open area that extends north from Driftwood Road, in the North Campus Reserve. During initial construction of the college, the area adjacent to the road was used for equipment storage and dirt dumping. Within the meadow three distinct habitats exist: the open field, the field edge, and the forest fringe (McCartan et al. 1977). Red alder thickets have invaded much of the slopes to the north. At the northern end is a lower flat section characterized by meadow grasses and shrubs.

Diverse forms of wildlife inhabit this area. Garter snakes, frogs, small mammals, and numerous insect species have been sighted (McCartan et al., 1977). The meadow also provides a food source for deer, predatory mammals, and birds.

In 1992, soils contaminated with unleaded gasoline were found in the area of the Central Utility Plant. This soil was moved to a section of the meadow north of Driftwood Road for bioremediation with oversight provided by the Department of Ecology. Prior to its removal from the meadow, the soil was tested and met DOE clean soil standards.

Marshy Meadow along the Parkway
A marshy meadow lies along the Evergreen Parkway east of Overhulse Road, in the East Campus Reserve. It is part of a larger wetland that extends south from the eastern part of the college campus. The area is poorly drained and vegetated primarily by sedges, spirea, and other species tolerant of the moist environment.

Although no inventory of fauna is currently available, deer are frequently seen browsing in the area. Due to the uniqueness of the habitat, it is likely that species of birds, rodents, and amphibians not found elsewhere on campus inhabit the marsh.

Campus Shoreline Habitat

The 3,300 feet of Evergreen's shoreline on Eld Inlet, a part of Puget Sound, include a variety of ecosystems and natural environmental features. The coastal habitat is characterized by steep bluffs, gravelly beaches with many washed-up logs, and the marine intertidal zone which extends 125 to 150 feet out into Eld Inlet during low tides. There are approximately 27 acres of tidelands belonging to Evergreen (this area is included in the calculation of total campus acreage). Land uses of the Shoreline are described in Shoreline Reserve.

The bluffs range from 15 to 60 feet (5 to 20 meters) in height. Analysis shows that higher banks are generally less stable, but overall bank erosion is slow at Evergreen's beach. The bluffs are forested with a mix of Douglas-fir, Western redcedar, and bigleaf maple trees of considerable size and age (relative to other campus woodlands) in several places. The forested bluffs were logged eighty to one-hundred years ago (Professional Forestry Service Inc. 1975, page 10); old logging traces descend to the waterfront from the West End Drainage and from the woods west of the marine slough.

Erosion has felled many trees making the beach impassable during higher tides. Low bulkheads are in place at the northern end of the beach. Due to storm damage from the winter of 1996-97, the bridge road and adjoining bulkhead at Snyder Creek were repaired and upgraded during the late summer 1997.

The beach near the bluffs is composed of large rocks and coarse gravels mixed with fine gravels and sand. These materials originate from the glacially deposited layers in the bluffs. Three freshwater drainages empty into Eld Inlet along the beach. The middle drainage terminates in a small marine slough. These areas provide a transition zone between fresh and saline water, creating a unique estuarine habitat for fish, waterfowl, and other species. The entire coastal area offers a rich diversity of habitat for life forms. The marine intertidal zone supports shellfish, crustaceans, and other marine species. Studies done in l972 showed a variety of marine plantlife (Liebman and Zito 1972). The composition of the sediments in this area is particularly important because it is the gravel, rocks, and similar hard substrates that provide attachment points for tidal species of flora and fauna (Globerman and Olson 1975). Other important faunas in the coastal zone include waterfowl and numerous species of fish. Several that have been sighted at the waterfront were named as "species of concern" in the 1998 Master Plan and their current status is: the Olympia Oyster, not yet ranked by state; Coho Salmon, Puget Sound populations are considered a “species of concern, Steelhead, not yet ranked by state, and the Harbor Seal, monitor; taxa of potential concern (Washington Natural Heritage Information System 2005).

LAND USE IN THE SURROUNDING AREA

Thurston County Population

The 2004 population estimate for Thurston County is 218,500 (TRPC) according to the census of that year. Approximately 67 percent of the county population live in Olympia, Lacey, Tumwater, and the surrounding unincorporated metropolitan area. While the average annual rate of growth for Thurston County has decreased from a high of 4.9 percent in the 1970s, growth continues at a relatively high rate:

> With a total county population of 207,355, there were 46,117 more people residing in the County in the year 2000 than in 1990. The county's average annual growth rate for the 1990s (2.5%) slowed only slightly as compared to the 1980s (2.6%). A larger proportion of the county's population lives within city limits (45%) than did so in 1990 (41.6%). However, much of this change is the result of annexation, that is, of changing city boundaries. Within the cities, growth has not been evenly

> distributed over the 1990s. Lacey added the most new residents over the decade, increasing by 11,947 people. Yelm by far had the largest population growth rate, growing by 146%. Significant annexation has occurred in both of these communities. (Thurston Regional Planning Council website, 2005)

The county's population is getting older in general; however, relative to the rest of the county, Olympia has the most children and the highest proportion of aged 18-64 years (65 percent), typically considered the working age population. Based on the 2000 census, Thurston County is more racially diverse than in 1990. People reporting a single race were 86 percent white and 4 percent Asian. The Hispanic population was up from 3 percent in 1990 to 5 percent in 2000 (race and Hispanic origin are considered two distinct concepts by the federal government).

On November 5th, 2004 the Thurston Regional Planning Council adopted the County-Wide Population and Employment Forecast. The new forecast is lower than the 1999 forecast for 2005 and 2010, the same for 2015, and higher for 2020 and 2025. In addition, the new forecast extends the projections to 2030. The new forecast remains within the high-to-low range of the OFM Growth Management Projections for Thurston County. The forecast for population increase from 1995-2005 is now about 17 percent (estimated at 29 percent when the Master Plan was updated in 1998), and 27 percent for 2005-2015 (up from 21 percent). Based on these projections, the Thurston County's population will be nearly 285,000 by 2015 and 319,000 by 2020. The furthest projections, for 2030, are for 373,000 people in the county (Thurston Regional Planning Council, 2005).

History of Growth and Development Planning

With the adoption of the Cooper Point Sub-area Plan in 1972, Cooper Point became one of the first areas in the south Sound to adopt zoning to preserve its rural character. Zoning was first established county-wide in 1980, and then updated with the Urban Growth Management Agreement in 1983. The Urban Growth Management Boundary associated with this agreement maintained northern Cooper Point as a rural area, but Evergreen's campus, as well as the rural areas to the south, were within the urban growth boundary. In 1990 and 1991, the Washington State Legislature passed as series of laws known as the Growth Management Act which required fast growing counties and the cities within them to upgrade their comprehensive plans to meet new standards (Comprehensive Plan for Olympia and Olympia Growth Area, 1994, page 2). The new planning efforts included reevaluating the Urban Growth Boundary. The revised boundary, established 1994, is intended to accommodate urban growth for the following 20 years. It no longer includes Evergreen's campus or the rural area to the south; however, a "finger" of the Urban Growth Area remained bordering the college to the northeast (see Figure 3 and following section).

Current Growth and Development

The majority of the Cooper Point peninsula, mainly excluding the southeast area (where it transitions to the "west side" of Olympia), is zoned rural-residential (see Figure 3). The rural area designation, according to the *Thurston County Comprehensive Plan*, is meant to preserve areas "characterized by a balance between the natural environment and human uses with low density residential dwellings farms, forests, mining areas, outdoor recreation and other open space activities." (page 2-17). While growth does continue in the rural areas of Cooper Point, development has been limited to zones of one unit per five, two and one acre. Urban sewer and water services are not provided.

An area immediately north and east of the campus has been zoned at urban densities since 1972. In 1995, the forest was cleared from this area for construction of four housing developments, and these were mostly completed by 1999. Two of the developments, Cedrona and Madera, contain 350 single-family residences. The other two, Hidden Ridge and Rock Maple, comprise 200 multi-family units. At the time of construction, this area was zoned at 4 units per acre. Since that time, the area has been down-zoned to "residential low impact (see below).

The college has seen several types of impacts on the campus resulting from this development. Motor traffic has increased along Driftwood Road and the Parkway. Recreational and incidental use of the campus Reserve areas, especially the North and East Campus Reserves, have increased. (see Public Access). Also, the forest habitat of East Campus has lost its connection to other wild lands to the north, isolating it ecologically (see Forest of the East Campus Reserve).

The Cedrona area has recently been down-zoned as a part of an effort to protect Green Cove Creek basin. A new designation—"residential low impact"—applies to a large portion of northwest Olympia and the Urban Growth Area near the college. This designation calls for denser developments, with narrow streets and other measures to reduce stormwater runoff, separated by areas of undeveloped vegetation and soils. (Cooper's Crest, off 20th Avenue NW (north of Goldcrest), is an example of development that meets the new zoning requirement.) Any new development within the Urban Growth Area bordering the campus, should reflect the zoning change, but existing developments, such as Cedrona, are grandfathered under the previous zoning requirements. (Tom Hill, City of Olympia, interview 2005).

In July 2005, the Western Washington Growth Management Hearings Board ruled that the county's land use plan and development regulations do not comply with the state's Growth Management Act. The Hearings Board gave Thurston County until January 17, 2006 to achieve compliance. The areas of focus are to shrink the urban growth area, decrease densities outside the urban growth area boundary and set more land aside for agricultural use, and increase densities within the urban growth area boundary (The Olympian, July 29, 2005 and Thurston County Developments Services). The Green Cove Basin area, northeast of the college on Cooper Point peninsula, is one place where the Urban Growth Area boundary may get pulled in (Jennifer Hayes, Thurston County Development Services, interview 2005). For more information and updates on GMA compliance, check the website: http://www.co.thurston.wa.us/permitting/gma/.

College Influence on Surrounding Land Use

Members of the college community have been working proactively to minimize negative effects to the campus from development in the surrounding areas. During construction of the Cedrona complex, college officials worked closely with city and county agencies to examine and measure the impact of the proposed development to transportation and utility systems. In the early 2000s, the college commissioned a traffic study to determine the effects of the growth to our roads and intersections; results from this study indicated that reducing the Evergreen Parkway to one lane of travel in each direction would be more than sufficient to accommodate projected traffic from the college and surrounding area for the next ten years (see External Circulation).

The college has become aware of the need to actively strive to be good neighbors to the surrounding community. Therefore, the college has worked to develop more contact with the local neighborhood associations through participation in revising the Master Plan and consultation on proposed development plans. Currently, a member of Evergreen's staff is president of the Cooper Point Neighborhood Association. In the spring of 2005, the college created a Neighborhood Advisory Board including a representative from Thurston County to advise the college; they meet quarterly. The college has become more active in providing input to documents being developed by the city and county and sought out their consultation during the 1998 revision of the Master Plan.

In order to ensure that the quality of the campus environment is maintained, the college should continue to monitor development plans for the surrounding area and make every effort to promote patterns of use that complement those of the college. There has been concern that the campus Reserve areas are not overtaxed by public use. However, the college has welcomed neighborhood use of Evergreen's trail system, and in particular the beach trail (originating at F Lot) has seen increased community use in recent years. Improvements made to this trail in the early 2000s and regular maintenance have meant that it has been able to absorb the increase in traffic without significant degradation (see Trails). The college is now linked to a large trail network through the north end of the McLane Forest trail, where it connects to the Evergreen Parkway pathway (see South Campus Reserve).

The Cooper Point Association expects to see much more growth in the area bounded by the Evergreen Parkway, Cooper Point, and Mudbay Roads, and that additional areas for recreation and wildlife habitat will be needed to support the increased population of the area. The county has made a tentative agreement with the Cooper Point Association to create a park on a site off 43rd Avenue on the Budd Bay side of Cooper Point Road, but there are no plans to develop the park in the near future (no improved trails, toilets, or signage). Since a new park would take pressure off the campus Reserves, the college may want to encourage the county to make the park as viable as possible.

Chapter 3: The Master Plan

CONTENTS

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INTRODUCTION TO THE MASTER PLAN

This chapter presents the goals and policies of the Master Plan; these are the fundamental concepts of the plan and they are based on principles that have guided land use planning since development of the college began. Procedures for achieving the policies are outlined as well. The policies and procedures are intended as the primary reference within the Master Plan.

The remainder of the chapter is divided into three sections: descriptions of the major land area designations for the campus (Core, Clusters, and Reserves), land use of the developed campus, and land use of the undeveloped campus. These sections provide an expanded discussion of the intent of the policies and the application of the procedures. Descriptions of existing land use and planning activities demonstrate the college's success in achieving the vision of the Master Plan. Clear discrepancies between land use practices and the intent of the Master Plan are indicated and the recommendations of this Master Plan also address these issues.

GOALS FOR LAND USE

The 1983 Master Plan presented five goals for land use on campus. These goals summarize conclusions made in the earlier planning documents for the college and they continue to be relevant to creating and maintaining the contemporary campus environment. The policies and procedures of the Master Plan, presented on the following pages, are based on these goals.

Goal 1

To provide and maintain the facilities and academic environment necessary to fulfill Evergreen's stated academic mission.

Goal 2

To maintain a healthy living environment for those who study, work, and live on campus.

Goal 3

To preserve the ecological character of the campus.

Goal 4

To maximize educational opportunities in campus planning and in the operation of campus service functions.

Goal 5

To integrate educational services and opportunities at the College with general cultural, social, civic, and business activities of the surrounding community.

POLICIES AND PROCEDURES FOR LAND USE

The following policies and procedures were originally outlined in the *1983 Campus Master Plan* and they continue to be vital to campus land use planning. The policies are specific directives founded on the goals presented on the previous page. The procedures listed with each policy indicate how the directives can be accomplished.

The policies and procedures are the core of the Master Plan and they may stand alone as a guide for land use planning.

The remainder of this chapter (the descriptions of the major land areas and the uses of those areas) provides an expanded discussion of the intent of the policies and the application of the procedures. Descriptions of existing land use and planning activities demonstrate the college's success in realizing the vision of the Master Plan. Any discrepancies between land use practices and the intent of the Master Plan are also addressed, and recommendations to further investigate these topics are made.

The process for land use planning, the subject of Policy 15, is the topic of Chapter 4 (see also 2005's Addendum to Chapter 4). An entire chapter is devoted to this topic to emphasize its importance; an effective and responsive planning process is essential to fulfilling the vision of the Master Plan.

Use the policies and procedures as the primary reference within the Master Plan. These directives encompass the vision of the plan and can stand on their own as a guide for land use planning. If you wish for elaboration on a selected subject, refer to the detailed discussions in the remainder of this chapter and Chapter 4.

Policy 1

To consider academic needs first and foremost in land use planning and management decisions. In order to support Evergreen's mission, land use decision-making entities should always place first priority on academic needs of the college. It is recognized that many other land uses auxiliary to academic are completely valid and necessary, but efforts should be made to have these compliment rather than interfere with academic programs.

Procedure

1. The **academic needs** of the college shall be a **primary consideration** when developing and managing campus facilities and land.

Policy 2

To concentrate facilities within the Core and Cluster areas. The concentration of physical development to the campus Core and Cluster areas fulfills many desired goals of the college. Concentration of land use reduces expenditures on utility lines and other physical plant costs. The principle of concentration also helps to achieve the college's educational goals by creating a continuous, high activity, learning environment that encourages interaction of many segments of the campus population and interdisciplinary study and problem solving. It also helps to preserve the ecological and biological character of a large area of the campus.

Procedures

1. **New major academic facilities** shall be concentrated in the campus Core. Developed areas outside the campus Core shall be concentrated into Clusters.

2. **Activities within Cluster areas** shall be limited to the formally designated land area. Expansion of a Cluster will occur only if the existing area is insufficient to meet a substantial need.

3. If **new development** is necessary within the Reserve areas, it shall be clustered.

4. **New Cluster areas** shall be constructed only when the provision of these facilities cannot be made within the campus Core or existing Cluster area. New Cluster areas shall be located in areas that lend themselves to site-specific needs of the Cluster, and not in Ecological Preserves (as defined by the college).

Policy 3

To maintain a set of unified design concepts to guide campus growth. The Master Plan provides a set of unified design concepts for construction and maintenance that creates the sense of a continuous campus environment. These concepts have been developed and employed since the formation of the college. The application of these concepts differ among the concentrated urban Core area, Cluster areas, and Reserve areas, but each area should contain a continuity of design that is reflected throughout the campus environment.

Procedures

1. The college shall approach all building projects (additions, modifications, remodelings, etc.) with **design quality** as a top priority. The original quality level of campus facilities shall be maintained. (Also applies to Policy 11.)

2. **Building orientation** and design in the central Core shall follow the axes established to recognize the view potential to the Olympic Mountains, Mt. Rainier and Puget Sound.

3. Design for buildings and outdoor spaces should give careful consideration to **solar orientation** and use of **natural lighting**.

4. **Building heights** in the central Core shall be limited to four stories, in keeping with the pedestrian scale and original design of the campus.

5. Academic buildings in the central Core shall continue to use concrete as the predominant **structural material**.

6. New **pathways** on the campus Core shall be designed with ease of pedestrian and bicycle circulation in mind and shall incorporate similar design standards as the existing path network. (Also applies to Objective 4.)

7. New construction should include in its design **overhangs**, **breezeways**, and **covered walkways** to facilitate ease of pedestrian movement in rainy weather.

8. The **interior space** of buildings shall be designed to contain a **variety of functions**—such as classrooms, office space, and informal lounge areas— on one floor to encourage mixing of campus population. (Also applies to Policy 10.)

9. Abundant **student workspace** shall be provided close to laboratories, classrooms, and living quarters. Lounges with worktables, small unscheduled meeting rooms, individual student storage space and offices are all needed.

10. Formal and informal spaces for **social activities and recreation** shall be provided and maintained in a variety of places on campus, both indoors and outdoors. (Also applies to Policy 9.)

11. Indoor and outdoor **display spaces for artwork** should be included in and around the campus Core.

12. The **aesthetic** component of design shall be a consideration in construction, and renewal of campus facilities. Installation and maintenance of **artwork** and **landscaping** that compliments campus design shall be promoted.

13. Site development and landscaping design shall strive to promote **awareness and appreciation** of the rich **variety of environments** on campus by emphasizing and enhancing natural features.

Landscape Plantings

14. The basic concept for all landscape plantings shall be **simplicity of expression** and **compatibility with existing vegetation**.

15. **Campus Core landscaping** shall allow the native forest to penetrate into the Core to some degree while every effort shall be made to create a landscape compatible with the structural quality of the Core. Native trees shall be allowed to remain in defined areas. (Also applies to Policy 6.)

16**. Cluster area landscaping** shall serve to visually integrate facilities with the surrounding vegetation as much as possible.

17. Landscaping practices in the area of **parking lots** shall serve to emphasize and preserve existing vegetation to the greatest extent possible.

18. **Plantings along roadways** shall be compatible with surrounding native vegetation. Roadway approaches to areas of formal plantings will be landscaped in a manner that will visually enhance the transition.

19. New construction shall be designed with **ease of modification** in mind. This can be achieved with flexible mechanical and lighting systems and moveable interior partitions.

20. When meeting new space requirements on campus, possibility of **modifying** or adding to **existing buildings** shall be given serious consideration.

21. Although architecture differs in the Core and Cluster areas, **appropriate design concepts** of the campus Core shall be **applied to the Cluster areas**.

Policy 4

To emphasize the pedestrian and bicycle-oriented nature of the campus. Foot travel is the most practical, desirable, and cost effective mode of circulation for on-campus movement. The pedestrian-dominated environment of the college creates a unique atmosphere that is safe, visually attractive, quiet, and clean. Bicycle travel on campus is also desirable but should be encouraged in areas separate from areas of high pedestrian concentration.

Procedures

1. The potential undesirableness of the **automobile** in the domination of land use and daily campus life shall be recognized. The provision of additional **parking spaces** in the campus Core shall be discouraged.

2. The use of **public transit, self-propelled modes of services, and carpooling** for accessing campus shall be encouraged over the individual use of automobiles.

3. New **pathways** in the campus Core shall be designed and maintained with ease of pedestrian and bicycle circulation in mind. New pathways shall incorporate similar design standards as the existing path network. (Also applies to Policy 3.)

4. Campus facilities shall be designed and modified to meet the letter and spirit of the Americans with Disabilities Act and **barrier-free design**.

5. Safe and visually comfortable **lighting** shall be provided and maintained for all **pathways** in the campus Core. Primary concern is to discourage personal assaults while minimizing energy consumption and glare.

6. To aid in ease of movement for **pedestrians**, the college shall strive to provide **weather protection** around and between central Core buildings wherever feasible.

7. **Service facilities, including residences**, should be located as close to the pedestrian center of the campus as possible, except in cases where more remote locations are desirable.

Separation of Traffic

8. **Pedestrian, bicycle and vehicular traffic** shall be **separated** wherever possible and feasible.

9. **Maintenance and personal vehicles'** use of the pedestrian plazas and walkways shall be strictly limited to essential business purposes.

10. Safe bicycle, pedestrian, and vehicular routes on campus shall be maintained with special attention given to the **safety of intersections and shared paths**. Any unsafe areas should be studied and modified as needed.

11. The college shall maintain strips of forest around the perimeter of the campus Core to act as **buffer zones** from surrounding roadways.

12. Provisions for **separation of bicycle traffic** shall be made wherever hazardous conditions on campus present conflict between bicyclists and autos or pedestrians (e.g. through roads without adequate shoulders, or areas of heavy pedestrian flow).

Bicycles

13. **Safe** bicycle operation shall be encouraged.

14. The college shall encourage the development of adequate and safe **bicycle routes** linking the campus and the **surrounding community**.

15. Sheltered, secure, and convenient **bicycle parking** shall be provided wherever needed, but so as not to impede pedestrian traffic flow or cause safety hazards.

Transportation Links to the Surrounding Community

16. The college shall encourage public transit services to provide **comprehensive and convenient transportation links** to the surrounding community. (Also applies to Policy 13.)

17. Transportation links to the surrounding community should accommodate the needs of a **diverse service population**, including individuals who have disabilities and those who need transportation during non-business hours.

18. The college should **supplement public transit services** to meet the more specialized and limited needs of the campus community where those services cannot do so.

Policy 5

To provide open spaces in the developed portions of the campus. The developed areas of campus, particularly the "urban" Core, include clearly defined open spaces that create sharp distinction between the developed and undeveloped portions of the campus. Major design emphasis focuses on the open spaces between buildings to provide connection between the individual structures. These areas help provide a framework for the total campus environment.

Procedures

1. Any new major building project in the campus Core should continue the pattern of inclusion of **plazas, pedestrian malls and outdoor seating areas**. (Also applies to Policy 10.)

2. Open spaces on campus should provide **social and recreation areas** for a range of interaction.

3. Open spaces shall include lighting, seating, and green belts that emphasize the **pedestrian scale and student uses**.

4. The existing **open spaces** between the major buildings **shall not be "filled in"** with structures unless a careful assessment of the use and the psychological value of the space suggests that it is expendable and that the new structure will contribute more to the total value of the campus Core.

Policy 6

To protect and efficiently manage campus environmental resources. The natural features of Evergreen's campus are valuable as an academic resource in their own right. These features also contribute to the quality of life on campus in many ways and create a buffer between the college and the surrounding area.

Procedures

1. **Ecological environments** necessary to fulfill the **academic mission** of the college shall be provided.

2. Sizable portions of the campus land area shall be preserved as **undeveloped land areas** with minimum habitat destruction for the purposes of academic study, minimization of resource expenditures, and the protection of ecological functions. (Also applies to Policy 7.)

3. **Environmental impacts** shall be evaluated when **planning** construction, modification and management of campus facilities and minimized to meet criteria at least as stringent as those provided by law. This same approach will be employed during the actual **construction or management** of campus facilities. (Also applies to Policy 7.)

4. **Tree clearing** shall be undertaken only when specific plans for the site to be cleared have been completed, and when that clearing is shown to be necessary.

5. **Critical areas** (including wetlands, critical wildlife habitat, steep slopes, geologically hazardous areas), the shoreline, and other environmentally sensitive areas shall be identified, designated and protected from the impacts of construction, modification, and management activities. The college shall adopt and utilize criteria for the protection of critical areas at least as stringent as that provided by local law.

Ecological Preserves

6. Certain areas of prime growth, significant wildlife or environmentally sensitive habitat, or other unique sites on campus shall be **identified and formally designated as Ecological Preserves**, in which no significant alteration of the environment may take place. The primary concern in these areas shall be to completely maintain the native quality of the site.

7. **Access** to Ecological Preserves **shall be limited** for the purposes of environmental protection.

8. The college should administer **protective maintenance** in the Ecological Preserve areas only when necessary to maintain the integrity of the area and approved by the Campus Land Use Committee.

9. Proposals for ecological studies or other **academic uses** that involve **manipulation or alteration of ecosystems** shall be submitted to the Campus Land Use Committee for review and shall not occur in areas designated as Ecological Preserves.

10. **Non-manipulative, minimally disruptive academic uses** of the Reserve areas that do not conflict with other campus activities may be conducted anywhere on campus. Off-trail travel should be limited as much as possible.

11. Efforts to **restore native plant populations** in the Reserve areas shall be encouraged where invasive exotics currently dominate.

12. Any **plantings occurring in Reserve areas**, i.e. for erosion control or restoration, shall be species native to the site. Ideally, propagules should be collected from the site or at a minimum from the south Puget Sound to maintain genetic integrity.

13. The ecological environments on the campus shall be made available to the campus community for **social and recreational purposes** within the limits stated above.

14. The college shall establish and maintain a **resource and land use inventory** to guide land use decision-making.

Policy 7

To provide a safe and healthy campus environment. The comfort of the people who use campus is an important consideration in creating a productive campus. The college campus should be a safe and healthy environment for all segments of the Evergreen community.

Procedures

1**. Interior spaces** shall be maintained as healthy and safe environments with consideration to air quality, reducing noise pollution, improving the comfort of lighting and furniture, removing unnecessary physical risks, and educating the community on safety procedures relating to their course of study (e.g. laboratory practices) and emergency situations.

2. Buildings shall meet or exceed legal **structural standards**.

3. The campus should be maintained as a **peaceful environment** by protecting community members from apparent threats, taking steps to prevent crime, and promoting peacekeeping activities

4. **Hazardous waste** generated on campus shall be disposed of in a manner that is safe to the handler and meets or exceeds legal standards for disposal. (Also applies to Policy 8.)

5. **Chemical use** shall be minimized and the **least toxic and least contaminating** methods shall be selected for applications on campus.

Policy 8

To minimize negative environmental impacts in the development, maintenance, and operation of the campus. Environmental degradation associated with operation of the college should be recognized and minimized. The college should strive to have an overall positive effect on the campus and surrounding landscapes.

Procedures

1. Use of **alternative materials** for building, operating, and maintaining campus facilities should be considered.

2. The volume of **refuse** generated by the campus community and facilities operation shall be reduced as much as possible. **Reusing** materials on campus whenever feasible and separating out items accepted for **recycling** shall be promoted.

3. **Hazardous waste** generated on campus shall be disposed of in a manner that is safe to the handler and meets or exceeds legal standards for disposal. (Also applies to Policy 7.)

4. Campus utility systems should be upgraded for improved **energy efficiency** whenever possible.

5. Sizable portions of the campus land area shall be preserved as **undeveloped land areas** with minimum habitat destruction for the purposes of academic study, minimization of resource expenditures, and the protection of ecological functions. (Also applies to Policy 6.)

6. Landscaping on campus shall serve to emphasize the **native qualities** of the site. Scots Broom, English ivy, English holly, and other **invasive exotics are not appropriate** for landscaping purposes, particularly on the campus edges where it interfaces with the native forest.

7. **Environmental impacts** shall be evaluated when planning construction, modification, and management of campus facilities and minimized to meet criteria at least as stringent as those provided by local law. This same approach will be employed during the actual construction or management of campus facilities. (Also applies to Policy 6.)

8. Strategies for **preserving** and **enhancing** the ecological functions of the campus environment should be investigated and applied whenever possible.

9. **Vendors** and **contractors** for the college shall be encouraged to follow the above guidelines.

Policy 9

To provide for informal and formal recreational and social activities on campus. Evergreen's relative isolation and intense academic demands heighten the need for recreation and social facilities. These facilities and services must be tailored for students' needs, preferences, and desires.

Procedures

1. **Formal and informal spaces** for social activities and recreation shall be provided and maintained in a variety of places on campus, both indoors and outdoors. (Also applies to Policy 3.)

2. Social space should be designed to provide for **a range of public to private interactions**.

3. **Major centers for social and entertainment events** should be sited in the most central location possible.

4. **Informal recreational use** of campus lands and facilities shall be permitted when such use is not disruptive to academic programs or other aspects of the college environment.

5. The college shall encourage the creation for "**home spaces**" for various segments of the campus population such as cultural, ethnic, academic, and employee groups.

6. Social, study, and recreational areas and space for other casual activities normal to residential life shall be provided in or **near campus housing**.

Policy 10

To encourage different segments of the campus population to mix during their daily activities. Interactions between members of different segments of the campus population encourage a sense of community, an atmosphere of cooperation and collaboration, and the exchange of ideas. This can be enhanced through facility design and space allocations. Operations of campus activities and services should further stimulate this interaction between various interest groups and various campus constituencies.

Procedures

1. Any new major building project in the campus Core should continue the pattern of inclusion of **plazas, pedestrian malls and outdoor seating areas**. (Also applies to Policy 5.)

2. The **interior space** of buildings shall be designed to contain a **variety of functions**—such as classrooms, office space, and informal lounge areas— on one floor to encourage mixing of campus population. (Also applies to Policy 3.)

3. Planning for the **location of new service facilities** shall consider areas that are easily accessible to the various segments of the campus population, including people with disabilities.

4. All segments of the campus population shall be encouraged to use **service facilities**.

5. The **interior space** of **service facilities** should be designed to encourage the mixing of different segments of the campus population.

6. The college shall allow for the development of various **ethnic, cultural, and academic centers**, while maintaining the need to encourage mixing of segments of the campus population.

Policy 11

To provide high quality, diverse, and flexible health, safety, and social services for the campus community. Campus services fulfill a wide range of human needs for those who study, work, and live on campus. A diversity of services is necessary to meet the needs of the campus community and to complement academic programs and functions. These needs will vary with changing societal values, educational needs, and student populations.

Procedures

1. The college shall provide health, safety, and social services for the campus community to the **fullest extent possible** for the convenience of the Evergreen population and in order to not create undue strain on surrounding community resources.

2. The college shall approach all building projects (additions, modifications, remodelings, etc.) with **design quality** as a top priority. The original quality level of campus facilities shall be maintained. (Also applies to Policy 3.)

3. **Flexibility of design and operation** shall allow major service facilities to perform a wide variety of functions that reflects the diverse needs and desires of the Evergreen community. It should also allow accommodation of new activities with changes in Evergreen's needs.

4. **Planners for new service facilities** shall consult with other campus planners and the Evergreen community in order to assure that any new facility will be compatible with the long-range development of the college and that it will meet campus community needs.

Campus Housing

5. Campus housing shall be designed and managed so as to provide a **mix of unit sizes and living arrangements** that reflect the needs and desires of the residents.

6. On-campus housing should be planned to house a **diverse service population**–not only single renters, but also married students, students with children, and others in addition to first and second-year students.

7. Residents shall be consulted in the setting of **rental rates** and a variety of rental rates in campus housing shall be maintained. Off-campus rental rates should be monitored.

Human services in the surrounding community

8. Evergreen should **encourage the use** of human services offered by the surrounding community when such use is appropriate and does not place undue strain on community resources.

9. **Off-campus housing sources** shall be evaluated prior to providing new on-campus housing.

10. Availability of **commercial resources** in the surrounding community shall be evaluated prior to providing them on campus.

Policy 12

To emphasize a cooperative and collaborative living and learning atmosphere by involving students, staff, and faculty in the planning and provision of campus activities and services. The Evergreen academic curriculum encourages students to work cooperatively with others and take responsibility for their environment. Bringing together students, staff, and faculty in the planning of campus services enhances this important academic goal and provides valuable educational opportunities, maintains responsiveness to student needs, and encourages the sense of individual and collective responsibility for the campus environment.

Procedures

1. **Academic opportunities** should be generated through the use of student interns and academic program efforts to participate in planning and providing campus activities and services.

2. **Student involvement** in the provision of campus services shall be maximized. The college shall utilize student interns, employees and work-study students in the provision of campus activities and services.

3. **Student operated services** shall be encouraged where they can adequately meet campus needs.

4. Campus housing shall be operated to encourage **involvement of residents** in maintaining the facilities and meeting specific housing function needs (examples: resident assistants, maintenance/custodial staff).

5. Provision of cooperative and collaborative service and activity functions shall include **frequent consultation with** the intended service population including **students, faculty, and staff**.

Policy 13

To use off-campus resources and facilities in the operation of educational programs when feasible and advantageous to the academic curriculum of the college. Valuable educational opportunities are provided in the surrounding community. Evergreen should strive to use these facilities and opportunities when they complement academic programs. This can result in increased interaction with the surrounding community, increased college resources, and reduced expenditures of state funds and resources.

Procedures

1. The feasibility of **using existing off-campus facilities** or jointly operating such facilities with nearby educational institutions or community groups should be investigated as a possible strategy for minimizing expenditures on construction of new facilities.

2. The college shall provide logistical and academic support to students seeking **internships**, volunteer work or employment outside the college as a component of their educational program.

3. The college shall encourage public transit services to provide comprehensive and convenient **transportation links** to the surrounding community. (Also applies to Policy 4.)

Policy 14

To provide access for the surrounding community to services provided on campus where compatible with Evergreen's educational program and campus community needs. With Evergreen's academic mission in mind, Evergreen services should consider surrounding community needs and the highest practical degree of public access should be maintained. This should result in increased interaction between Evergreen and the larger surrounding community.

Procedures

1. The **primary service population** for campus services shall be the campus population itself. Services to the surrounding community shall be of secondary concern.

2. The highest practical degree of **public access**, without compromising the needs of the college, shall be maintained in order to encourage interaction with the surrounding community and meet Olympia area needs.

3. Provisions such as **signs and maps** shall be made for the **orientation of visitors** who are not familiar with the campus.

4. The college should consider establishment of **private or governmental research facilities** on campus if such facilities clearly demonstrate that they supplement the academic needs of the college community.

5. On a contractual basis, the college should maintain specific **access privileges for other schools or state institutions** in need of Evergreen's. However, this shall not interfere with the priority of campus program needs.

Policy 15

To foster an effective and responsive planning process for land use through collaborative efforts of the campus community using the Master Plan as a foundation. All people who use the campus should have access to and be encouraged to participate in land use planning at the college. A planning process that stimulates active community involvement will help to ensure responsive planning while adding to feelings of responsibility and commitment to the campus environment.

Procedures

1. The planning process and the Master Plan itself shall be flexible while preserving the basic intent of the **Master Plan's goals and policies**.

2. The **expediency of process** shall be maintained throughout the development of proposals while allowing **adequate time for consultation** with the campus community, on and off campus experts, and impact consideration.

3. The campus community shall be **publicly informed** of all major planning proposals and decisions.

4. **Faculty expertise, academic program efforts**, and other campus resources shall be incorporated into the planning process whenever feasible.

5. **Explicit and organized means of input** into the planning process shall be provided in order to promote the expression of campus community needs, ideas, and opinions.

6. The **campus community shall be consulted** widely at all appropriate points in the development and management of campus facilities and land.

7. The process of ongoing planning shall be compatible with methods and procedures of **college governance** and **state and local codes**.

8. Facilities and land use planning shall be supportive of ongoing **academic and institutional development** and shall be **responsive** to changing campus needs.

9. Land use and facilities planning shall be coordinated with long and short range **academic planning**, **administrative planning**, and other college **program development**.

10. **Locatable responsibility** and an **explicitly defined process** for land use and facilities planning shall be maintained.

11. College planners shall monitor **development plans** for the area **surrounding the campus** and ensure that community growth is compatible with campus land use.

12. The **Master Plan** shall be **reviewed and revised** on a regular basis in order to evaluate its workability and keep it updated to incorporate changing needs and issues not yet addressed by the plan.

13. A **standing committee** for the review of land use proposals shall be created.

MAJOR LAND AREAS OF CAMPUS

Introduction: The Clustering Concept

Original spatial arrangement of the campus was driven by the economic, social, and academic benefits of clustering the college's facilities. Engineers and planners discuss the reasoning behind the creation of a campus Core in *The 1972 Report of the Master Planning Team*:

> The site was originally heavily forested and still is in large part. Knowing of the enormous clearing and grading required to construct but a single building or a single road, and wishing to be able to get around easily, it was decided to concentrate buildings and functions into a tightly knit core. This objective has resulted in the clearing and grading of one very large land area for the campus Core functions and smaller areas for residence halls.
>
> Because the cleared and graded areas to accommodate buildings, walks, service roads, plazas, and the utility tunnel overlap each other, perhaps 50 percent less clearing and grading has been required than would have been required by a decentralized plan as was originally envisioned. The result is that great areas of the college property that would have been altered are still in a natural state. Economics in grading, clearing, drainage, roads, and other utilities have also been a logical result of the decision to concentrate activities into a tightly knit core (Durham et al. 1972, page 15).

Concentrating facilities onto a relatively small section of the campus land area promotes convenient maneuverability of the central campus by pedestrians and results in increased social interaction across the population of students, faculty and staff. Leaving large blocks of the land undeveloped is useful for campus activities such as ecological studies and recreation; the widest possible range of options for future land use of these areas is also maintained.

Original planners and architects envisioned that this approach to spatial arrangement would create a variety of settings on the campus: "If the plans are carefully developed over the years, one should be able to experience every kind of landscape [on campus] from isolated wilderness-like areas to highly sophisticated urban street-like scenes." (Durham et al. 1972, page 16). The current campus, containing an "urban" Core, "rural" Cluster areas, and large "wilderness" areas, illustrates that this vision is a reality.

The distinctive character of each of the major land areas has been well maintained since the original development of the campus. Since the college opened in 197l, all new construction except the Organic Farmhouse has taken place in the campus Core area. Based on feedback on the Master Plan from the campus community, continuing to limit development to the Core and Cluster areas is a priority for maintaining an inviting and healthy campus; projections for future construction intend to adhere to this pattern without significant intrusion into the Reserves.

However, conflicts of land use do arise and may increase as the college grows. Conflicts exist at the boundaries between major land areas—especially between the developed and undeveloped areas (where it is not clear whether priority should be given to the college's maintenance activities or to the forest ecosystem. Conflicts exist within the major land areas where a wide variety of activities take place; for example, heavy recreational use of a Reserve area can have deleterious impacts on its value as a research area. Finally, it is important to determine what situations would warrant the expansion of the Core or any of the Clusters and where exactly this expansion could take place. Establishment of land use zones on campus could possibly address these ambiguities)—a recommendation to charge a DTF with evaluation of this possibility is made in this document.

Land Area Descriptions

The following descriptions establish the boundaries and the general activities within the three types of major land areas on campus: the Core, Clusters, and Reserves. Specifics regarding the types of land use occurring on campus can be found in the remainder of Chapter 3 following this section.

Chapter 3: The Master Plan

The Core

The geographic center of Evergreen's campus functions as an "urban" core where the major academic, administrative, residential, and recreational facilities are located (see Figure 8). These facilities are clustered on 190 acres of land which is roughly 19 percent of the college property (see Figure 7). Driftwood Road defines the northern edge of the campus Core; the eastern edge is Overhulse Place; to the south, the Evergreen Parkway and the edge of B Lot define the boundary; to the west, the edge of the Core is a line joining the edge of B Lot and Dogtooth Lane (see Figure 7).

These boundaries were established in the 1983 Master Plan and they include most of the highly developed areas on campus as well as some undeveloped forest and field areas. Located within the Core are the residential halls, modular housing, the parking lots (excluding F Lot), services and utilities buildings, the athletic field area, the major service roads, and the central Core.

The "central Core" refers to the area of Red Square and the major, multi-use buildings that surround it: the Library, College Activities Building (CAB), Art and Science Laboratories I and II, Seminar Buildings I and II, Lecture Halls, Communications Building, Art Annex, Longhouse, and Recreation Center. It is the "center of the center" for the campus. However, it is important to demarcate the central Core since land use activities are most concentrated in this area. Many of the Master Plan policies and procedures are most applicable to the central Core as well. For example, the procedures given for Policy 3 (regarding a unity of design) all apply to the central Core, whereas only a portion of them apply to other areas of campus.

Further descriptions of the campus Core are found throughout this chapter. The section that follows, Land Use: Developed Areas, focuses mainly on design and activities of the Core with emphasis on the central Core. The last section of Chapter 3, Land Use: Undeveloped Areas, best describes the activities within the unbuilt blocks of the Core. Following the existing pattern of clustering campus facilities, these undeveloped areas within the Core are the most likely sites for future construction on campus. However, this should be discussed further as a part of a land use zoning investigation.

The Clusters

The major campus facilities outside of the campus Core are located within small groups or Clusters. These areas have a limited amount of land area dedicated to fulfilling specific functions that are best provided outside of the Core. Evolving academic programs and changing institutional needs will occasionally create the need to establish new, modify existing, or alter the usage of Cluster areas and facilities. Since grading and installation of utility services and roadways is very expensive, new Cluster facilities should be constructed remote from the Core only when overriding justification can be developed.

The college maintains three outlying Cluster areas from the campus Core, as indicated on Figure 7. They are the Organic Farm, Geoduck House, and the Maintenance Shops Clusters. The Organic Farm is primarily an academic use area while the Shops is a maintenance and storage facility. In the Geoduck House Cluster, the launch and storage areas are used by the college, but the house itself is currently rented to a grade school.

The Organic Farm Cluster: Center for Ecological Learning and Living (CELL)

The CELL's mission is to provide students and the broader community with experiential opportunities, linking theory to practice through the development of evolving models of sustainable agriculture practices, ecological design, and holistic living in the Pacific Northwest Bioregion. It is currently made up of six areas: the organic farm fields, the Community Gardens, Demeter's Garden permaculture model, compost facility, farmhouse, and biodiesel generation facility.

The entire Cluster area occupies 24 acres of land, historically known as the Churchman tract, on the west side of the Evergreen campus, east of the corner of Lewis and Simmons Roads. Facilities of this Cluster area include a large farmhouse with a classroom, kitchen, and caretaker's quarters, the farm operations building, and several temporary greenhouses and sheds (refer to Appendix A for more detail). Five acres of the land (two acres of which are Washington State certified organic) are devoted to agricultural areas including a small apple orchard, chicken barn with 3 yards, berry bushes, vegetable crops, medieval medicinal garden, and cutting flowers.

Demeter's Garden (0.6 ac) is student-run model permaculture and outside social gathering area. The biodiesel generation facility has been installed in one of the sheds with attention to safety.

Primary use of the Organic Farm facilities is by the Practice of Sustainable Agriculture academic program; secondary use is by the Ecological Agriculture Program and Natural Products Chemistry (a.k.a. "Alliums") class through Evening-Weekend studies. Food grown at the Farm by the Sustainable Agriculture program participants is sold on campus at a student operated farm stand and to the campus food service. Other classes, such as Secret Garden and Farm to Table use growing space in field bordering Simmons Road in the Community Garden area. Designated research fields for individual student and faculty projects are in the south half of this plot. Community garden plots at the Organic Farm are available for use by members of the college and surrounding community The Community Gardens hosts a daylong, educational, community Harvest Festival every year in October. The farmhouse is also used for art, literature and Evening-Weekend classes, as well as social events because of the large classroom and kitchen. In 2000, the college removed second-growth Douglas-fir from the front field, next to the road, to create the current space for the Community Garden plots. The earlier location of the Community Gardens, north of the entrance drive, had become too shady for this use; this area is now the site for Demeter's garden.

The Farm complex is managed by the Organic Farm Manager in consultation with the CELL steering committee, known as "Friends of the Farm" (meetings twice a month). Funding for the farm manager position is provided by the Academics Division of the college. Demeter's (through Developing Ecological Agriculture Practices (DEAP) student club) and the Community Garden have part-time student positions paid for by Student Activities.

The Geoduck House Cluster
The Geoduck House Cluster is located on Squaw Point, the northernmost extremity of the college's 3,300 feet of waterfront property. Sunset Beach Drive leads to the Geoduck House from Overhulse Road, providing the only vehicular access to Evergreen's waterfront; a gate across Sunset Beach Drive closes the Cluster area to vehicles between 3:00 pm and 9:00 am. The Geoduck House Cluster occupies approximately 3 acres of the campus property.

The main building in the Cluster was originally used as a small laboratory for marine studies at the college. Marine studies faculty discontinued use of this facility because it was not well suited to academic applications. Currently, the Geoduck House is leased to the Olympia Community School (OCS), a private elementary school, on a year-to-year basis. Remnants of a formally landscaped lawn surround the building with a small parking area on the north side. OCS has installed two playground areas for children.

A boat ramp located in the area is still used by Evergreen's marine study programs and the college stores small boats on the beach periodically. For description of the beach area adjacent to the Geoduck House Cluster, refer to The Shoreline Reserve, below.

Storm damage to the bulkhead that protects the road from erosion was repaired during summer/fall, 1997. The college was asked by Thurston County to improve the bulkhead culvert leading to Synder Creek making it "salmon friendly", but the college did not make any improvements due to time constraints.

The Maintenance Shops Cluster
This maintenance facility is situated on roughly four acres of land about one-thousand feet north of the Evergreen Parkway on Driftwood Road. The yard is operated by Facilities Services. The area houses campus grounds maintenance, shop, and motor pool garage operations in several shop, garage and storage buildings. For further description of the yard's facilities, see Appendix A.

The Reserve Areas

The majority of the land areas outside of the campus Core and Cluster areas are referred to as "Reserve" areas (see Figure 7). They are designated as "reserves" because current land use of college property allow a wide range of options for future land use of this area, from development to stringent environmental protection. The natural ecosystems are the predominant features of these areas, although human activities have changed the character of ecosystems in almost all parts of the campus—the entire campus was logged at one time or another before the

college purchased the land. Areas such as the meadow north of Driftwood Road were altered more recently during the construction of the college. Nevertheless, this land supports a wide variety of vegetation and wildlife, and has been utilized by academic programs for numerous studies in natural history, field ecology, biology, forestry, hydrology, and marine sciences. The land is also used for recreational purposes.

For the purposes of land use planning discussions, the Reserves are divided into five areas: the East, South, West, North, and Shoreline Reserves (Figure 7). Land uses within each of these areas are described later in this chapter. Ecology of the Reserve areas is described in Chapter 2.

The Shoreline Reserve
The area designated as the shoreline includes the beach west of the Geoduck House Cluster lawn area. This discussion addresses the area regulated by the Shorelines Management Act of Washington State, RCW 90 .58, which extends 200 feet inland from the ordinary high water mark. This area totals about 27 acres of land.

The East Campus Reserve
The East Campus Reserve is comprised of all campus property east of Overhulse Place, a thin strip of forest north of Driftwood Road (east of Overhulse Road), and south of the campus core east of McCann Plaza. Three major access roads cut through this area—Driftwood Road, Evergreen Parkway and Overhulse Place—and the largest block of forest is bounded by these roads. The East Campus Reserve encompasses 187 acres. The Maintenance Shops Cluster is located within this area, off Driftwood Road.

The North Campus Reserve
The North Campus Reserve includes all college property north of Driftwood Road, between Sunset Drive and Overhulse Road, except for the shoreline. This 189 acre area includes woodlands and meadows. Snyder Creek drains the eastern part of the area; the West End Drainage drains the western part; and a smaller creek, between the two larger streams, ends in a small marine slough at the waterfront. The Geoduck House Cluster is located adjacent to the northeast corner of the North Campus Reserve.

The West Campus Reserve
The West Campus Reserve is a 170 acre area located north and west of the Campus Core. The area is divided into three sections by Driftwood, Lewis, and Simmons roads. The Organic Farm Cluster is surrounded by the West Campus Reserve.

The South Campus Reserve
The South Campus Reserve consists of 214 acres south of the Organic Farm Trail and the campus Core. It is bordered by Simmons Road to the west, McCann Plaza to the northeast, and the college boundaries on the south and east.

LAND USE: DEVELOPED AREAS OF CAMPUS

Campus Buildings

Introduction: A Unity of Design

After extensive research and visitation to other campuses, the original architectural planning team for Evergreen initiated a campus design that embraced the stated educational vision for the college within the designated land area. The primary goals of the original design were to create a high degree of cross-campus social interaction, emphasize pedestrian and bicycle modes of transportation, limit costs of construction, and protect the land base. Relationships between spaces, continuity of architectural design and parking solutions were also considered. New construction technologies of the period were studied and used for Evergreen: pre-cast concrete, integration of mechanical and electrical facilities with architectural treatment, operation and maintenance factors, and efforts to create flexibility for future chance (Durham et al. 1968, page 37). Together these concepts created a unity of design for the new, innovative learning institution.

The unity of design mainly applies to the campus Core, and the central area of the Core most particularly—this area is the major focus for activities on campus and the attention given to its design reflects its importance. Some of the design concepts also apply to the Cluster areas; for example, design quality, the design of interior spaces, and the provision spaces for recreation are consistent elements throughout the developed areas of campus. In contrast, strict orientation axes and use of concrete are not necessary in the Clusters and may even interfere with the "rural" character of these areas (see Major Land Areas of Campus).

This section addresses components of the campus design including spatial arrangement of buildings, pedestrian malls, plazas, pathways, the architectural treatment, and open space.

Spatial Arrangement

The overall spatial arrangement of the campus is described in Major Land Areas of Campus. Within the campus Core, the central Core is most heavily concentrated with buildings. This area includes the major facilities of the Library, College Activities Building (CAB), Art and Science Laboratories I and II, Seminar Buildings I and II, Lecture Halls, Communications Building, Art Annex, Longhouse, and Recreation Center. These buildings are arranged around a large pedestrian plaza, popularly known as Red Square, which provides a broad expanse of red brick surrounded by grassy areas with trees and benches. The maximum height of buildings around Red Square is four stories, with the exception of the clocktower. However, no building "appears" to be higher than three stories high from the level of the square because of their second story entrances.

Relationship of Buildings

The Core is arranged spatially on two major axes (see Figure 9). The entrance axis points across Red Square through the Library Building toward the Olympic Mountains. The mall axis connects the Recreation Center, the CAB, and the Lab and Lecture Hall Buildings. Two secondary axes parallel the entrance axis and provide logical orientation guidelines for expansion of academic facilities. The entrance and primary axes were originally intended to provide views of the Olympic Mountains to the northwest. However, the current view from campus is of the forest environment that has grown to block the view of the mountains since the college's construction.

The Library and attached clocktower serve as the central landmark for individuals arriving on Red Square from the main drop-off loop known as Charles McCann Plaza.

> An interrelationship of special purpose buildings was established to assure that the buildings considered most academically important would have the greatest psychological and visual impact. Hence, the Library is placed on the main axis for maximum visibility upon arrival in the campus Core. The major pedestrian plaza within the Core area creates a unity with the other buildings that are only slightly less important psychologically such as the student center (CAB) and the large group instruction building (Lecture Halls) (Durham et al. 1972, pages 45-46).

While the Library Building is clearly a focal point, the overall arrangement of the major buildings clustered around Red Square creates the epicenter for campus activities. From *The Report of the Master Planning Team*:

> Although buildings are arranged one to another by function, it might be said that no single building, by function, is central but rather the space between the Library, Student Activities, Science, Seminar Buildings, and the entrance is the center of campus. That this mall contains the large group instruction building (Lecture Halls) only reinforces this concept. Within this space "all paths cross"—not literally perhaps but in a broad sense (Durham et al. 1972, page 18).

In this way, the emphasis in planning the spatial arrangement of the campus Core area was on the total campus environment, not just isolated buildings.

One of the principle design concepts of this spatial arrangement was that the buildings should be arranged to encourage mixing of various segments of the campus community. From the original master planners in their Phase II studies: "Particular attention has been given to an arrangement of buildings and campus facilities that encourages the greatest possible interaction of students and faculty." (Durham et al. 1972, pages 45-46). Design

of spatial organization and facility size focused on the scale of social interactions. They sought to provide spaces for public and private, formal and informal meetings on both the interior and exterior of the built environment.

Plazas and Pedestrian Malls
The term "plaza" denotes an enclosure of space. With the construction of new buildings, additional plazas with seating areas (indoor and outdoor) were created secondary to the main pedestrian mall, Red Square. Some of the considerations in designing these spaces were: nature and extent of enclosure, scale, size and shape, relation to other spaces, surfacing and enhancement, and satisfaction of functional requirements (Durham et al. 1972, page 18). The effect of creating large and small plazas and malls allows a range from public to private interaction in the main campus plaza.

Red Square functions as the primary pedestrian mall in the campus Core. It is the "town square" where people meet or travel across in their numerous daily activities. Other plazas and malls serve as secondary or smaller scale pedestrian areas on all sides of the square. Concrete paving connects Red Square with these smaller plazas and seating areas and forms a network of pathways extending from the square to surrounding buildings. This arrangement allows for a sense of open space within the "urban" environment (see Figure 8).

One good example of a major pedestrian mall on campus secondary to Red Square is the College Activities Building (CAB). Contained within this building are food services, the bookstore, ATM cash machines, student offices, and other services. The second/main floor is set as an indoor street cafe with tables, chairs, couches, and formal plantings. It provides a major indoor meeting place for members of the college community. The building itself encloses a very large space and, to a great extent, utilizes natural light.

Pathways
The path network of the campus Core was planned to strict physical and aesthetic standards. Plazas are located in areas of heavy pedestrian concentration or cross-directional movement. One of the main design criteria for campus pathways is ease of circulation (Durham et al. 1969, page 17). Wider walkways accommodate the heaviest pedestrian flows, and corners in these areas have extra width or diagonal cutoffs. Walkway gradients are not steep, and ramps are provided on most pedestrian routes for individuals in wheelchairs. The college follows all ADA requirements for new construction and is assessing where existing pathways need updating for ADA compliance. Pathways are also designed to accommodate service and emergency vehicles in the plaza areas of the campus Core. More information on pedestrian movement in the campus Core can be found in Circulation.

Architectural Design

Most of the buildings of the campus Core—campus center buildings, residential hall cluster Phase I, and the steam plant in the service and utilities area—are similar in architectural design. Some “temporary” structures that are pre-fabricated or modular, such as modular housing, also exist in the Core.

Design and construction of facilities was highly influenced by institutional objectives for interaction with social groups and the environment, as well as the technology and building material of the early 1970s. Some of the important aspects of architectural planning at Evergreen include interior space arrangement, ease of modification and flexibility of spaces, materials and structure, weather protection, and ease of operation and maintenance. This section will describe these design concepts.

Materials and Structure
Nearly all the buildings in the central Core, although designed by different architects, share similar structural and architectural characteristics. Concrete is the predominant structural material. Although building with concrete has high initial costs, continuing maintenance needs are minimal. The concrete must be washed about once every five years, but no significant deterioration of the structure occurs. If the buildings in the campus center had been made out of another material such as wood, for example, initial costs would have been lower but continuing maintenance costs would have been tremendous.

The dominance of concrete allows for continuity in the appearance of the buildings of the central Core. Continuity is also emphasized by expression of the structural frames on both the interior and exterior of all concrete buildings. According to original architects and planners, elements of diversity are provided by a variety

of textural finishes and architectural composition. The varying structural shapes and arrangements of windows and doors help to reflect different campus activities and allow for "...adequate individual expression, avoid monotony, and achieve a unity in environmental expression as the complex develops through the years." (Durham et al. 1969, page 47).

The dominance of concrete as a structural material has been praised by some, while others feel that its grayness serves to intensify the often-cloudy Olympia environment and that the architecture should be more colorful. The team that wrote *The Report of the Master Planning Team* is of the former opinion:

> The freedom for design innovation given to each architect has fostered an interesting contrast between buildings without loss of harmony and repose. The result as now measured reinforces the wisdom of the decision to limit exterior materials solely to warm-toned concrete. The Team reaffirms its recommendation that no other exterior materials be used on future buildings in the Core area (Durham et al. 1972, page 2).

Planning efforts continue to follow this recommendation, although exceptions have been made. For example, if a concrete exterior had been compulsory for the addition made to the existing Campus Activities Building in 1990, the cost of the structural upgrade necessary to support the heavy material would have been prohibitive. Construction of the Longhouse, an addition to the campus center in 1994, was guided by the design of a traditional northwest coast longhouse. Olympic Peninsula cedar was chosen as the most appropriate material for this purpose.

All surface materials for the buildings were selected and designed to produce a fifty-year usable life. The buildings are type I and II construction (for more information, see the International Building Code available at Facilities Services). Structural planning concepts also incorporate the influence of mechanical needs. For example, the floor-to-floor heights of the Library conceal massive air conditioning, heating, and communication systems. The total building design also coordinates multiple structural systems solutions evident in the framing, lighting, suspended ceiling, and acoustical dispersion systems (Durham et al. 1969, page 47).

Over the years, there has been advocacy for the use of alternative structural materials and utility systems in campus buildings. The choice of materials for the central Core facilities is somewhat limited if architectural continuity is to be maintained. However, there is room for experimentation in the Cluster areas and in student residences, shops buildings, and other structures outside of the central Core.

Interior Space Arrangement

Architectural design of the interior of buildings can in many ways determine how well the space is used. Planners and architects studied spatial use at other alternative colleges in order to effectively meet the spatial needs of the architectural design for The Evergreen State College.

A major objective of the early planning efforts for all aspects of the campus environment was to encourage the mixing of different segments of the campus population. That objective was met by provisions in the architectural design that created space for classrooms, offices and lounges on each floor of campus buildings. Each academic building also serves different types of academic programs and this also contributes to the mixing of the campus population.

This major objective of promoting mixing of different segments of the campus population was highly visible for a number of years. Recently, faculty and staff offices and lab space have tended to become constant. Specific areas of the campus are currently recognized by the Evergreen community as the domain of specific faculty and their expertise. Some areas are incrementally being re-defined from highly interactive space to partitioned areas for specified and individually-oriented use. While compartmentalization of space has increased ease of accessibility for specific learning needs, the institution's commitment to re-conceptualization of program themes and interdisciplinary learning is less visible on the landscape. Seminar II includes design that is intended to help move away from this compartmentalization trend.

The overall variety of shapes and sizes of interior spaces lends itself well to flexibility. Due to increasing student enrollment and student/teacher ratios, classroom space is currently at maximum use and this flexibility has become all the more crucial. Modification of space (see discussion below), reallocation of space and other modernization strategies should be applied in order to accommodate the growing campus population. Refer to Modernization for more details.

The small lounges located in campus buildings also provide a more informal atmosphere where seminars or individuals can meet and converse. These areas contain couches and table lamps, and provide relief from the more formal atmosphere of offices and classrooms. These spaces are similar to the numerous outdoor plazas, and serve the same function. These spaces have also become more crowded as the campus population has increased; informal learning spaces are at a premium during classroom hours both during the day and evening programs.

Another feature of campus building interiors is use of natural lighting. Windows containing large panes of glass allow a great deal of light into campus buildings. This light supplements the interior lighting and allows views of the outdoor environment. Although the buildings are oriented to maintain the axes and cluster concepts discussed earlier (see Relationships of Buildings) and not for maximizing solar radiation, they are designed for efficient use of light from the outdoors.

Ease of Modification and Flexibility of Spaces
Original design of campus buildings was intended to accommodate changing space needs of the college, inside and out. Interior partitions were removable and re-locatable, to allow changing the sites of rooms. However, re-partitioning rooms often interfered with heating and ventilation. Since the early 1990s, space design has been more rigid to allow for better functioning.

Exterior modifications are also designed into the structure of the buildings. Most buildings are designed to be built in phases, as actual need of more space arises. Therefore new additions on buildings can incorporate new spatial needs, while fitting into the structural integrity of the existing structures.

Most of the furnishings and equipment in the buildings is portable and can be relocated fairly easily. This feature enables rooms to be easily remodeled for different purposes. A good example of this ease of modification is the portable seating units in the Experimental Theater. These can be easily removed and used in smaller pieces or one large unit, allowing freedom of set design for productions in the theater.

Weather Protection
One of the important architectural concepts of the original Master Plan was to include overhangs and covered walkways by and between buildings. This objective has only been carried out in part in the campus Core area. Overhangs and breezeways attached to buildings are prevalent, but few covered arcades between buildings exist, making it difficult to stay dry when moving around campus in rainy weather (the covered walkways between the buildings of Seminar II are a welcome exception).

Operation and Maintenance Considerations
Service entrances and loading docks on the basement levels of many of the buildings of the campus plaza provide convenient accesses from peripheral service roads and arterials without disrupting the pedestrian nature of the campus. However, certain vehicles must have access to the central Core—to deliver supplies, collect trash, maintain landscaping and buildings, and meet emergency and security requirements—and the design and maintenance of the paved and brick surfaces should allow for this level of use. Non-essential traffic within the pedestrian areas of the Core should be strictly discouraged (see The Pedestrian Environment).

Open Spaces

Many outdoor areas in the campus Core offer respite from the fast-paced daily routine on campus. In a range of sizes and designs, these spaces offer the opportunity for a variety of social interactions and contribute to the overall campus environment aesthetically. The arrangement of space throughout building clusters of the campus Core center is visually important so as not to create a harsh transition from the developed Core to the surrounding forested areas. Open spaces are described here in four categories: buffer zones, fields, plazas and outdoor seating, and green belts.

Buffer Zones
Buffer zones consist mainly of strips and small areas of forest along the fringe of the campus Core. These forested areas for the most part protect the campus Core from visual and audible impact of arterial roadways. This protection strengthens the pedestrian nature of the campus. People can walk through their daily routine without seeing or hearing cars while in most sections of the campus Core.

Fields
Large fields are found north of the Library, west of the seminar building, and behind the Recreation Center. Currently these areas are for the most part cleared of trees and often used for outdoor social gatherings and class meetings when the weather permits. These fields are potential sites for additional academic buildings. The athletic fields in the east campus Core can also be considered open space, but they also serve a more formal purpose than other open areas.

Plazas and Outdoor Seating
Plazas and outdoor seating areas are found amongst the buildings of the campus Core's center. These areas are also mentioned in Plazas and Pedestrian Malls. Many of these areas contain artificial lighting or are oriented to make good use of natural lighting. Benches and other seating arrangements outdoors can be found throughout the campus Core, allowing one to pick and choose a convenient area in which to converse, relax, or study.

Green Belts
Green belts in the campus Core are areas in which formal landscaping gives relief to the structural intensity of the campus plaza. These can be found in Red Square, and among the buildings in the immediate campus plaza. Green belts consist of trees, grass, and plantings that enhance and brighten the buildings they surround. More on the theories and design in landscaping can be found in Landscaping.

Aesthetic Considerations

The aesthetic element of the campus was a major consideration in the design of buildings, pathways and plazas. The continuity of architectural design is visually pleasing, as is the use of open spaces and pathways between buildings. The formal landscaping and the abundance of natural vegetation create an attractive, park-like setting for most areas on campus.

As mentioned in Materials and Structure, some members of the campus community find the concrete structures of the campus Core to be unattractive and "cold". Given the expense, replacing the concrete is not possible, but other steps may be taken to make the Core visually softer and more comfortable. Changes in lighting and furniture, landscaping, and indoor plantings could all enhance the visual environment. Adding installations of public art could also be a major contribution to the aesthetic environment. The 1998 Master Plan calls for further study to determine an overall aesthetic vision for the campus.

Design Outside of the Core

Clusters
The rural nature of the Cluster areas requires less formal structures, spatial orientation, and landscaping than the "urban" campus Core.

The atmosphere of the Organic Farm Cluster is residential. Wood is the primary structural material with woodstoves for heating. The existing farmhouse replaces a similar structure that existed on the property when the land was purchased by the state. The Geoduck house is a two story residential house constructed prior to the college purchasing. The Maintenance Shops Cluster includes metal, concrete, and wood buildings with the emphasis on function.

Outlying Buildings
Other buildings on campus outside of the campus Core were constructed prior to the purchase of campus property and thus do not reflect the design concepts associated with other college buildings. Some of these structures are used for specific, limited functions. For example, a small house on Driftwood Road is currently used as storage for Housing. Other structures, such as the Kifer homestead, do not have a designated use and

present maintenance and liability concerns that will need to be addressed (*Space Efficiency Report*, page 15) (See Appendix A for detailed building descriptions).

Building List

The following building list was compiled in order to provide a reference for the existing buildings on Evergreen's campus. Further descriptions of the buildings' structure and use can be found in Appendix A. Minor buildings not included in this list are also listed in Appendix A.

Campus Core Buildings

Central Core

Daniel J. Evans Library
Date of Construction: 1971
Architect: Durham Anderson Freed Architects AIA
Gross Sq. Ft.: 346,969
Usage: Library, Media Services, computer center, classrooms, faculty and staff offices

Large Group Instruction (Lecture Halls)
Date of Construction: 1971
Architect: Harris Reed & Litzenberger
Gross Sq. Ft.: 23,639
Usage: Lectures and seminars

College Activities Building
Date of Construction: 1972
Architect: Phase I 1972 Kirk Wallace McKinley AIA & Associates
Phase II 1990 Olson Sundberg Architects
Gross Sq. Ft.: 112,239
Usage: Food services, bookstore, college FM radio station, student activity coordinating offices, bike repair, conference services, classrooms

Science Lab Phase I
Date of Construction: 1972
Architect: Naramore Bain Brady & Johnson
Gross Sq. Ft.: 85,268
Usage: Science laboratories, classrooms, faculty offices, shop areas

Science Lab Annex
Date of Construction: 1973
Architect: Phase I 1973 Naramore Bain Brady & Johnson
Phase II 1988 The Miller / Hill Partnership
Phase III 1992 Carlson / Ferrin Architects, P.S.
Gross Sq. Ft.: 27,377
Usage: Art laboratory, art studios, critique room, receiving dock

College Recreation Center
Date of Construction: 1972
Architect: Phase I 1972 Robert Billsbrough Price FAIA & Associates
Phase II 1987 Cummings Schlatter Associates
Loschky Marquard & Nesholm
Gross Sq. Ft.: 115,680
Usage: Recreation and wellness activities, health services, staff offices, classrooms

Seminar Building Phase I
Date of Construction: 1974
Architect: The Bumgardner Partnership
Gross Sq. Ft.: 44,910
Usage: Classrooms, faculty offices, counseling services, Police Services, EF Language School

Science Lab Phase II
Date of Construction: 1975
Architect: Naramore Bain Brady & Johnson
Gross Sq. Ft.: 88,176
Usage: Science laboratories, classrooms, faculty offices, shop areas, facilities office

Communications Lab
Date of Construction: 1977
Architect: 1977 Walker / McGough / Foltz / Lyerla Addition
1996 Buffalo Design Inc.
Gross Sq. Ft.: 116,298
Usage: Performing arts, classrooms, faculty offices, staff offices

Longhouse Education and Cultural Center
Date of Construction: 1995
Architect: Jones and Jones
Gross Sq. Ft.: 12,177
Usage: Native American programs, classrooms, staff office, commercial kitchen

Seminar Phase II
Date of Construction: 2004
Architect: Mahlum Architects
Gross Sq. Ft.: 198,775
Usage: Classroom, Evening and Weekend Studies Program, Public Service Centers, faculty offices, staff offices, cafe

Residences

Student Residences Phase I (A-D)
Date of Construction: 1971-72
Architect: The Bumgardner Partnership
Gross Sq. Ft.: 108,506 (4 units)
Usage: Student residences, housing office, shop space, academic advising and writing center evening program, laundry, storage, summer guest housing, community social spaces

Modular Housing
Date of Construction: 1971
Architect: St. Regis Fabricated Structures
Gross Sq. Ft.: 30,096 (19 units)
Usage: Student residences, family housing, English First (EF) program housing, laundry, community social space

Student Residences Phase II (E-K)
Date of Construction: 1987
Architect: Michael and Lakeman AIA
Gross Sq. Ft.: 60,695 (7 units)
Usage: Student residences, summer guest housing

Student Housing Community Center (HCC)
Date of Construction: 1987

Architect: Michael and Lakeman AIA
Gross Sq. Ft.: 7,268
Usage: Community center, food service convenience store (Corner Store), laundry, mail room and mail boxes, audio-visual equipment, game room

Student Residences Phase III (N-U)
Date of Construction: 1989
Architect: Michael and Lakeman AIA
Gross Sq. Ft.: 62,412 (7 units)
Usage: Student residences, summer guest housing

Other Buildings in the Core

Central Utility Plant
Date of Construction: 1971
Architect: Bouillon Christofferson & Schairer
Gross Sq. Ft.: 24,912
Usage: Heating and cooling equipment, basketball court

Covered Recreation Pavilion
Date of Construction: 1973
Architect: Robert Billsbrough Price FAIA & Associates
Gross Sq. Ft.: 18,559
Usage: Recreational activities, outdoor assemblies

Buildings in Cluster Areas

Organic Farm House
Date of Construction: 1972
Architect: Jon Collier
Gross Sq. Ft.: 3,478
Usage: Classroom, kitchen, caretaker's apartment

Shops
Date of Construction: 1971
Architect: 1971 Bennett & Johnson AIA & Associates
1971 Bennett Johnson Slenes & Smith AIA & Associates
Gross Sq. Ft.: 12,710
Usage: Paint shop, metal/fabrication shop, wood shop, sign shop, storage, offices, meeting room

Garage
Date of Construction: 1971
Architect: Bennett & Johnson AIA & Associates
Gross Sq. Ft.: 2,709
Usage: Automotive services, motor pool and mechanics' offices

Utilities

Introduction

This section is intended primarily as a reference for existing utilities on campus. Current proposals and ideas for improvements in utility and control systems are also addressed. However, it is important to recognize that the current placement and type of utilities was in part dictated by the services already in place when the college property was purchased. Major alterations in the type and design of utilities are extremely costly and therefore modifications, then and now, can be expected to occur only rarely.

Steam heat, chilled water cooling, electrical feeders, and communications systems are extended to all campus plaza buildings through a system of utility tunnels shown in Figure 10. Additional water, natural gas, electrical, and sanitary sewer lines are indicated in Figure10 as well. The dormitory cluster is served by a buried extension from the utility tunnel system.

Two of the campus utilities, water and sanitary sewer, are provided by the City of Olympia based on an agreement made during the initial planning of the college infrastructure. The city continues to be committed to this agreement and asserts that development permitted outside of Evergreen's boundary should not have an affect on the supply or cost of this service.

Natural Gas

A Puget Sound Energy line runs across the campus Core area beneath the old roadbed of Overhulse Road, just west of the athletic/recreation field. The college currently uses natural gas for science lab equipment, pottery kilns, and steam generation boilers (steam is used to heat major campus buildings). Figure 10 indicates the location of on-campus gas lines.

Oil

The boilers in the steam plant can be fired on No. 2 fuel oil in the event that the natural gas supply system is interrupted. This fuel is stored in five double-walled tanks with a combined capacity of 100,000 gallons; the tanks are buried adjacent to the Central Utility Plant.

Water

In accordance with an August 1969 agreement with the City of Olympia, Evergreen paid a major share of the cost for water main extension to the campus, and paid for a 750,000 gallon reserve capacity at the city's 2,000,000 gallon storage reservoir on Elliot Road. The city continues to be committed to providing the college with the capacity necessary to serve the campus (see Sanitary Sewer, below).

The water system presently serving the college consists of a twelve-inch main along Kaiser and Overhulse Roads, plus the 750,000 gallon reserve storage capacity in the city reservoir. Also included in that initial agreement was a future water main extension along the college's northern boundary just north of Driftwood Road. This extension would provide the college with a reliable service loop. A break in either line would simply cause the closing of that portion of the water main system and allow continued flow along the remainder of the lines. A more recent alternative proposal is to install a new water main from the city's new water supply at Allison Springs, off Delphi Road near Mud Bay. This would similarly provide the college with reliable water service.

The on-site water system was designed as a closed system and designed for 5,000 gallons per minute (gpm) flow at the farthest residential area.

Evergreen has two 1,000,000 gallon ground level storage reservoirs which operate at approximately 80 percent of capacity normally. The interior and weather-exposed exterior surfaces of the reservoirs were stripped and surfaced with epoxy coatings in the summer of 1996. They supply water to the pump station which is fitted with electrically driven pumps for normal operation and diesel-powered pumps for emergency operation. The water system could easily be fitted with an elevated storage tank if needed in the future (Arvid Grant and Associates, Inc. 1980, page II-2). On-campus water lines are shown in Figure 10.

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Sanitary Sewer

Through an agreement with the City of Olympia (discussed in Water, above), the college paid a major portion of the cost of installing the Grass Lake/Percival Creek Interceptor System (that which currently serves the college's sanitary sewer needs). In that agreement, the city contracted to provide sanitary sewage facilities and service to "accept/transmit/treat all sewage received from TESC", with peak sanitary flow not to exceed 6.76 cubic feet per second (cfs), assessed at .007 cfs/acre for 965 acres (Arvid Grant and Associates, Inc. 1980, page 11-7).

College staff have voiced concerns that the growth and development permitted by the City of Olympia surrounding Evergreen could use capacity built for college growth. Staff expressions of these concerns are met with commitments that the college's growth needs will be met by the city.

Refuse/Recycling Services

The purpose of the Refuse/Recycling program is to collect, sort, and sell recyclable materials from the academic, residential, and service areas of campus. In 2005, mixed paper, cardboard, and metals go to South Sound Steel. Glass and plastic containers are picked up by Pacific Disposal and Recycling. Items not recycled by Pacific Recycling, such as tires, carpet, used engine oil, and scrap metal, are handled by specialized vendors. Materials that are not recycled are disposed of at the Hawks Prairie Transfer Station.

Recycling "SMART" stations are located on each floor of all academic buildings. Centralized recycling stations are located in the courtyard of "A" dorm, in Phase II housing, Phase III housing, MODS housing area, and loading docks of all academic buildings. Waste collection stations are located at the loading docks of all academic building and throughout the housing areas. Campus Refuse/Recycling operations are located in the Maintenance Yard Cluster on Driftwood Road.

The Hawks Prairie landfill closed in 2001 (replaced by the Hawks Prairie Transfer Station, mentioned above) and disposal rates increased. In response, the college began collecting and composting food scraps at the Organic Farm; collection occurs in the basement of the CAB and in the dorms. It is not yet known how much this new program reduces the volume of waste requiring disposal. The college should encourage the increased use of recycled products in new construction and remodeling projects, require contractors and college to recycle construction debris, require vendors to ship materials in recyclable containers or take back their non-recyclable containers, and encourage the purchase of recycled products whenever possible.

Storm Sewer

Runoff from most of the campus Core is discharged at the main outfall at the head of Snyder Creek which is located on the north side of Driftwood Road just west of campus housing (see Figure 10). The central Core, recreational fields, Housing, and the Central Utility Plant, an area estimated at fifty-seven acres, all drain to this outfall. The outfall pipe is fitted with a device to meter the discharge; storm surges are retained in the system and discharged gradually to limit erosion damage to the creek bed. The actual maximum discharge is currently unknown. The maximum capacity of the system, above which the outfall would overflow, is also unknown but could be calculated. However, the system does not appear to have failed in the past as no signs of severe erosion damage are apparent.

Water from Parking Lots B and C and the Parkway north of McCann Plaza drains via the large roadside ditch east and into the wetland adjacent to the pump station or, further up, into Green Cove Creek. Runoff from the Evergreen Parkway south of McCann Plaza is retained in a red alder woodland south of the campus Core, before draining into Eld Inlet. Parking Lot F drains northward in a ditch along Overhulse Road, and then east to empty into Snyder Creek below the main outfall mentioned above.

The campus has on-site stormwater retention at Seminar II and at the restricted outfall noted above. Campus runoff has minimal impact on off-campus land since the storm sewer channels nearly all the flow into Eld Inlet. The metering device on the main outfall and the retention in the red alder woodland help to lower peak flows and allow for some infiltration.

Oil-water separators are in place in four locations: the main outfall at Snyder Creek, F Lot, the joint drain for B and C Parking Lots, and the Modular Housing area. In 1997, the separators at B and C Lot and the main outfall were upgraded and a biofilter was added to the system at Modular Housing.

Electrical

Puget Sound Energy provides the college with a power supply of 12.5 kilovolts (kV). An overhead line feeds the campus substation located just south of the Central Utility Plant. An underground cable runs along Overhulse Place and Driftwood Road eventually continuing the overhead utility line north of the campus. Most 12.5 kV feeders on campus are located in the utility tunnel system (see Figure 10). The most significant exception are the direct bury cables serving Housing. The 1972 Master Planning team recommended that the college generally avoid the installation of direct bury cable in the future (Durham et al. 1972, page 38). The present system can easily support a campus population of five-thousand students, consistent with the current growth plan, while maintaining the redundancy of feeders, as shown in the original construction plans. Loss of redundancy should not be allowed to occur where construction occurs in the future to support substantial enrollment growth.

In 2004, in order to bring "green" energy to campus, students voted to self-impose an annual fee to pay the additional utility cost.

Steam and Chilled Water

Steam is used to heat major campus buildings. High-pressure steam and chilled water are delivered to buildings via piping in the utility tunnel system. Housing is served with steam and condensate pipes which are buried; no chilled water is supplied to Housing. The buried pipes to Housing exit the tunnel at the closest point to the Housing complex. The Modular Housing complex is heated with electricity; there is no steam or chilled water.

The Central Utility Plant contains two 35,000 pound per hour (lb. per hr.) water tube boilers, one 12,000 lb. per hr. boiler, and one 800 ton chiller (R134a). The building is designed to accommodate one additional boiler and two additional chillers. If the heating and cooling equipment were fully installed, this structure is capable of providing heat and air-conditioning to a campus of up to twelve-thousand students (TESC 1979c, page 18).

The college is now exploring abandoning the steam boilers and the associated distribution piping in favor of hot water boilers located in each building.

Communications

Telephone System

AT&T provides telephone connectivity to the college-owned PBX for local service. Long distance service is provided through the Department of Information Services SCAN network. The college's PBX switches incoming and outgoing calls over cabling to all administrative and academic areas on campus. The college's telephone system provides voice mail service (Meridian Mail) as well as twenty-four hour attendant operator service. Telephone tie lines connect the Olympia campus system to the Tacoma branch campus PBX. Qwest currently provides Housing residents' telephone service.

There are thirteen strategically located emergency telephones in blue stanchions on campus. Pressing a button on the emergency telephone connects it to a telephone at Police Services dispatch.

Cable Television

The college has an installed coax cable system that distributes approximately seventy television channels to all major campus buildings, classrooms, and Housing units. A television satellite dish on top of the Library Building down-links a signal that can be inserted into the campus-wide television cable distribution system. Additionally, the system has the capability for inserting up to three local origination television programs into the distribution system.

Radio Communications Systems

Police Services operates a VHF radio communications system for campus security and fire protection services. The system consists of a base station/repeater, mobile radios for Police cars and portable units. Facilities operate

an UHF base station/repeater and portable units for maintenance and custodial coordination. The system also includes an underground radio base station for tunnel operations using radio communications. Parking operates an UHF base station/repeater and portable units for patrol and enforcement purposes. That frequency is also shared by Grounds operations. The college operates on the UHF marine band radios for the Seawulff.

Data, Video, and Audio Communications Systems
The campus data communications network infrastructure connects all of the campus buildings via fiber optics cabling to the Computer machine Room in the Library Building. Copper cabling provides a high-speed data pathway from each building's telecommunications room to data outlets in offices, laboratories, classrooms, and dormitories.

The Evergreen State College is interfaced to the State's K-20 Educational Telecommunications Network. The statewide K-20 Network is an integrated inter-operable, state-of-the-art educational technology network serving kindergarten through higher education. It provides the capability for video conferencing, distance learning, and other lifelong learning opportunities utilizing data, video, graphics, and audio communications in various formats. The college has constructed electronic classrooms providing the capability for video-enhanced instruction and training. This system also has the capability for portable operations from various offices and classrooms for video conferencing and distance learning.

Circulation

Introduction

The vehicle access and circulation system at Evergreen was designed to integrally relate to the patterns of land use developed in the original Master Plans. The planners and engineers designed the campus to be externally oriented to the automobile, but internally oriented to the pedestrian. Roadways linking the campus to the surrounding community provide peripheral access to the campus Core through drop-off loops, parking lots, and service roads. Within the campus Core area, detailed consideration was given to the pedestrian's needs: convenience, ease of movement, weather protection, and isolation from roadways and other vehicular movement.

This section will address the circulation system at Evergreen from two perspectives: internal to the campus and external to the surrounding community. The discussion of circulation given here is mainly philosophical.

Internal Circulation

The uses of the pavement, concrete, and brick surfaces within the campus are the topics for this section. Uses of the college's unpaved paths, found mainly in the Reserve areas, are discussed in Trail System.

The Pedestrian Environment
Original planners designed the internal circulation system of the campus Core to facilitate ease of movement for pedestrians. From the *Master Plan, Phase II*:

> The walks, paths, roads, and plazas which will accommodate pedestrian movement on the campus have been studied and planned around a concept which permits walking with ease to and from the various pedestrian generators, while avoiding the creation of a maze of unsightly concrete walkways. (Durham et al, 1969, page 17).

The majority of the campus land area is a pedestrian environment. Through-roads provide access to the campus Core, woodlands, Cluster areas, and waterfront by way of passenger drop-off loops, commuter parking lots, and service entrances. After arriving on campus, most people travel by foot or bicycle, circulating among the campus Core, Clusters, residence areas, and the campus woodlands along roadways, paths, and trails.

Wide walkways radiate from central pedestrian plazas toward outlying buildings and areas. The walkway network design centers plazas in areas of high pedestrian concentration or cross-directional movement and includes other provisions for heavy pedestrian movement in and out of campus. Walkways in the campus Core are fifteen feet wide and made out of concrete, in part to provide adequate emergency and service vehicle access.

Most pathways, with the exception of those in the areas of heavy pedestrian concentration, are curvilinear in design, avoiding a grid-like pattern.

Further from the formal campus plaza, the concrete pathways become fewer and farther spread apart. Outside of the campus Core, all pathways are automobile roadways or trails. Trails lead from the campus Core to the Organic Farm, Geoduck House, the beach, and through many sections of the woods.

Many design features of the circulation system promote ease of movement for the pedestrian. One is the location of main entrances of the major campus buildings around Red Square. Entrances for the Library, the CAB, Seminar II, and the Recreation Center are all on the same level, with bridges connecting them. This design limits the amount of vertical movement necessary to go from one building to another, and provides the most direct access to buildings. Because the main entrances are located on the middle floors of the Library, Seminar II, and the CAB, this design also minimizes the amount of vertical movement necessary once inside the buildings.

In order to facilitate ease of movement for people with disabilities, buildings within the central Core are equipped with automatic doors and elevators. Ramps allow for circulation between buildings and parking lots. The office of Access Services for Students with Disabilities provides tours of barrier-free routes through campus.

Another concern in circulation design was to provide weather protection for pathways around and between campus buildings (see Weather Protection). Most buildings have overhangs and covered breezeway areas around the outside. The only covered walkways between buildings are between the CAB and the Recreation Center and amongst the cluster of buildings in Seminar II.

Two additional design features that help to facilitate ease of movement are lighting of pathways and informational signs. All campus pathways are well lit, and emergency telephones are in several locations within the campus Core (see Police Services). Informational signs label buildings and provide maps that help orient visitors and newcomers on campus. These signs are on kiosks and wooden posts with similar types of lettering. More information regarding the design of the campus Core can be found in Major Land Areas of Campus, and Campus Buildings.

Separation of Automobile and Pedestrian Traffic

Original planners designed circulation systems on campus to provide almost complete separation of automobile and pedestrian traffic. With the exception of service and emergency vehicles, automobiles are intended to penetrate only the edge of the urban Core. Vegetative buffers surrounding the Core visually separate pedestrian areas from roadways so that the only vehicle traffic that can be seen from the central campus is on the main drop-off loop. From the *1969 Master Plan, Phase II*:

> A primary requisite has been to protect the campus Core from the intrusion of the automobile. By limiting automobile access to the central Core area and by providing attractive, pleasant, and convenient pedestrian walking routes from vehicular parking areas, this objective has been met. However, there must be provision for access by certain types of vehicles into the central campus. Supplies must be delivered, trash must be collected, lawns and plantings must be maintained, and emergency and security requirements must be met. These special service uses are expected to be strictly regulated and controlled and the campus, to the maximum extent possible, will belong to those who walk. They should not be forced to compete with the automobile for their rightful space in the campus Core (Durham et al, 1969, page 17).

Since the opening of the college, there have been problems with maintaining exclusion of automobiles from the campus Core. Efforts of the parking enforcement staff have resulted in a significant decrease in the number of vehicles in pedestrian areas but some parts of the Core are still often used by vehicle traffic.

The college has a responsibility to address this hazard to the pedestrian environment. The strain of the automobile traffic on brick and concrete surfaces not designed to withstand heavy loads is also a concern (see Operation and Maintenance Considerations). One partial solution is using small, battery-powered vehicles for campus maintenance activities—these electric vehicles are both lighter and generally less offensive to

pedestrians. Facilities Services has already begun replacing their fleet of traditional motor vehicles with electric ones.

Internal Bicycle Circulation
Many people use bicycles to circulate in the campus land area. Bicycle and pedestrian traffic is somewhat intermixed in the campus Core, although original designers attempted to separate it. They foresaw a problem with mixed pedestrian and bicycle traffic on campus pathways:

> The number of bicycles on campus has far exceeded expectations. The conflict of movement and repose inherent in uncontrolled use of bicycles on plaza areas will create serious damage to the total campus environment. It is, therefore, urged that order be achieved by regulation. A bicycle ring road can be accomplished giving opportunity for rapid movement around the [central Core] rather than through it. Convenient storage areas should be maintained in order to enforce strict exclusion of vehicles from the Core walls and walkways. Obviously, storage facilities must meet functional demands of weather protection and locking potential. It is hoped that effective facilities meeting student needs will produce appropriate areas of movement varying from one mile to twenty miles per hour (Durham et al, 1972, page 3).

The objectives contained in the quote above have only in part been realized. Bicycle traffic is effectively separated from pedestrian flow where pedestrian pathways contain stairways without bicycle ramps and peripheral pathways are more convenient for bicycle use—an example of this is in the area of heavy pedestrian flow between the Recreation Center and the college residences. However, the spatial arrangement of plazas in the campus Core, especially Red Square, encourages the mixing of bicycles and pedestrians circulating from the walkways and paths that radiate from the plazas.

In 1992, nine new bicycle parking racks (holding ten bikes each) were installed on campus to provide secure and convenient locking locations. The majority of the new racks were placed at the entrance to the first floor of the Library Building and the others were installed at the CAB, Communications Building, between Labs I and II, and the CRC. Each of these locking areas is easily accessible from the ring road routes, encouraging bicycle use of these paths. Bicycle parking racks were also installed with Seminar II construction. For other new bicycle facilities on campus, see Commute Trip Reduction. Many of these storage areas provide weather protection for bicycle parking.

Hazards to Circulation
The following examples illustrate hazards currently existing within the campus. At the corner of Overhulse and Driftwood Roads, bicycles and cars often go through the intersection without stopping, and pedestrians cross these roads frequently walking to and from Cooper's Glen Apartments. This crossing of paths is often dangerous. The lack of shoulder along most of Driftwood Road also allows no separation of bicycle and automobile. Another problem area is along the Evergreen Parkway near the southern campus boundary: a brief interruption in the paved shoulder forces bicycles to share a narrow passage with automobile traffic, directed by a temporary guardrail. In these areas, a separation of automobile roadways from bicycle and pedestrian pathways would help reduce these hazards. The problems at Overhulse and Driftwood and at the south end of the Parkway are scheduled for improvement in the current (2005-2007) biennium.

Other hazards include vehicles within the campus Core (see Separation of Traffic, above), and gravel and debris in bike lanes (encourages cyclists to ride in the roadways).

External Circulation to the Surrounding Community

Primary access to the campus is provided on the Evergreen Parkway through two major points of entry. The main entrance approaches the campus from the south where it connects by an interchange with U.S. 101. The secondary access approaches the campus from the east, where it connects with Cooper Point Road. Other Thurston County roads provide peripheral access to the campus Core, Reserve areas, and Cluster areas (see Figure 2).

The Parkway provides access to the campus Core at Red Square by a roundabout, a drop-off loop (Charles McCann Plaza), and the two major commuter lots, B and C. Other roadways leading to the western and northern edge of the campus Core connect with the Parkway. Use of the roadways surrounding the campus, the Parkway in particular, has been increasing with the development of new housing in the area urban-zoned area adjacent to the campus. However, traffic studies conducted early in the 2000s indicated that the original four-lane Parkway far exceeded capacity needs, even taking growth of the college and surrounding area into consideration. Therefore, the Parkway was redesigned in 2005 to one lane of motor traffic in each direction. This change will reduce maintenance costs and help to reduce driving speeds on the Parkway. A vegetated buffer separates the main pavement from a paved path for bicycle and pedestrian traffic, improving non-motorized access to the college. Additionally, a sidewalk was installed between Overhulse Place and the main entrance on both sides of the Parkway.

The Parkway continues to be a divided, major artery for vehicles circulating on campus. Other connected intermediate roadways are undivided and designed to bring traffic to other sections of the campus land area. Most roads built for the Evergreen circulation system have 12 ft wide lanes with curbs and gutters on both sides. *The Report of the Master Planning Team*, 1972, discusses other specific design elements of the Parkway:

> Design of the Parkway...should approximate a 45 mph arterial. Generous use of curvilinear alignments and long vertical curves will produce a pleasant roadway corridor. Tangents between horizontal curves should be minimized. Concrete curbs and gutters should be provided wherever possible to control drainage, define the roadway, and maintain the structural integrity of the roadway (Durham et al, 1972, page 22).

The generous-sized median strip of the Parkway contains natural and formal landscaping. The more formal landscaping appears around and upon the entranceway area of the Charles McCann Plaza. Generally the landscaped median and edges of the Parkway help to provide a buffer from noise and visual impact of large volumes of fast-moving cars. From the *Master Planning Study, Phase II*:

> [The Parkway is] to be designed and constructed so as to take full advantage of the natural terrain and foliage. Although (it) must serve sizable volumes of traffic (it) should have a quiet, drive-like appearance with low speed tolerance, tasteful plantings of center islands and shoulders, and minimum use of signs, markings, or other non-compatible street hardware, consistent with good safety standards (Durham et al, 1969, page14).

Small service roads penetrate the campus Core from its periphery to provide loading dock access to most of the major buildings of the campus Core. Other secondary drop-off loops provide convenient loading access at the dormitory cluster and the modular housing area. External roadways also provide automobile access to the Organic Farm Cluster on Lewis Road and the Geoduck House Cluster on Overhulse Road.

In summary, the external access system is designed to serve the campus peripherally while influencing the internal pedestrian environment as little as possible. Streets are designed to safely accommodate vehicles entering, circulating about the periphery, parking near, and leaving the campus. These roads are not meant to function as high-speed expressways, but rather as attractive and functional facilities designed to accommodate the internal pedestrian environment, the college community, and the visiting public (Durham et al, 1969, page 14).

Commute Trip Reduction

The great majority of commuters to campus arrive by private automobiles—data from 2004-05 puts Single Occupancy Vehicles (SOV) trips at over 80 percent of arrivals. Bus, bicycle, foot and boat are also employed. The Intercity Transit System (IT) provides bus service to the campus at frequent intervals during the working day, and continues service during the evening and weekends. The original master planning studies spoke of the great desirability of public transportation over individual usage of automobiles, while recognizing the fact that private automobiles are likely to remain the primary mode of transportation to and from Evergreen's campus for the foreseeable future (Durham et al, 1969, page 14).

The Commute Trip Reduction committee has been inactive since 2001, but the CTR program has continued. Commute Trip Reduction supports and promotes carpooling, vanpooling, pedestrian and bicycle commuting, employee subsidies, public transit, telecommuting, commuter ridematching, guaranteed ride home, and alternative and flexible work schedules. The college has developed a quarterly Commuter Contest (it includes and augments the county's spring Bicycle Commuter Contest) for all members of the college community, encouraging them to use transportation alternatives and keep track of mileage. The Thurston Regional Planning Council helped the college obtain state and federal funds to add new bicycle lockers to many buildings on campus, and remaining funds will be used for more lockers and bike racks, subsidizing commuters' helmets and lights, and installing an outdoor hose for tire inflation There are year-round incentives for permanent staff and faculty such as parking passports (free parking for a limited number of times) for those who commute primarily by alternative means. The Commute Trip Reduction Committee should be reinstated in 2005-6 and will help the college move toward increasing use of alternative transportation in the future.

Evergreen maintains a close working relationship with Intercity Transit that has resulted in expansion of the services IT provides. A group of Evergreen students initiated a program for student bus passes in the late 1990s. The first year, funding came from a grant from the Services and Activities Fee Allocation Board. At the end of the one-year demonstration project, the student body overwhelmingly approved continuation of the program, with funding now provided by a new student fee. At this time, students can ride anywhere in the IT system by showing their student identification. The state provides Star passes for permanent and temporary staff, so in effect all members of the Evergreen community can ride the bus for free.

Increased use of these transportation alternatives would reduce automobile traffic; this would correspond to a reduction in environmental degradation due to pollution from high traffic volumes and the cost of roadway/parking lot provision and maintenance while safety for campus pedestrians and bicyclists would increase. Continuation of policies and practices that restrict automobile access to parking areas separated from the central buildings in the campus Core will help maintain a pedestrian environment on campus.

Automobile Parking

Major parking areas on campus are designed to carefully minimize visual impact. Median strips containing vegetation belts of trees and grass separate each row of cars so as to nullify the "sea of cars" effect common in many parking lots. All major parking lots also are encircled by a buffer zone of forest to isolate them from the internal academic area and nearby arterials. The 1972 Master Plan update recommended that future construction of parking lots maintain densities of 75 and 100 cars per acre, and provide adequate plantings within each lot (Durham et al, 1972, page 21). This strategy certainly has the advantage of maintaining visually attractive parking lots.

However, higher density parking allows for less land area under pavement and more efficacious lighting. When increased parking was needed to satisfy the building permit for Seminar II, over 300 spaces were added to B and C parking lots without expanding their boundaries. Some of the new spaces were paved with a pervious paver called "eco block", a strategy that, although expensive, gave the new parking areas an environmental rating. If the creation of additional parking spaces is again necessary to accommodate the growth of the college, the optimum density for parking should be re-visited to ensure a reasonable compromise between ecological and aesthetic considerations.

An automated "pay in display" machine was installed in F Lot in 2000, eliminating side trips to the parking booth for day passes. There are plans to add these machines to B and C lots, further reducing traffic at the parking booth. The only free parking on campus is at the Organic Farm.

Parking spaces designated for people with disabilities are located in all parking areas; Evergreen meets or exceeds codes (mandated by the ADA Accessibility Guidelines) in all aspects of parking facilities. The office of Access Services for Students with Disabilities provides maps of parking facilities and gives tours of barrier-free routes through campus.

External Bicycle Circulation

In outlying areas of the campus, bicycle riders use automobile roadways or multi-use, off street trails. The Evergreen Parkway, rebuilt in 2005, includes bicycle and pedestrian paths in both directions, parallel to the

roadway and separated from motor vehicles with a landscaped buffer. Cyclists may also ride on the Parkway shoulder. To the west, the Parkway connects to Mud Bay Road, which has a bike lane or shoulder. To the east, the Parkway connects to Cooper Point Road which has bike lanes or shoulders.

Most TESC bicyclists travel to or through Olympia's west side. Between Cooper Point and the west side, bicycles typically travel on 28th Avenue and Division Street, both of which have bike lanes. From the west side to the downtown core, the primary arterial street, Harrison Avenue, does not have bicycle facilities; as an alternative to Harrison Avenue, bicyclists typically use low volume neighborhood streets. Recent improvements to the 4th and 5th Avenue bridges have improved bicycle access from the west side to the downtown core.

Bike lanes are identified for arterial and collector streets in west Olympia either through city construction or the frontage improvements built by private development. Currently, bike lanes are planned for Walnut/14th Avenue, West Bay Drive, and Kaiser Road, and these will further enhance bicycle travel to the campus.

The college should encourage the ongoing enhancement of bicycle lanes and trails leading to campus as well as throughout the Olympia area. The college should continue to work with Intercity Transit to make the bike-transit interface convenient, such as increasing the capacity of bike racks on buses and adding bike racks at bus stops. The college should support bicyclists with end-of-trip facilities on campus including showers, clothing lockers, and covered, secure bike parking. A program whereby bike locks, lights, helmets and tire pumps can be loaned for short-term use will support cycling to and from campus. (Sophie Stimson, City of Olympia)

Modernization

Introduction

This section addresses topics new to the discussions of the Master Plan: use and maintenance of the college's facilities and infrastructure. Previous editions of the Master Plan were written when Evergreen's facilities were relatively new and maintenance was not a major concern. More recently, however, college buildings and support systems have shown signs of decline that could develop to interfere with the delivery of Evergreen's academic mission. *The Long-Range Plan* (1994) specifically requested that the updated Master Plan should address use and maintenance of facilities in order to provide guidance on these subjects. From the *Long-Range Plan*: "This chapter should recognize first and foremost the interrelationship of the academic teaching/learning philosophy and the importance of well-maintained and preserved buildings and grounds." (page 13).

The majority of campus buildings were constructed in the early seventies and thus are approximately thirty years old. A few small buildings were purchased with the college property and are significantly older. Two major academic buildings, Seminar II and the Longhouse, have been built in the last twenty years; some second and third phase projects and additions have also been constructed relatively recently.

The shells of the original, major buildings on campus were designed for a fifty-year usable life (see Materials and Structure) and thus are expected to be reliable for another twenty years. However, many of the systems that support the buildings operations—the lighting, temperature control, and plumbing are examples—have an economic life estimated at fifteen to twenty-five years. This life span varies depending on maintenance, changes in technology, institutional goals, and changing programmatic needs. The availability of funds to overhaul or replace a system also plays a part in how long a system will be made to operate.

Maintenance practices up to the present have allowed the campus community to enjoy these facilities for the maximum extent of their intended life span, but deterioration of the systems can be expected to continue. It is possible that corrective maintenance could stretch the life span further. However, applying stop gap measures at this point could ultimately be more resource intensive than undertaking large-scale renewing and remodeling projects. Plus, the facilities were designed to provide for the programmatic needs of the early seventies; renewing and remodeling campus facilities could allow for a much better fit of current space and support needs. In response to these conditions, Facilities Services has developed a Facilities Renewal Plan for modernization. Since 1998, major renovations have taken place to update the support systems in the Library, Lab II, and the Lecture Halls.

The Concept of Modernization

"Modernization" refers to activities of renewal and adaptation of the existing campus facilities. It includes the full spectrum of maintenance activities, both corrective and preventive, as well as renovations to meet changing needs and renewal of aging support systems. The following definitions, as they are used in this document at least, are provided for additional clarity:

Renewal: The combination of corrective and preventive maintenance is referred to as "renewal".

Corrective Maintenance: Maintenance in response to small-scale breakdowns. Corrective maintenance tends to be reactionary and generally does not take into account the larger scope of maintenance needs. Most of the maintenance currently taking place at the college is of the corrective type.

Preventive Maintenance: Activities that help to avoid or delay equipment failure. This kind of maintenance is also sometimes included in "deferred maintenance" since it can be postponed without immediate crisis. However, if it is neglected, more breakdowns will occur which creates the need for more corrective maintenance.

Adaptation: This term refers to a wide scope of activities, ranging from minor remodels to gutting and redesigning mechanical, electrical, and plumbing systems in the interior of an entire building. Adaptation is a strategy for revitalizing support systems and meeting new demands of the Evergreen community within existing structures.

Modernization projects can be driven by the need to update support systems, changing programmatic demands, or a combination of the two. Dialogue between Facilities Services and administrative planning staff at the college allows for renovations and remodels that improve the existing facilities from the stand point of both maintenance requirements and use of the space by the college community.

The vision for future modernization of any facility on campus should take into account all possible strategies to determine which would be the most appropriate use of college resources. The long-term vision for campus facilities should continue to include major modernization efforts at twenty-five year intervals, with less intensive maintenance activities in the interim periods.

Modernization strategies allow the most efficient use of space in existing facilities.

Before specific modernization strategies for the campus can be determined, two other subjects need to be discussed: the minimum operational and structural standards for the college's facilities and the current status of those facilities.

Operational and Structural Standards

Standards for the construction and maintenance of the campus buildings should reflect the needs of the people who use the facilities.

Setting standards for construction and maintenance of campus facilities should consider input from a variety of staff, students, and faculty. A collaborative effort should result in a set of standards that are likely to suit the majority of the people who use the campus; the colors of paint, types of lighting, temperature controls, air quality and many other characteristics should be comfortable for as many people as possible. However, once an agreement is made on a set of standards, they should not be re-negotiated until the time of the next formal review; continuous updating of standards would interfere with the continuity within the campus environment and would lead to duplication of effort.

Establishing or updating standards should take into account how the current and projected needs of the campus population can best be met by all attributes of campus facilities. Changes in technology over the last twenty-five years should be taken into account as they may allow for higher standards for spaces to be renovated.

Attributes to consider include: space requirements of students, faculty, and staff; energy efficiency; cosmetic appearance; flexibility of interior arrangement and patterns of use; seismic standards; and safety and security needs. The overall order of priority of the various standards also needs to be determined. A few standards, such as structural code, are legal requirements and therefore relatively inflexible, but still should be discussed as a part of the overall scheme. Guidance for determining these standards and their priority is provided by this Master Plan as well as by other sources such as the *Space Efficiency Report*, Indoor Air Quality policy and the *Emergency Operations Plan*.

A charge to Facilities Services to convene an advisory committee to address construction and maintenance standards is a recommendation of this document. This remains a critical step in the modernization process; without standards, the specific goals of modernization projects are difficult to determine.

Examination of Facilities

Also crucial to the modernization process is examining the patterns of use, the status of the facilities and support systems themselves, and current maintenance practices.

Facilities Audit

In order for efficient and effective modernization of the campus to occur, systematic evaluation of the current condition of facilities is required. A Housing audit was completed in 1998. The same type of process is underway in 2005 for the rest of campus. Results from the current facilities condition audit will be available in October 2005.

This audit includes operations and maintenance staff working with outside consultants to assess the status of critical systems. Once the audit is complete for a building, the Space Management Committee (or a similar committee) should reconvene to address the findings. The results should be compared to standards set by an advisory committee, as discussed above, to determine where deficiencies exist. Refer to Modernization Strategies, below, for discussion of how to prioritize the upgrades of problem areas.

Maintenance Practices

An examination of maintenance practices seems an appropriate part of the modernization effort. Important questions to be addressed by Facilities Services include:

- How is maintenance initiated? How is it tracked?
- How can preventive maintenance and adaptation become priorities?
- Is there adequate funding for essential needs?
- Do we have adequate staff to care for college facilities?
- Does the current staff have the skills needed? What training is needed?

Modernization Strategies

A plan for modernizing the campus facilities and infrastructure must take into account problem areas for both the condition of facilities and the patterns of use within them. As discussed above, these deficiencies can be identified by comparing the results of facilities' audits and the reports on current and projected use of facilities to desired operational and structural standards.

Determining appropriate modernization strategies should consider each deficiency in its larger context—a deficiency may be a symptom of a much larger, systematic problem that should be addressed as a whole. For each problem area it should be determined which course of action would allow the standards to be met with the minimum financial and environmental expenditure.

The scope, and generally the initial expense, of renewal activities increases when the focus moves from corrective to preventive maintenance. However, concentrating on preventive maintenance should substantially reduce the amount of corrective maintenance needed. Similarly, adaptation that involves renovating an entire floor of a building requires much larger scope than minor remodels. However, where systematic problems exist, choosing the large-scale projects can eliminate excessive maintenance activities and inefficient infrastructure while providing for more effective use of space.

Chapter 3: The Campus Master Plan> Developed Areas> Modernization

Proponents of the modernization effort should establish a flow chart or checklist to aid college planners in choosing and implementing modernization strategies.

Landscaping

Introduction

Landscaping and grounds maintenance help provide the college community with an attractive and functional environment. Evergreen's landscaping architecture serves three major functions: to strengthen the relationship between different land and activity areas on campus; to visually enhance the design characteristics of campus buildings and facilities; and to promote general awareness and preservation of the surrounding natural landscape.

The *1969 Master Plan, Phase II* document offers the following statement of Evergreen's landscaping philosophy:

> In the organization of space, the landscape development can be the unifying element or the common denominator for areas [that] encompass a group of buildings of diverse but not incompatible design. To ultimately create an atmosphere that is at peace with itself, it is necessary to control the size, proportion, color, texture, and use of contrasting elements that are basic to the organization of spaces. Moreover, the relationship of the landscape to the buildings in a structural environment is of critical importance since the landscape architectural treatment should properly be an extension of the spaces generated by the architectural forms. Within the Core of the campus structure, a landscape will be created which is stimulating to the extent that each individual might be challenged to observe, enjoy, and preserve his environment (Durham et al, 1969, page 21).

Landscaping provides the transition between a variety of settings on campus ranging from relatively unfrequented woodland or swampy areas to the rural character of the Organic Farm, to the highly institutional and urban nature of the center of the campus Core.

The Forest Fringe

In constructing the main campus Core buildings and central plaza, it was nearly impossible to save the native trees right in these areas. The 1972 *Report of the Master Planning Team* states "the resulting visual contrast between the campus Core and the forest around it is severe, dramatic or startling to some, depending upon how they look at it." (Durham et al, l972, page 15).

The hardness of the forest fringe differs depending upon which direction one travels outward from the campus Core areas; traveling northward from the Library Building or east from the Recreation Center, the formal landscaping continues but is softened by larger areas of plantings, forest, and rolling lawns. Moving further away, the progression continues toward more informal landscaping, and gradually phases out to where the natural character of the campus Reserve areas predominates. This effect was carefully created in the following manner:

> At the hard edges where construction meets forest, the decision has been made to mend the "carved out" appearance left by clearing the forest to a line, careful thinning of trees is proposed in order to soften the line and allow the cleared space to penetrate the forest somewhat. This softening will be enhanced in some places where isolated trees or groups of trees are saved within the construction area...New plantings in these areas are of two kinds: first to reinforce and rejuvenate the natural areas; and second, to make a transition between the Core area and the native forest...
>
> Along the edges of the native forest, new plantings to fill in bare areas are intended to match the existing ground cover and therefore are similar materials, predominantly salal, huckleberry, etc. In the areas where grading removed the native trees or where there were none, the new plantings include both natives and exotics that are compatible to them. Therefore, these areas contain new plantings of Douglas-fir, dogwood, maples, honey locust, salal, [and] huckleberry, just to name a few. (Durham et al, l972, page 17).

Campus Core

The overall design of the formal landscaping plantings within the campus Core enhance the concepts of spatial allotment, relationship of buildings, pedestrian malls and plazas, and pathways described in Campus Buildings. The landscaping generally remains as a decorative fringe, giving additional contrast to and softening the inherent hardness of major buildings and other constructed facilities. Tree species have been selected which will not tower over these central campus buildings or visually dominate the spaces between them. Views of the surrounding forest are maintained, and walkways enter or depart the various areas within the campus Core through prominent breaks in the vegetative buffers that surround the central campus plaza, the recreation/athletic fields, campus housing, and the utilities/steam plant area.

Landscaping around the campus housing areas, the Steam Plant and utility area, and the water storage facility on the Evergreen Parkway is slightly less formal than that in the campus center, although the emphasis on exotic institutional landscaping species, complementary design characteristics, spatial arrangement, and pathways is very similar.

The 1972 *Report of the Master Planning Team* contains the following explanation of the philosophy underlying the selection of landscaping species used in the campus Core:

> It was decided that in the Core area of the campus, the planting palette would not be limited strictly to native plants, but would be expanded to include those trees and shrubs familiar to the Northwest, though exotic, such as: sycamores, other-than-native evergreens, rhododendrons, etc., and flowering shrubs such as crabs, cherries, plums, etc. By widening the palette, plants could be chosen that were commonly associated with, and appropriate to, the kinds of uses and maintenance required of an urban situation. Most if not all of the plants in the (plaza) areas are exotics, therefore (Durham et al, l972, page 17).

Over the past several years, urban area plantings in the Pacific Northwest have increasingly made use of native plants. Many native species are well suited to formal landscaping require minimal maintenance once established. The college should place emphasis on native species more than has been historically.

Invasive, exotic species such as Scot's broom, English holly and English ivy are inappropriate for landscaping. While these species may be attractive in a formal setting, they quickly spread to invade native habitat, and can displace native vegetation (see Ecological Restoration). Efforts should be made to remove these species from the campus Core and Clusters whenever possible.

Installation of the Longhouse Ethnobotanical Garden began in 1995. In fall 2002, the Campus Land Use Committee and the faculty endorsed installation of twelve additional teaching gardens on campus. The arboretum plan approved in 2002 is available at the Evergreen library, with the title *Imagine a Greener Future*. Goals for these teaching gardens include: improve the educational value of campus plantings; celebrate cultural diversity; create low maintenance designs; improve wildlife habitat; reduce lawns; and increase inviting places to sit. The gardens are concentrated in the campus Core, with demonstration medicinal herb and permaculture gardens at the Organic Farm. As of fall 2004, the Basket Garden, Demeter Garden, Laurasian Landscape, Medicinal Herb Garden, Native Plant Demonstration Gardens, Post Glacial Forest, Primitive Plant Garden, Prairie Roof Garden, Rain Roof Gardens, and Waterwise Pollinator Garden have all been installed. Many of the gardens were designed and installed by students. Individual plants have been labeled to improve educational value. Several student designed interpretive panels have been installed. A garden of deer-resistant plants is planned for fall 2006. An alumna installed a new plant-themed public art piece in the gardens at Seminar II. More public art is planned for the future.

Cluster Areas

The lawns, gardens, and other regularly maintained landscaping that surround the buildings and parking areas of the Clusters are generally far less formal in character than that found around the campus plaza area. The landscaping practices in the Clusters enhance the atmosphere of each area in different ways: the Organic Farm has lawns and gardens, and the Geoduck House has a playground and lawn area appropriate to and suggestive of a residential or relaxing atmosphere; the perimeter of the Maintenance Shops Cluster is surrounded by a cleared,

sharply defined and mowed area which helps make nighttime security protection easier. The maintenance practices and landscaping species in these areas differ according to the specific functions they serve and their overall character. Certain species planted around the perimeter of the Organic Farm might not tolerate the intense sunlight around the maintenance compound, for example, and it would not be appropriate to plant landscaping species that require chemical fertilizers in the areas of the Organic Farm.

The unique features of the Evergreen campus are best highlighted and protected in Cluster areas by promoting landscaping which emphasizes native species. This is especially desirable and most practical in areas where construction activities and constructed facilities did not alter or only partially altered the character of the native vegetation. Institutional landscaping species may have desirable characteristics, which make them more practical in some instances, but native species and those with minimal maintenance needs will generally have the least long term economic and environmental cost.

Indoor Plantings

Due to budget reductions, the facilities staff has been unable to maintain the majority of Evergreen's indoor plantings. With the exception of the small greenhouse (vivarium) adjacent to the lobby in Lab I, indoor plantings are now limited to those cared for by individual staff and faculty members on campus. If the maintenance budget does allow for the re-establishment of indoor plantings in the future, species should be chosen for their interest, educational value, and compatibility with the architectural style and indoor environment.

Artwork

Sculptures and prominent artwork displays are often complementary to or visually highlighted by adjacent landscaping. A careful integration of major artwork displays (indoor and out) with campus landscaping is important in order to maintain a visually pleasing environment. Small or sometimes unnoticed artwork such as the nearly hidden ceramic "monsters" near the Lab Annex offer pleasant surprises and should be considered valuable just as are large displays.

Roadways and Parking Lots

Originally, one found formal plantings on the center median directly around the Charles McCann Plaza approach from the Evergreen Parkway to the parking lots and Library Loop. In 2005, construction of the Parkway redesign removed the median in the entranceway and replaced it with a roundabout. The redesign added planter strips on both sides of the Parkway along its entire length, separating motorized and bicycle/pedestrian traffic. Both the roundabout and the planter strips were vegetated with a grass mix for the short term. Plans for long term landscaping in these areas are currently being developed.

The parking lots adjacent to the entrance drive are landscaped in a less formal manner, being broken into separate rows of parking stalls by belts of natural vegetation, lawn, and trees. These greenbelts within the parking area break up the "sea of cars" effect when viewing the parking lots as a whole, and form another step in the transition from the natural to the built environment.

The remainder of the Parkway is largely characterized by native vegetation. Other campus roadsides are characterized by native vegetation that requires little maintenance other than periodic trimming to maintain roadside drainage and good roadway visibility. See Circulation for more discussion of landscaping in roadway and parking lot areas.

Buffering

Vegetative buffers surround areas of different primary land uses within the campus Core area. These buffers help maintain the pedestrian nature of the area by reducing the passage of sound from surrounding roadways and blocking the view of passing traffic. The buffers also heighten general awareness of the natural character of the campus area, aid recognition and understanding of differences between areas, and emphasize the continuity of design within each. Such buffers should be maintained except in cases where they might serve to isolate important campus functions by undesirably reducing accessibility.

Perimeter buffering serves a slightly different function. The primary objectives in maintaining a vegetative buffer zone around the entire campus boundary are to preserve the site character of the campus and to ensure the highest degree of compatibility with neighboring land uses in the future. Both the understory and overstory vegetation on campus are very dense; a fifty-foot vegetative buffer will, in most cases, insulate the college or its neighbors from the passage of normal noise and nighttime glare from lighting. Wider buffers may be required where academic or Ecological Preserve areas exist near the campus boundary, or where specific local conditions require more extensive buffering. Further discussion on buffers is found in the section on Open Spaces.

Chemical Use

The use of chemical herbicides and insecticides has been minimal in campus landscaping. Some chemical biocide applications were permitted in the original establishment of the landscaped vegetation, but use has not been on going. Historically, any proposed biocide use has required the approval of Environmental Health and Safety Coordinator. Any proposals for chemical use in landscaping must be reviewed by the Campus Land Use Committee (CLUC). In all cases of chemical use, the least toxic method should be employed.

Campus Services and Activities

Introduction

The continued maintenance of high levels of academic achievement, human health, and institutional efficiency requires the provision of a variety of support services which extends beyond the provision of academic curriculum and instructional facilities. College administration, academic advising, and other institutional functions related to the operation of Evergreen academic programs are beyond the scope of a land use and facilities plan, but the provision of community services, student housing, commercial outlets, social and entertainment space, and recreational opportunities are closely related to facilities and land use planning. These operations are discussed in a series of distinct but interrelated categories.

Community Services

The college cannot provide all community services for the entire campus population. Some services may be more economically and appropriately served by the surrounding community by the City of Olympia and Thurston County. However, the college has an obligation to not create an undue strain on these surrounding community resources by ensuring that community service needs are met to the fullest extent possible. This is particularly true in the case of its on-campus residential population.

Community services should be located and operated in a manner that makes them as visible and accessible to the campus community as possible. This can be achieved in part through maintaining central office locations and in part through directly involving the campus population in their planning and operation. Educational opportunities generated in the provision of these services should be used to the fullest extent possible. For example, the use of student interns by Health Services increases their ability to meet campus community needs while providing educational experiences and enhancing their working relationships with the student population.

On-campus Community Services

Medical and counseling services are provided for enrolled students at the Health and Counseling Centers on campus; the centers are staffed by professionals and student interns. Mail service is available on campus. The campus radio station, KAOS 89.3 FM, is a community radio station operated and programmed by college professionals, students, and volunteers from the Puget Sound area. Child daycare service on campus is also provided. The office of Access Services for Students with Disabilities serves over two-hundred students in accordance with the Americans with Disabilities Act of 1990.

Commercial Services

All members of the campus community need access to numerous commercial services. Some of these needs can be met on campus while others are more appropriately met in the surrounding Olympia area. Facilities on campus are appropriate when their services are needed by the campus community and are not conveniently provided off campus, and when their operation is compatible with other college goals and operations.

Commercial services should primarily serve the campus community. They can also attract members of the surrounding community to Evergreen and, in this way, commercial services could meet a limited range of surrounding community needs and enhance public relations. However, commercial services must be appropriate to the needs of the campus community and consistent with the design concepts of the college.

Centrally located commercial services help to maintain the pedestrian nature of the campus, allowing people to take care of commercial needs quickly and efficiently. Concentrated commercial services also promote mixing of the campus population because students, staff, faculty, and administrators will use one facility that is central to the campus Core. In some cases, remote commercial services designed to appeal to a more limited segment of the campus population are appropriate. For example, The Corner Store is located for the convenience of the on-campus housing residents, but is appropriate since it supplements other campus food services.

Students should be involved in the provision of on-campus commercial services to the fullest extent possible through academic involvement, employment, and consultation. In this way, Evergreen can maximize work-related academic opportunities while providing services that are responsive to student needs. Campus housing residents in particular need to be consulted regularly about commercial service needs, since theirs are much broader than the daily commuter population. Student involvement in the provision of commercial services will help strengthen the cooperative and collaborative living and learning atmosphere at Evergreen, and may help to reduce costs of providing such service.

On-campus Commercial Services
The College Activities Building (CAB) is the hub of commercial activity on campus. Within the CAB is a cash machine, bookstore, cafeteria, grab-and-go food outlet with café, bicycle repair shop, and postal and food vending machines. Vending machines are provided in many campus buildings around campus. Additional commercial outlets are located in the Housing Community Center, a convenience store called the Corner Store, and in the Seminar II B building, a café called the Sem II Café.

Off-campus Commercial Services
Off-campus enterprises fulfill the remaining commercial needs of the campus community. Public transportation provides regular access to the west side and downtown Olympia. All students, staff, and faculty with identification can ride Intercity Transit for free.

Considerable concern has been voiced over the relative distance of the campus from the Olympia area commercial services. The prospects for major commercial development in any closer proximity to the college are limited; Cooper Point, zoned as rural-residential (see Surrounding Land Use), can only develop small-scale commercial services intended for neighborhoods. The nearest commercially zoned real estate is on Mud Bay Road, about two miles south of the campus. One solution to this problem of commercial isolation might be to lease campus property for commercial development on a larger scale than is presently available in the CAB.

Campus Housing

Evergreen provides a variety of living arrangements for its on-campus residential population. Residence halls, modular duplexes, and apartment buildings are all available within the campus Core. For a full description of housing facilities, refer to Building List and Appendix A: Building Descriptions.

Service Population
Campus housing primarily serves students; in recent years the campus residents have been predominantly undergraduates, 18-20 years of age, and first or second-year students. A Disappearing Task Force (DTF), charged with recommending the future directions for campus housing, acknowledged the continued importance of serving this cohort. However, the DTF recommended an expanded service population for housing that could include students who are parents, older, and enrolled in the part-time and evening program (1997 Housing DTF Report, page 6). The report also noted the possibilities with a "hostel" type offering for short-term guests (1997 Housing DTF Report, page 5).

Early college planning called for residential facilities to accommodate twenty-five percent of the enrollment (TESC 1979c, page 295). Since the late 1980s, the percentage of enrollment living in housing has been higher

and the recent DTF has affirmed the desire to house almost a third of the growing college population (1997 Housing DTF Report, page 4). Occupancy rates have historically fluctuated from fall to spring quarter, with nearly all on-campus beds occupied during the fall quarter and vacancy rates up to forty percent during the spring (TESC 1979c, page 296). In more recent years this seasonal variation has decreased, and in fact winter quarter occupancy has been close to one-hundred percent for the last two years. Vacancy rates continue to be less than twenty percent in the spring quarter.

Provision of Services
Students are integrally involved in the provision of housing services and this trend should continue. Housing employs many students as custodians, maintenance workers, clerical support staff, resident assistants, and front office assistants. This dynamic encourages a sense of community and offers important opportunities for students to earn and learn outside of the classroom. Complementing the academic mission of the college is a critical goal for housing and reinforced in the DTF report on numerous occasions and a 1997 *External Review Team Report*. Housing has been integrated with academic support services and the writing center through the Prime Time Advisor program.

Considerations for Future Housing
College plans to grow to five-thousand students by the year 2014-2015 will put new demands on housing—both DTF and External Review Team reports have noted this. The DTF was especially specific in recommending new facilities that are tailored to both individual privacy and community gathering (*1997 Housing DTF Report*, page 4). The DTF also recommended consideration be given to what services this larger population will require and the possibilities for expanded retail opportunities within the living community (1997 Housing DTF Report, page 8). The External Review Team highlighted the lack of social space and the need to develop more community gathering space (*External Review Team Report*, page 9).

Past consultation with residents and an examination of occupancy rates suggest that the lower density Phase II/III and modular housing complexes are more popular than Phase I. In reference to the modular housing complex, the *1972 Report of the Master Planning Team* states: "the team strongly urges maximum conservation of land area. This suggests no further use of one story modular units..." (Durham et al, 1972, page 13). The campus architect at the time suggested that the desirability of the modular units may in part be due to their convenience and residential atmosphere, and that these qualities could be designed into residential clusters of higher densities (J. Collier, Interview, 1982). This was done with Phase II/III and these units have proven to be the most popular on campus.

Housing should continue to be constructed only within the campus Core or in Clusters nearby, in order to maintain the cluster concept that has guided all construction activities to date (see Major Land Areas of Campus). This concentration of campus housing also maintains convenient access to classes or other campus activities. The evaluation of off-campus housing and retail resources should also be a consideration in any effort to plan and construct new campus residences.

Housing has often worked with Facilities Services in planning new construction. In addition, frequent consultation with students in facilities work has led to some creative and effective solutions to problems of limited social space or inadequate community kitchens. This consultation with college planners and the residential community should be continued.

The competing demands of new construction and maintenance/upgrade of existing structures will be the task facing housing planners for many years. A Facilities Audit was completed in 1998 and the recommendations in the audit focus on the need to address deferred and preventive maintenance issues and even longer term major projects such as the replacement of plumbing and roof systems (see Modernization). And, as the *External Review Team Report* noted, there appears to be an institutional perspective that the operation is in good financial health but there are concerns (i.e. limited repair/replacement resources) that need to be acknowledged (*External Review Team Report*, page 13). At the same time, pressures to keep the cost of attending the college as low as possible will most likely remain a high priority. The result of all these dynamics is the challenge of planning for new construction, maintaining, and upgrading aging existing facilities, maintaining and improving services which support learning and community, and keeping costs to residents as low as possible.

Safety

Fire Protection

The college will be consistent with the general practice in the United States to exclude and suppress fire in forested areas. Fire exclusion is necessary to protect the Evergreen community, buildings, and the college's neighbors. Prescribed burning consistent with policies of the United States Forest Service may be necessary at a future date to manage fuel supplies on the forest floor.

Evergreen is located in the McLane Fire District; Station 91 on Mud Bay Road and Station 92 on 36th Avenue are both located within two miles of the campus and respond to all alarms and fire calls at the college. In the event of an actual fire, Station 94 on Cooper Point Road near 58th Avenue and Station 95 at Summit Lake will dispatch vehicles as well. The McLane Fire District has an inter-local agreement with the City of Olympia and this improves fire suppression and emergency services to the college. McLane Fire District is planning to build a new station that includes a City of Olympia training facility. The district and the college have also discussed the possibility of building a station on campus—this would create the highest quality response time for the college and benefit the surrounding community by lowering fire insurance fees. For additional discussion on fire protection see section on Wild Fires.

Campus Police Services

The Department of Police Services, located in Seminar I, is responsible for law and campus regulation enforcement and public safety on campus. Police officers are sworn and commissioned by the college under provisions of state law pertaining to standards and training requisites for police officers. Officers patrol the residential areas, campus roads, buildings and grounds by vehicle, foot and on bicycle. In addition to crime prevention and detection, the department performs service functions including personal safety escorts, motorist assists, and building access. The department also coordinates a student security patrol and conducts other programs designed to promote personal safety awareness and property theft prevention.

The primary work of Police Services involves community peace-keeping, problem prevention, and conflict resolution. However, officers are responsible for enforcing state, federal and local laws, and college regulations. Violations of the law are usually referred for criminal prosecution. Failure to comply with college rules and regulations is typically assigned to the campus Grievance Officer.

Thirteen emergency telephones have been installed in locations around the campus to provide improved access to Police Services twenty-four hours a day.

Social Space and Entertainment

Although Evergreen is primarily an academic institution, the campus also serves as a social environment for those who work and live on campus. Since Evergreen is relatively isolated, it is especially important that the college pay special attention to the provision of social activities. The campus should provide space for a range of social activities ranging from formal to informal and public to private. Spatial patterns of building locations, interior spaces, landscaping, plazas, and pathways encourage informal social interaction. Campus design should allow people who would not ordinarily interact to mix, simply because their pathways cross (Spatial Arrangement and Architectural Design). Within the context of overall social mixing, the college shall allow for the development of various ethnic, cultural, and academic centers.

As intended, the plazas and lounges on campus are primary areas for informal social interactions. Outdoor smoking shelters are also places of informal social gatherings. Formal social events such as films, lectures, small and large-scale performances, and meetings continue to take place on a regular basis in the theaters, gymnasium, plazas, offices, and classrooms on campus. While there are a variety of venues on campus for these activities, more are needed to meet the demand of the current college population. There has been a dramatic increase in student enrollment, new emerging student populations (e.g. evening/weekend and graduate student programs), and greater use by off campus entities over the past ten years. During this same period various activities have further limited access to performance and social space; for example, the Recital Hall and the Experimental Theater are rarely available for nonacademic use, Library 4300 has become the home for units in transition, and the basketball program limits access to the gym for large stage events. Future planning should consider social and entertainment space as a priority.

To encourage interaction with the surrounding community, it is important to maintain public access to on-campus social facilities. Cultural and ethnic centers on campus could become an important community asset for Olympia, and help link Evergreen to the surrounding community. However, open access to the social areas in the student residences has led to vandalism and other problems in the past. Clearly, the degree of public access maintained, and the extent to which Evergreen should strive to meet surrounding community needs for specific services not directly related to education, are issues where considerations differ with each particular situation.

Recreation, Wellness, and Athletics

A healthy community needs opportunities for both formal and informal recreation. The dual mission of Evergreen's Athletics & Recreation Department is to provide a wide variety of recreational and leisure opportunities for the Evergreen community and to provide opportunities for students to compete at the intercollegiate level in a variety of sports.

Formal and informal recreation activities are encouraged. The service population of Evergreen's athletic and recreational facilities includes members of the surrounding community and students of neighboring colleges in addition to Evergreen students, staff, and faculty.

Evergreen's recreational facilities are located on roughly twenty-five acres of the campus Core and include the Recreation Center, the covered Recreation Pavilion, tennis courts and four playing fields. These facilities provide opportunities for swimming, racquetball, saunas, weight lifting, dance, martial arts, rock-climbing practice, soccer and other field sports, basketball, and tennis. Activities in these areas range from formal classes and sporting events to casual use of the facilities for personal recreation. For description of the College Recreation Center, refer to Appendix A.

The undeveloped areas on campus provide a setting for many types of informal recreational activities such as walking, bicycling, bird watching, etc. Campus roads and pathways are used for jogging and organized competitive running. The waterfront offers additional opportunities for recreational activities. Swimming, sunbathing, and other casual recreational activities take place on the campus waterfront. Kayaking, rafting, and canoeing programs emanate from the College Recreation Center.

Early campus planning directed that Evergreen would emphasize club and recreational programs. In 1979, the college began to develop intercollegiate athletics which included soccer, swimming, cross-country running, track and field, tennis, and sailing. These activities persisted until 1986 when all but soccer and swimming were eliminated in accordance with the recommendations outlined in the Strategic Plan of 1985-86. These two sports have prospered programmatically as affiliates of the National Intercollegiate Athletic Association (NAIA) since 1979. Since that time, men's and women's basketball have been added along with men's and women's cross country and women's volleyball. A small track and field program has been reinstituted. Swimming has been dropped. Although the college briefly held dual affiliation with both the NAIA and NCAA Division III, that ended in 2001. All college teams are now fully committed to the NAIA and the Cascade Collegiate Conference. Outside of the intercollegiate program, club sports exist in crew, baseball and martial arts. The crew program has been quite successful and shares a new boathouse at Swantown Marina with Olympia Area Rowing and the City of Olympia.

Public access to Evergreen's athletic and recreational facilities is important in maintaining good public relations and helps the college to meet surrounding community needs for such facilities. On a contractual basis, the college should maintain specific access privileges for other schools or state institutions in need of Evergreen's recreational facilities. This has taken the form of drop in use by students of South Puget Sound Community College and Saint Martin's University as well as use of the college's fields and gym by the University of Washington for pre-season football and basketball practices. However, this will not interfere with the priority of campus program needs; such public access should be provided with an eye toward assuring that it balances with Evergreen's own program needs. Access to facilities not available on campus may be found in the surrounding community or by contracting with other schools and community groups.

Evergreen's athletic and recreational programs are continuously evolving. Flexible and multiuse facilities, which serve many purposes or can be easily modified for different purposes, are needed. Siting and design must also

promote convenient access. With the expanding enrollment of the college expected in the next several years (2005-2010), the addition of sports and expansion of recreational offerings is anticipated, along with the renovation of existing facilities and the likely creation of added facilities.

LAND USE: UNDEVELOPED AREAS OF CAMPUS

Introduction

Over 700 acres of the 1,008 campus have been left undeveloped since the founding of the college. The majority of this area falls within the campus Reserves (also see Figure 7) with smaller blocks of forest and fields within the campus Core. The entire campus was logged at one time or another before the college purchased the land (some detail of logging history available in Campus Forest Habitat subsections). Nevertheless, the undeveloped areas currently support a wide variety of vegetation and wildlife. Descriptions of the forest, meadow, and shoreline habitat on campus can be found in Chapter 2.

The undeveloped land area, especially the Reserves, is used by academic programs for activities and the subject of research. In addition, this land is frequently used for recreational purposes by both the college community and members of the surrounding community. The intensity of activity within the Reserves has increased along with the college population and observations suggest that some habitats are being degraded by this heavy use.

This section outlines the current and possible land uses within the undeveloped lands of the campus, again focusing on the Reserve areas. Additionally, the current and possible future land use will be discussed specific to the five Reserve areas designated for the purposes of discussion: the Shoreline, the East Campus Reserve, the North Campus Reserve, the West Campus Reserve, and the South Campus Reserve. These same divisions are used in the description of the campus ecology in Chapter 2.

A Note on Zoning

Many of the activities that occur (or may occur in the future) on the college's undeveloped land have the potential to interfere with or exclude one another. For example, large-scale public use could interfere with designation of Ecological Preserve areas or long-term research projects could be terminated if an area was ultimately developed for college facilities. Other activities, such as management to preserve the natural resources, should apply to the entire area, but certain areas could be given priority. Zoning for these different activities may alleviate land use conflicts and facilitate efficient management of college land. The recommendation to investigate the zoning of campus land is given in the 1998 Master Plan.

Zoning of the Reserve areas should consider academic use as the priority. Academic purposes include building new academic facilities as well as preserving and maintaining the ecological laboratory for study and research. The college community's enjoyment of and attachment to Evergreen's undeveloped land should also be a major consideration.

Types of Land Use

Academic use

Almost every area of the undeveloped campus has been the subject of some sort of academic project or activity at one time or another. For examples of various academic land uses, refer to Types of Land Use Proposals. Many student reports are compiled in the Resource and Land Use Inventory database. For many years there has been interest in establishing a set of permanent forest plots on campus for use by programs and classes. In 2005, faculty members have a preliminary plan for locating plots spread throughout the Reserve areas. Location and design of the plots would facilitate study of specific ecological players and the long term, general condition of Evergreen’s forests.

The varying impacts associated with the different types of academic use have important ramifications in land use planning. Since observational uses have minimal impact on the environment, they can safely occur anywhere on

campus although off-trail travel should be limited. Manipulative ecological research and environmental education uses need to be carefully located so as not to destroy Ecological Preserves (see below) or to conflict with other ecological studies or land uses. Plans for manipulative land use must be reviewed by the Campus Land Use Committee (CLUC) (see Types of Land Use Proposals); notification to the CLUC is requested for non-manipulative academic uses.

Ecological Preserve

The *1983 Master Plan* proposed specific Ecological Preserve areas within the campus Reserves in order to preserve the native quality of certain sites. From the 1983 Plan:

> Ecological Preserves are areas set aside because of their unique natural ecosystems or environmental features. They should include environmentally sensitive areas, [areas] with slopes over 15 percent, unique plant communities, critical wildlife habitats, marshes and wetlands, and anadromous fish rearing habitats. These areas are often unsuitable for development because they are fragile and valuable elements of the campus environment and extremely risky and costly sites for development.
>
> The Master Plan proposes specific areas of the campus be set aside as permanent Ecological Preserves. Use of these areas would be limited to observational ecological study and light recreation. Light recreation is considered to be such activities as walking, bird watching, or other low impact activities.

According to the 1983 Plan, Ecological Preserve areas should include the entire drainage of the small stream leading to the west end of the waterfront (the West Side Drainage), the shoreline and adjacent bluffs, and 200 foot buffer zones along shorelines and major streams. Another Ecological Preserve area is the marshy meadow north of the Evergreen Parkway between the Kaiser Road and Overhulse Road. The drainage in the southwest corner of campus property would also be preserved with a buffer. See Figure 11 for a map of the boundaries.

It is not clear whether the criteria listed for designating an Ecological Preserve is still appropriate or comprehensive. In addition, while excluding development from these areas seems relatively simple to carry out, limiting recreational and academic activities would be much more difficult to enforce (although formation of the CLUC could make it possible). If restrictions are deemed necessary, discussion should address whether or not cycling (mountain biking) and off-trail travel should be considered as high or low-impact activities. Re-evaluation of the delineation and status of Ecological Preserves should be addressed as a part of the zoning Disappearing Task Force.

Recreation

College Community

Recreational uses of Reserve areas include jogging, hiking, mountain biking, swimming, sunbathing, and group gatherings. Presently, the North Campus Reserve experiences the heaviest concentration of recreational use.

Recreational use needs to be carefully coordinated with other land uses. Heavy recreational use can destroy environmentally sensitive areas or Ecological Preserve areas where delicate ecological processes occur. The marine marsh at the campus shoreline, a delicate and unique estuary that has been the subject of many ecological studies, has been impacted by heavy pedestrian traffic. This example illustrates the need to identify and protect resources such as the marine marsh so they can be preserved for future study and appreciation (see Management: Protection of Natural Resources, below).

Ideas for future recreational land uses include jogging trails, interpretive nature trails, and recreational camping areas. Construction of these types of installations should be sited in areas where they would be easily accessible and widely used, but not degrading to valuable ecological resources that are used for academic study. A solution to the separation of recreational use from academic is to designate specific and limited recreational areas, trails, and zones, using signs to define these areas. Major recreational facilities should be concentrated within existing Core and Cluster areas.

Surrounding Community (Public Access)

The undeveloped areas of the college campus offer recreational opportunities to the surrounding community.

People come to Evergreen to enjoy the woodlands, nature trails, and waterfront. Currently, the college has no formal policy concerning public access to campus Reserve lands.

Population growth in Thurston County, and more specifically on the west side of Olympia, may at some point force the college to develop a policy concerning public access and use of undisturbed natural areas: forests, meadows, and shorelines. Public (as well as campus community) access to research areas, Ecological Preserves, and environmentally sensitive areas needs to be controlled in order to maintain the natural integrity of these areas.

Substantial changes have occurred since 1996 on property lying to the north of the East Campus Reserve. Land adjoining the college boundary has been developed into urban residential houses and apartments (see Current Growth and Development in Chapter 2). The residents of the new development have easy access to the Reserve and will surely see the campus as an extension of their backyards. More children, pets and perhaps yard and household waste have shown up on the north border of the East Campus Reserve. In general, the college has seen increased recreational and "incidental" use of Evergreen's existing trails as well as the development of new ones.

If a public access policy were to be developed, the college should keep in mind its educational objectives and the need to maintain good relations with the surrounding community. Should it become necessary to limit public access, it may be feasible to concentrate public activity in a developed interpretive area or arboretum, thus providing informal public education while controlling impacts on other parts of the campus.

Habitation

Campers and squatters have long been unofficial residents of the forested areas of the college campus. This has been a reality despite the fact that Evergreen's Habitation Policy prohibits overnight habitation by any persons in any part of campus with the exception of the facilities provided by the college specifically for that purpose (WAC 174-136-040). Evergreen students who camp in the forest surrounding the college are "at risk of running afoul of the college Grievance Procedure and, potentially, violating criminal statutes" (Huntsberry, 1997). The relative isolation of campers also makes them vulnerable to criminal activity. It is reasonable to assume that some inhabitants may be instigators of crime as well.

Human habitation in Evergreen's forests results in garbage dumps, damaged vegetation, increased soil erosion, and wildlife habitat degradation. Direct interactions between campers and wildlife can also result in changes in animal behavior. Accumulations of body and solid waste can have several negative affects, including a reduction in water quality. Smoke pollution from campfires and the risk of fires becoming out of control are additional negative impacts. Overall, informal camping in the Reserve areas detracts from the ecological integrity and beauty of the forest areas.

Prohibition of forest habitation has been a long-standing college policy; it is now generally enforced, and has been since campus police officers became armed.

Management: Safety Considerations

Wild Fires

It is college policy to exclude or suppress wild fires in wooded areas in order to protect people and property on and surrounding campus. However, without fire, woody debris accumulates and gradually changes the environment with resulting impacts to ecosystems. The accumulation also can become a dangerous fire hazard in itself. Prescribed burning consistent with policies of the United States Forest Service may be necessary at a future date to manage fuel supplies on the forest floor and may also allow for rejuvenation of ecosystems on campus. In addition, removal of fuel from areas adjacent to paved areas, including fire lanes, may be needed. For additional discussion, refer to Safety.

Snags

Removal of snags (standing dead trees) may occasionally be necessary when an individual snag presents an obvious threat to safety. Snags do offer wildlife habitat and are considered by many to be attractive in and around even the developed portions of the campus.

Management: Protection of Natural Resources

Impacts to the Undeveloped Lands

As the population of the college and the surrounding area has grown, the Reserve areas have reflected the impacts of more and more people exploring and enjoying the forest, meadow, and shoreline habitat on Evergreen's land. Thus, protection of the natural resources of the Reserve areas has increasingly become a concern. Many factors should be considered as contributing to the impacts on Reserve land, including

- unlimited public access
- human habitation in the campus woods
- invasion of exotic plants
- management for safety considerations
- academic uses
- recreation

There are many viable approaches to protecting the natural resources of the Reserve areas and more than one tactic should be employed for the best results. Establishment of a resource and land use inventory, protective maintenance, and environmental regulations pertaining to campus lands are discussed as possible components of the effort to protect Evergreen's natural resources. Establishing land use zones could also serve to protect the natural resources of specific areas. Historically, academic programs have had minimal involvement with initiating or implementing management activities in the Reserve areas, but this should become a focus in the future.

Resource and Land Use Inventory

Implementing a recommendation of the 1998 Master Plan, a member of the faculty developed a Resource and Land Use Inventory. He compiled ecological studies of the campus into a searchable database. The database is not yet complete, but every year of the college is represented; it is a random sampling of projects based on what faculty had available in electronic form. The Resource and Land Use Inventory is housed on a server in the Computer Applications Lab, and is available anywhere on campus to a user logged onto the network (http://kokanee/eludb/). There is a link to the database on the CLUC homepage under the name “Campus Land Use Projects and Reports database”. The database is not available outside of the campus network.

In its present form, the inventory is already a valuable resource for land use planning—it documents the academic usefulness of the Reserve areas, may help locate ecologically sensitive or unique areas, and directs future activities to the most appropriate location. It also can provide inspiration for further academic study. If it becomes a more comprehensive compilation of academic studies, its effectiveness will increase, although how to assess data integrity should be addressed (are there any studies that should not be included because they were unfinished or of poor science?). Adding land use reports from staff could also be valuable. However, the most important improvement to the database would be to add a map component. Currently, the database includes written geographical information; the goal is to attach a geographic reference point to each study that could be displayed on a map.

Protective Maintenance

Sometimes it is necessary to alter some areas in order to protect them from destruction by natural forces or human activities. The college should carefully administer this type of maintenance as such activities may also bring about additional and unforeseen problems. Any protective maintenance involving even minor construction should be approved by the CLUC or other body responsible for environmental protection.

Two types of protective maintenance may become increasingly crucial to maintaining the health of the Reserve areas: maintaining the trail system and ecological restoration or enhancement of degraded areas.

Trail System

As the academic and recreational use of the Reserve areas has increased, the system of trails has expanded. In the early 2000s, the trail system was in poor shape: many unimproved foot paths exist throughout the Reserve areas including innumerable short segments that had no clear destination and contributed to the overall impact to the native habitat. Particularly in the North Campus Reserve, the most popular area for recreation, trails were

widening and becoming "braided" due to avoidance of poorly drained, muddy areas. Mountain bike riding on the forest trails also was a significant contributor to both the deterioration of the trail tread and the creation of new trails.

In the early 2000s, a student completed an inventory and mapping project of Evergreen's trail system. He then created a trail rehabilitation program and maintenance plan that were approved by the Campus Land Use Committee and adopted by Facilities Services. Facilities Services hired the student as a temporary employee to implement the rehabilitation plan, and several improvement projects were completed in the fall of 2002, using in-house labor. On the most popular trail to the beach, they replaced the boardwalk and bridge over Snyder Creek, installed turnpike (raised trail tread filled with crushed gravel) in muddy sections, and installed water bars in sloping areas to direct water off the trail. On an alternate route, they built a new bridge over Snyder Creek where pedestrians, dogs, and bikes had been fording the stream. On Barking Dog Creek trail—another sloping trail to the beach—they installed water bars. As they improved the sanctioned trails, entrances to side trails and braided sections were blocked with debris and plantings.

Maps of the trail system were placed at all major trailheads. Small plastic signs at key locations along the trails were numbered corresponding to numbers on the maps. However, trail users apparently rejected the plastic signs; many were removed while others were intentionally covered with plant matter. A different strategy for on-trail signage is clearly needed. Since 2002, the trailhead maps have been damaged by water and graffiti and are becoming ugly and unreadable; replacing the maps with enamel versions is under consideration.

The improvements have made a significant difference to the durability and walkability of these trails. Since the plan's author graduated and moved on, the focus has moved from improvement projects to maintenance. Facilities Services regularly removes downed trees from the trail, and cleans water bars and the gravel trail tread, activities that will extend the life of existing trail structures. It is likely that continued and increasing heavy use of campus trail will necessitate more improvement projects in the future. These improvements and other management activities should take into account:

- policy for off-trail use
- restrictions for ecologically sensitive areas (Ecological Preserves, if established)
- policy for public access
- policy for mountain bike use
- allowance for possible future expansion of the campus Core, Clusters, and housing; changes in recreational use; and possible long-term forest management studies

Ecological Restoration
Various techniques of ecological restoration should be applied to many situations on Evergreen's Reserve lands. Development of a formal trail system should be accompanied by revegetation of closed trail segments. Enhancement activities, such as planting climax or relatively rare native species in certain areas, would provide excellent opportunities for ecological study while adding diversity to campus habitat. Creation of an artificial wetland is another restoration project with academic potential (see Future Land Use of the East Campus).

Removal of invasive, exotic plant species should be a major, ongoing restoration activity in the Reserves as well as other areas of campus. The invasion of exotics is beginning to have an obvious impact to the vegetation communities in several areas on campus and this threatens a valuable academic resource. While it is probably impossible to entirely eradicate invasive species, efforts should be made to keep them under control. Also, since invasive species tend to flourish in disturbed areas, protecting native habitat from negative impacts such as overuse will aid in slowing their spread. Application of ecological restoration theory on campus t should be considered as a part of both academic and land use planning. These activities directly benefit the health of the ecological laboratory and provide invaluable educational experiences for the students involved in any part of the process.

Regulations - General
The regulations found in county code are intended to protect natural resources from the potential damage of poorly planned development. All development at the college should comply with these regulations. The Campus

Land Use Committee (CLUC) provides guidance for compliance appropriate to a land use proposal. A brief overview of the permitting process is given here.

Development of any facility requires a Special Use Permit. Application for a Permit includes an environmental checklist, the results of which are considered by the SEPA review process. SEPA review considers the environmental regulations applicable to the project: the Critical Areas Ordinance applies to wetlands, steep slopes, critical wildlife habitat, and geologically hazardous areas; the Shoreline Master Program (see following section) takes into account all land within 200 ft of mean high water. Applications for major expansion of existing facilities or construction of a new facility will probably require public review of the application. Minor construction projects will be reviewed administratively by Thurston County.

Regulations - Shoreline
Use of the shoreline 200 feet inland from the ordinary high water mark (OHWM) is regulated by The Shorelines Management Act of 1971. The *Thurston Regional Shoreline Master Program*, the document for regulation of specific shoreline uses in Thurston County as part of the Shorelines Management Act, designates Evergreen's 3300 feet of waterfront as a "Conservancy Environment". This designation is based on "the degree of man's intrusion into the shoreline and the degree of uniqueness of the shoreline." (*Thurston Regional Shoreline Master Program*, 1990, page 28). The Shoreline Master Program defines the conservancy designation as follows:

> Definition. The "Conservancy Environment" designates shoreline areas for the protection, conservation and management of existing valuable natural resources and historic and cultural areas. This environment is characterized by low-intensity land use and moderate-intensity water use with moderate to little visual evidence of permanent structures and occupancy. Sustained management of the pastoral, aquatic and forest resources, as well as rigidly controlled utilization of nonrenewable and other nonmineral resources which do not result in long-term irreversible impacts on the natural character of the environment are permitted. Intensity of recreation and public access may be limited by the capacity of the environment for sustained recreational use. (*Thurston Regional Shoreline Master Program*, 1990, page 28).

The Shoreline Master Program contains guidelines for the educational, research, and recreational uses of the shorelines; these are the heaviest uses of the beach at Evergreen. The Thurston Regional Planning Council (TRPC) prepared the document, and continues to play a coordinating role for all the local jurisdictions which have adopted common goals, policies and development regulations for shorelines.

No major changes have been made to the Master Program regulations since 1990, and Thurston County is not scheduled for an update to the program until 2011. However, there are some new efforts that potentially affect restoration and preservation of Thurston County's shorelines. One is the update to the Critical Areas Ordinance; the current proposal includes adding a marine shoreline designation that would address a 200 ft wide strip of marine habitat (draft regulations can be found at http://www.co.thurston.wa.us/permitting/Critical_Areas/critical_areas_home.htm) (these regulations also affect streams on campus). Another is the *Marine Shoreline Sediment Survey and Assessment - Thurston County, Washington* (http://www.trpc.org/programs/environment/water/nearshore.htm), completed in 2005, which documented current beach conditions that affect forage fish spawning. This survey found four landslide locations on the Evergreen shoreline. Finally, a plan to reclassify stream drainages on Cooper Point has been funded as a part of the WRIA (Water Resource Inventory Area) 13 Watershed Management Project's effort to assess and restore fish habitat in Thurston County. Streams within Evergreen's campus will be included in the surveys (Steve Morrison, Thurston Regional Planning Council, interview 2005).

Future Development

Certain areas of the Reserve lands may provide sites for future development of additional academic structures and campus facilities that cannot be contained in the Core or existing Clusters. Major considerations for the siting of these areas are construction costs of siting and grading, availability of utility hookups, access to roadways, and environmental and social impacts. While these types of long-range plans can be zoned so that specific areas are set aside for future growth, uses in the interim period could be any type of ecological research or recreation. It would not be suitable to establish Ecological Preserves in future development areas, since they

could eventually be drastically altered. Future development areas may provide ideal sites for short-term manipulative studies or other land use that alters the character of the environment temporarily.

The Reserve Areas

Ecological descriptions of the Reserve areas are provided in Chapter 2. Refer to Figure 7 for Reserve area boundaries. Land uses within each Reserve area are presented here.

Shoreline Reserve

The college has not altered the character of the shoreline west of the Geoduck House since it bought the land. The undeveloped portion of the shoreline provides an ideal setting for college academic studies and recreational activities. It also maintains a habitat for a wide variety of birds and animals.

Many student projects have researched the various physical and biological features of this area. Several studies have addressed the small marine slough on the waterfront and found it to be extremely vulnerable to human impact. The soft sand surrounding the slough make it an attractive site for recreation, potentially damaging the unique habitat. Other studies have addressed the bluffs and the two large drainages that terminate on Evergreen's waterfront.

Many trails lead to the waterfront from the developed portions of the campus. A major trail traverses the woods on the bluffs from the Geoduck House to the small marine slough, midway along the waterfront. Another trail, known as the Nature Trail, leads to the eastern portion of the waterfront. An overall abundance of informal trails and other signs of use indicate that the beach and forested bluffs are favorite recreational spots for those who spend time in the Reserve areas.

Future Uses of Shoreline Reserve

The idea of constructing an expanded marine facility with a dock at the shoreline has been given serious consideration at various times in the college's history and has been supported by faculty and students. This project could be sited within the Geoduck House Cluster, or off Marine Drive on the waterfront near the West End Drainage. Land use zoning efforts should take this possible future development into consideration.

The beach has been and will continue to be used primarily for academic and recreational purposes. Heavy recreational use has come into conflict with the academic use of the waterfront for an ecological study area. Natural features such as these should be protected for their intrinsic value in addition to their value for ecological or other academic studies, as well as for their scenic quality.

A 1979 shorelines DTF and a 1976 student report entitled *Campus Inventory and Land Use Planning* both recommended that the entire waterfront area be made into an Ecological Preserve, with human activities limited to ecological research. With careful management, an Ecological Preserve area could support a combination of recreational and academic uses.

East Campus Reserve

This area contains more arterial roadways per unit area than any other part of the campus. It has been used moderately for academic study and informal recreational purposes. A large marshy meadow located adjacent to the Evergreen Parkway has been the subject of a number of ecological studies. The forested area currently contains a series of fire lanes that are used primarily for walking, but there are no improved trails within this land area. It is likely that the inhabitants of Cedrona complex are making use of the campus forest here. This area of campus is a logical recreational resource for our neighbors and they may see it as a dumping area for yard and household waste. It is reasonable to assume that pets associated with Cedrona are visiting Evergreen's forested property as well.

Future Uses of East Campus Reserve

This area will continue to be used for academic and recreational purposes. It is possible that future development of the campus could dictate expansion of the campus Core into the western portion of this area. Part of the

forested strip north of Driftwood Road may be a logical place to build new student housing given the recent change of adjoining land use to residential housing.

With the subdivisions to the north, the college should expect increased use of the East Campus Reserve by the public. This area of campus should be considered in particular if a policy for public access is formed; signing and/or fencing the campus boundary may be appropriate at least along this portion of the college's boundary. Traffic through the East Campus Reserve has increased as the residents of the subdivisions moved in.

A very different possibility for future land use in the East Campus Reserve is the construction of an artificial wetland directed by an academic program. A promising, potential site for this activity exists on land south of Evergreen Parkway that was heavily disturbed during construction of the college. The subsurface hydrology indicates at least a possibility of a water table very close to the surface for much of the year if not year-round. This site is also located close to the area that occasionally floods, described in Drainage. Planning, constructing and monitoring a wetland could provide excellent educational opportunities for environmental programs. Restoration ecology has been a popular topic of study at Evergreen, but has been without significant on-campus focus.

North Campus Reserve

The North Campus experiences the heaviest concentration of recreational use on campus. The nature trail leading to the waterfront, the waterfront itself, and the meadow are the most frequently used areas. The meadow is a favorite outdoor gathering spot for picnics, bonfires, and other recreational activities. Sunbathers and other casual recreators frequent the waterfront. The main trail that leads from Parking Lot F (with an alternate entrance off the meadow north of Driftwood Road) is heavily used for walking, jogging, and mountain bike riding. Another main trail, which receives somewhat less use, runs down an old logging grade along the West End Drainage from the corner of Sunset Beach Drive and Marine Drive to the waterfront. In addition to the improved trails, numerous informal trails and trail segments have been created by frequent traffic throughout most of the North Campus Reserve. Overall, this Reserve contains the highest concentration of trails of all types on campus (Greenberg and Hartley, 1998; also see Trail System).

The North Campus Reserve is also heavily used for academic study. Currently, the study in this area tends to be informal or small-scale. Observational studies are generally concentrated in the same areas as those popular for recreation: the nature trail, shoreline, and lower meadow. However, academic use surely occurs throughout the North Campus Reserve and has contributed to the creation of the expanded trail network.

Future Uses of North Campus Reserve

The land will continue to be used for academic and recreational purposes. Since the North Campus Reserve is used heavily for both academic study and recreation, land use conflicts could easily arise. For example, the Snyder Creek and West End Drainages are both steep-sided, over 15 percent slope, and thus susceptible to degradation through loss of vegetation and erosion. These areas require protection as Ecological Preserves to maintain their integrity and keep them as valuable ecological resources for study.

Ecological restoration efforts should focus on the North Campus Reserve. English Ivy should be controlled at least in the areas where it is most concentrated—along the West End Drainage and in an area along the main nature trail. Revegetation and enhancement activities could benefit many areas within the North Campus Reserve where the vegetation has been degraded by heavy traffic (see Ecological Restoration). The main trails have been formalized and upgraded, and more work may be necessary in the future (Trail System). Planning and implementing restoration and other management activities could provide excellent educational opportunities for environmental programs at Evergreen. In addition, these activities could preserve and potentially improve the health of the ecological laboratory valued for academic study and research.

West Campus Reserve

The West Campus Reserve has two minor facility areas within it. One is a small farm known as the "Kifer Homestead", west of Lewis Road on Simmons Road. The house is no longer occupied and currently is not used. The other facility area is a site known as the "Batch Plant", north of the Organic Farm on Lewis Road. This area

is used for the storage of materials for the Organic Farm along with brush and clippings from campus landscaping maintenance.

The West Campus Reserve is the primary area for ecological study and research, especially for projects that are long-term or relatively formal in nature. The area west of Lewis Road (the Kifer tract) was logged immediately before purchase of the land by the college and has been the subject of an ongoing study on forest succession. The study began in 1977 by D. Hall et al. and the permanent plots established by this group continue to be revisited.

The West Campus Reserve is the second most popular for recreational activities. A single, improved trail crosses the southern section of the area linking the campus Core with the Organic Farm. Numerous unmaintained and intermittent trails also lead through the West Campus Reserve.

Future Uses of West Campus Reserve
This area will continue to be used for academic purposes and recreation. The establishment of permanent vegetation plots on the east side of Lewis Road, toward the southern end of the Reserve, is planned. Current plans for the Organic Farm do not envision expansion into the West Campus Reserve.

Forest succession studies of the Kifer tract, mentioned above, have proposed that the area is an ideal location for long-term experiments in sustainable forestry. Segments of the forest to the east of Lewis Road could also be included in a forestry study. Such a study could be accompanied by construction of an interpretive trail that would allow viewing of the effects of various techniques of ecological forestry.

South Campus Reserve

The South Campus Reserve is the most infrequently used of the four forested Reserves. It is rarely used for recreational purposes, in part because there are few trails and portions of this area are poorly drained. Some academic study does take place. The campus water reservoir tanks are located within this Reserve east of the Parkway, directly west of Overhulse Road.

The McLane Forest is an area adjacent to the Evergreen Parkway that has been reforested by members of McLane Elementary and others in the community, and it currently ends at the Evergreen Parkway, just north of 17th Avenue, near the southern campus boundary. While a proposal by McLane Forest advocates to extend the trail into the South Campus Reserve was not accepted by the college, the improved walkability of the Evergreen Parkway (since the Parkway rebuild) has effectively included the campus in a trail network that links to Capitol Forest and the state Capitol—the "Capitol to Capitol trail". (*The Olympian*, January 18, 2002 http://news.theolympian.com/specialsections/Outdoors/20020118/940.shtml)

Future Uses of South Campus Reserve
The South Campus Reserve contains the largest block of contiguous coniferous forest on campus (see Figure 6), making it a likely site for future sustainable forestry practices. However, this activity is contingent upon redefinition of the Ecological Preserve that may include this forested area (see Figure 11). It is not clear what criteria define this particular Ecological Preserve; if the delineation followed the two-hundred foot buffer zone for the main stream of the Reserve, the Ecological Preserve would no longer include this forest area. The boundary of this Ecological Preserve should be included on the agenda of land use zoning discussions.

Chapter 4: The Process for Land Use Planning

CONTENTS

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NOTE FOR THE 2005 UPDATE

See Addendum to Chapter 4 for operations of the CLUC since 1998 (content indicated below). Original text from 1998 is retained for reference, unchanged except for grammatical corrections.

INTRODUCTION (1998 Document)

The fundamental task of campus planning is to maintain highly functional campus facilities that support the college's educational and operational programs while maintaining a healthy and attractive environment for the people who live and work at Evergreen. Although it is impossible to anticipate long-range changes in college curriculum and enrollment, the college must carefully manage and develop the campus to best serve operational and community needs with as much long-range vision as possible.

In 1972, the Master Planning Team reviewed the progress of campus development and evaluated that progress based on the planning principles of the Master Plan. An overall recommendation of their report was that a team such as themselves "Become a permanent tool for effective control of the long-range plan." (Durham et al. 1972, pages 1). Currently, no such team exists, and the process for evaluating land use proposals is not clear. Many land use issues have not received the attention or action that they merit and this has somewhat hindered the development of campus facilities and procedures. In order to address this deficiency, the 1998 Master Plan proposes the formation of the Campus Land Use Committee to provide focus and structure to the process of encouraging and evaluating land use planning.

Chapter 4 outlines the principles of the planning process at Evergreen and the current process for land use planning. Discussion of the Campus Land Use Committee follows and this is the main focus for this chapter.

Finally, update of the Campus Master Plan is outlined.

PRINCIPLES OF THE LAND USE PLANNING PROCESS

Six underlying principles for effective and responsive planning underlie the policy and procedures for the planning process, as well as provide the impetus for creation of the Campus Land Use Committee (see Policy 15). The importance of campus community participation is emphasized in the following subsection.

The planning process needs to provide for coordination of all the components of a planning action including the various experts, decision-makers, consultants, the campus community at large, and the use of the Master Plan. The process must also allow adequate time for careful design, community input, review, planning, and completion, while providing for expedient action. Further, the process should include frequent consultation with the affected community, encouraging and providing for direct community participation where possible. Planning processes at Evergreen should be compatible with all governing policies and procedures of the college and the State. On-campus experts possess knowledge and skills that should be used to aid and enrich the planning process at Evergreen. Finally, the planning process should allow flexibility so that changing needs, values, and political or economic conditions can be incorporated into on-going decision making.

Campus Community Participation

Campus community involvement is essential in the operation of flexible, responsive services and facilities. Students, staff, and faculty of the college are usually the most experienced and knowledgeable people concerning the workability of the campus environment during daily activities and many members of the campus community possess knowledge and expertise that could aid and enrich the planning process at Evergreen. Open discussion about planning issues is essential in making user participation meaningful, in which "...people are forced to deliberately and precisely discuss the issues relative to the purpose of the activities to be housed." (J. Rowe, page 15).

Campus community involvement in decision making is an important concept in governance at Evergreen. In campus planning activities, community participation is an important tool as well as a goal in itself. Community participation is not new in the planning process at Evergreen. A number of student projects have addressed planning issues over the years, including the 1976 study entitled Campus Inventory and Land Use Planning (H. Hall, H. Lockwood, C. Lomax), and the l982 Environmental design seminar/library remodeling project. Involvement of a wider segment of the campus community has been possible through the inclusion of student, staff, and faculty representatives on DTF committees (examples include the 1975 Environment and Facilities Planning and Interim DTF, the 1976 Shorelines DTF, and the 1997 Space Efficiency Study).

Effective and useful community participation is an ideal that can only be realized by continuous efforts to provide opportunities for involvement with a visible influence on the outcome of planning decisions.

LAND USE PLANNING AT EVERGREEN

For a history of the Master Plan, refer to Chapter 1 of this document. Other influences on land use planning at the college (both internal and external entities) are described in Chapter 2.

The current land use planning process involves many separate groups. The Space Management Committee manages internal use of buildings. Proposals for land use outside of buildings are generated by the senior staff, Capitol Planning group, Facilities Services, and many other organizational units and individuals throughout the campus community. Some of these proposals are developed further through the biennial budget submittal process. However, many elements of land use, such as most recreation and research in the Reserve areas, are not tied to budget submittals and thus are overlooked in the planning process. Institutional oversight over all elements of land use planning is lacking.

Chapter 4: The Process for Land Use Planning (1998)

Primary administrative responsibility for campus planning lies with the Vice President for Finance and Administration. Final decisions on land use are made by the Board of Trustees.

THE CAMPUS LAND USE COMMITTEE

The 1998 Master Plan proposes formation of a standing committee to review designated proposals for uses of the college's land, excluding uses within buildings (see Recommendations). The Campus Land Use Committee (CLUC) is not intended to replace the entities currently involved in land use planning; instead, it is meant to become a focal point for campus planners. The CLUC would provide oversight, support, and encouragement for the development of land use proposals from all segments of the campus population. Members of this committee would be locatable and accountable to the Board of Trustees and the members of the Evergreen community.

The CLUC would also provide oversight for the land use review process and ensure consistent and expedient review of proposals. The CLUC would employ specific procedures, outlined below, in order to ensure that the goals and policies of the Master Plan are considered during the review process and brought to bear on all activities that affect the physical character of the campus. Creation of the CLUC would allow the college to better carry out the procedures regarding the land use planning process itself.

The CLUC would also be responsible for updating the Master Plan on a regular basis, thereby ensuring that the Master Plan will be a sustainable document relevant to contemporary planning needs.

Membership of the Campus Land Use Committee

The CLUC will consist of the following members appointed by the Vice President for Finance and Administration:

- Campus Architect/Planner (CA/P)
- Director of Facilities
- Environmental Health and Safety Officer
- Geographical Information Systems (GIS) staff person
- two members of the faculty (governance assignments)
- two staff members
- two students

The Campus Architect/Planner (CA/P) plays a key role for the CLUC. She or he is intended as the primary contact for members of the campus community for assistance with developing ideas into proposals. By working closely with project proposers, the CA/P could advise on the use of the Master Plan as a design tool and provide technical information and support during the early stages of design development. As the project concept is further developed, the CA/P could help proposers with preparations for formal presentations to the community.

The CA/P's current responsibilities on campus would augment his or her work for the CLUC. He or she works with Facilities Services, the Space Management Committee, and the Budget Officer in the preparation of the Ten Year Capital Plan and Capital Budget Request and also Facilities Services in their responsibilities for construction and operational management of the campus. These responsibilities and contacts give the CA/P an overview of land use plans and thus he or she should be an excellent resource for people with new ideas for the campus.

The CA/P has been proposed as the chair for the CLUC as well. Given the responsibilities already assigned to the CA/P (described above), other options for the committee chair should be considered as well. Possible alternatives include the Director of Facilities and a member of the faculty as co-chairs and the Vice President for Finance and Administration as the chair or co-chair, again with a faculty member. Further discussion is needed on this topic.

Operations and Authority of the CLUC

The proposed functions of the CLUC include the following:

Chapter 4: The Process for Land Use Planning (1998)

- review of land use proposals and applications
- assist with development of ideas for land use into formal proposals
- publicize land use proposals and decisions made following the review
- develop a Resource and Land Use Inventory and Land Use Activities Map
- coordinate the process of updating the Campus Master Plan

The primary responsibility of the CLUC would be as a mechanism to encourage and review proposals for land use from the Evergreen community. The scope and nature of projects to be considered by this planning process are widely varied. Generally projects include, but are not limited to, construction activities which alter public areas, changes in landscaping and maintenance practices which may noticeably impact the visual or natural environment, changes in campus services which will alter land or facilities use patterns, and academic or recreational activities which involve environmental impacts or designation of land areas for specific uses.

The CLUC would also serve as a clearinghouse of land use information, resources, and contacts. In addition, the CLUC must make every reasonable effort to involve and inform the college community of campus land use proposals and decisions.

The CLUC is not intended as a decision making body. The recommendations of the CLUC may be influential, but final decisions on land use proposals will be made by the President and the Board of Trustees. Recommendations of the CLUC will be given to the President for her or his determination. If the proposal concerns policy, changes to the current 10 Year Capital Plan, or changes to the Master Plan, the Board of Trustees must make the final decision.

Specific proceedings for the CLUC will be determined early in its formation; the committee will write procedures for its operations to be included in the updated Policy and Procedures Manual.

Developing Proposals and Applications

All members of the campus community must be encouraged to express their ideas concerning the need or opportunity for improvement in campus facilities and land use practices. Many members of the Evergreen community may have ideas that could address campus needs. Specific proposals for the use of campus land may also come from off campus institutions, companies, agencies, or individuals.

Before an idea will be reviewed by the CLUC, it must be developed into a formal proposal. The CA/P or appropriate administrative official can aid in the development of the proposals generated by students, DTFs, faculty, staff, administrators, and other groups by giving comments and advice to the idea generators. The CA/P should also aid idea generators in the application of the Master Plan to the particular proposal or issue raised and in attaining compatibility with approved land use designations. References to the Resource and Land Use Inventory or the Land Use Activities Map may help project development best fit into the context of past and present activities on campus.

In its deliberations, the CLUC may see a need for additional land use plans and proposals that will be of benefit to the entire community. It can therefore also proactively recommend that studies and DTFs be charged in order to initiate land use proposals of value to the college.

Types of Land Use Proposals

The level of disruption associated with academic uses varies greatly. Activities that will not last for more than three quarters, will not significantly disturb the soils or vegetation of an area, and the disruption will not be evident beyond the life of the project are considered **Short-term, Low Disruptive Projects**. Projects that will last for more than three quarters or will significantly disturb the soils or vegetation of an area and that disruption will be evident beyond the life of the project are considered **Permanent Educational Facilities and Structures and Disruptive Activities**. Academic uses of the college land are generally of three types: ecological studies, environmental education, and art projects; examples of each of these types of uses and the associated level of disruption are given here for additional clarity.

Ecological studies can be manipulative or observational. Observational applies to descriptive studies of plant communities, bird identification, field plant identification, or animal behavior studies. These academic activities

do not seriously disrupt ecosystems and should be able to take place anywhere on campus although travel off of improved trails should be limited whenever possible. Manipulative ecological studies have some impact on the nature of the ecosystem. Some examples of this would be timber management, animal collecting and trapping, trampling of delicate vegetation communities, and agriculture activities.

Most environmental education involves observational activities. However, building a nature trail or a campsite are possible components of an educational programs that would involve manipulation or disruption of the natural environment.

The amount of manipulation involved with art projects varies with each piece of work. In most cases, an art piece is placed within the natural setting without impacting soils or vegetation significantly. However, manipulation of the environment does occasionally take place as a part of an installation or performance.

The Content of Proposal Applications
The application for Short Term, Low Disruptive projects shall be a simple single-page check sheet that includes, among other things, the applicant's or academic program's name, a brief project description and duration of the activities, who will be in charge at the site during the activities, and an agreement to clean up and restore the area when the activity is completed.

The application for Permanent Educational Facilities or Land Uses by Non-college Entities shall consist of full documentation about the proposal including but not limited to the applicant's name and affiliation, a project description, justification, timeframe, cost and funding information, on-site maintenance/management, and a site restoration/cleanup plan.

Review of Proposals

Allowing time for and placing emphasis on the process of public circulation and review of project proposals will be of prime importance in the CLUC's work. When people are given the opportunity and invitation to participate within the process, they become more responsible and involved with the end project and the campus environment in general. Although everyone may not participate, they should still have that opportunity. The return benefit is that the users of the campus environment can often give the best advice on how a proposal may work and what may be needed to make it better.

The committee itself will determine the most appropriate forums and opportunities for gaining community input on each proposal depending upon its nature and scope. These may include open community meetings, hearing, open houses, and surveys/questionnaires.

The CLUC shall review proposals for:

- consistency with the educational mission of the college
- consistency with the Policies and Procedures of the Master Plan,
- suitability with the use criteria for specific land areas of the campus
- environmental sensitivity and SEPA compliance if required
- conflicts with other approved and proposed uses within or near the desired site.

When review of a proposal is complete, the CLUC must then recommend approval, conditioned approval, or denial. This recommendation will be forwarded in accordance with the Board of Trustees delegation of authority for final decision.

Short-term, Low Disruptive Projects
Short-term (one to three academic quarters), minimally disruptive activities are not a serious concern in terms of land use impacts by definition (see Types of Land Use Proposals). However, since unplanned and overlapping uses of an area are a concern, information regarding short-term, minimally disruptive projects must be submitted to the CA/P before the activity is begun. The location of the activity will be posted on an openly accessible Land Use Activities Map. This map must indicate where all campus land use activities are occurring, including educational and non-educational activities, maintenance and repair activities, and minor temporary structures. On

proposals of this nature, the CA/P will do an expeditious "checklist type" review to ensure that the proposed activity is situated in an appropriately designated area and does not conflict with other activities or proposals occurring in or near the area.

Those contemplating using a part of the campus for educational or research purposes are encouraged to consult the Land Use Activities Map when planning their projects to avoid potential conflicts with other planned and ongoing activities. If a conflict between several appropriate planned or ongoing uses occurs, all involved proponents will be notified and asked to resolve the conflicts among themselves. If no resolution is reached, the issue may be then referred to mediation.

The CA/P reserves the right to undertake a more formal review of all short-term proposals from non-community members.

Permanent Educational Facilities and Structures, And Disruptive Activities
Land use proposals by members of the TESC community for long-term activities, extensions of short-term activities beyond three quarters, permanent structures, and disruptive activities must be submitted to the CA/P. The CA/P will call the CLUC into session for review of the proposal within 10 working days. At the CA/P's discretion, additional time for the CLUC to convene is allowed to accommodate summer sessions, inter-session breaks, and unforeseen situations.

Land Uses by Non-college Entities
Land use proposals by individuals who are not members of the TESC community for permanent structures and long-term activities must be submitted to the CA/P who within 10 working days will call the CLUC into session for review of the proposal.

Evaluation of the Committee

The chair of the committee shall annually review the functioning of the CLUC and make recommendations for its modification to the Vice President for Finance and Administration during the Master Plan updating process.

THE MASTER PLAN UPDATING PROCESS

Copies of the Master Plan will be available to all segments of the Evergreen community; paper copies will be available to the public in many locations on campus and the document will be a component of Evergreen's policy page on the Internet as well. Proposals to modify the Master Plan can be submitted at any time to the CLUC by any community member and will be considered during the annual review of the Master Plan.

The Campus Land Use Committee is responsible for coordinating review of the Master Plan once a year, thereby ensuring that it will be a sustainable document relevant to contemporary planning needs. Based on the review process, the CLUC will make recommendations for changes to the Master Plan to the vice president for finance and administration who will carry the recommendations to the college president and Board of Trustees for final approval. At his/her discretion, the vice president has the authority to assemble and convene a Master Plan Review Team to hold hearings and recommend updates to the Master Plan.

Chapter 4 Addendum: The Process for Land Use Planning

INTRODUCTION

The Campus Land Use Committee (CLUC) is a working committee charged by the President of the college to be a focal point for the Evergreen community for activities that affect the existing use of the outdoor environment of the campus and the Campus Master Plan. These activities may include short and long-term land use research projects, temporary and permanent construction not envisioned in the Campus Master Plan, and other activities that temporarily or permanently change the existing use and composition of the land. Regularly scheduled committee meetings are open to all members of the community.

The 1998 Campus Master Plan proposed "… the formation of the Campus Land Use Committee which is to provide focus and structure to the process of encouraging and evaluating land use planning."

The committee has been formed. The committee authorizes low impact land use projects and is an advisory and resource entity for campus land use planners and community members wanting to make land use changes on campus. The committee draws upon the Campus Master Plan to evaluate land use proposals submitted to the committee and those developed by committee members. The College's Long-Range Strategic Plan and Bi-Annual Capital Budget Request may also be used to guide the committee's work.

PRINCIPLES OF LAND USE PLANNING AND CAMPUS COMMUNITY PARTICIPATION

Committee members encourage the principles outlined in the Campus Master Plan about community participation on land use projects. "Proposals for [outdoor] land use are generated by the senior staff, Capitol Planning group, Office of Facilities, and many other organizational units and individuals throughout the campus community. Some of these proposals are developed further through the biennial budget submittal process." The responsibility of complying with the planning process as is described is with the individual responsible for the land use project.

THE CAMPUS LAND USE COMMITTEE (CLUC)

The CLUC is an advisory and resource committee for campus land use planners and provides assistance with the development of low and high-impact outdoor land use proposals. It is comprised of faculty, students, and staff from different segments of the campus community. A process has been set to review project proposals and is available on the committee's web page (www.evergreen.edu/committee/cluc).

Committee Membership

Committee membership consists of the following members, which are appointed by the Vice President for Finance and Administration (except for faculty, which are appointed by the Provost):

Permanent:
Director of Facilities
Academic Dean
College Engineer
Environmental Health & Safety Coordinator
Geographical Information Staff Person

Assigned annually:
Two members of the faculty
Two college staff members
Two students

The chair and co-chair of the committee are the Director of Facilities and the Academic Dean, respectively. Current member names and contact information are posted on the committee's web page.

Committee Operations and Authority
The functions of the CLUC:

- Develop for recommendation policy and procedures that affect land use on campus;
- Identify land use issues that should be considered, determine whether it's within the committee's authority to take action, or recommend that a Disappearing Task Force committee(s) be set up to evaluate;
- Maintain and make the resource and land use projects database accessible (inventory of campus academic and non-academic research project results);
- Develop and maintain a land use activities map;
- Assist with the development of land use proposals;
- Assist with the application process for land use proposals;
- Review, recommend modifications, and authorize or reject low-impact land use proposals,
- Review, recommend modifications, authorize recommendation, or reject high-impact land use proposals;
- Ensure that the committee's work and decisions made are transparent to the college community (publicize when needed);
- Update the Campus Master Plan.

The committee is a clearinghouse of land use information, resources, and contacts. The committee has the authority to authorize low-impact land use projects and develop procedures affecting land use that are within the committee's control (e.g., the Director of Facilities has decision making authority of Facilities Services functions, the Academic Dean is similarly responsible for academics, as does the Environmental Health and Safety coordinator for health and safety issues).

High-impact proposals and policy change recommendations that the committee determines to be acceptable are submitted for consideration to the Vice President for Finance and Administration. The Vice President for Finance and Administration determines if the proposal is required to go to Senior Management and/or the Board of Trustees. Committee decisions may be appealed to the Vice President for Finance and Administration.

The committee can recommend that studies and/or Disappearing Task Forces be charged to initiate land use proposals of value to the college.

Proposing a Project
The committee has developed an application process for community members to follow when requesting a land use change. The application process is posted on the committee web page at www.evergreen.edu/committee/cluc. Committee members may assist students, staff, faculty, and the general public to develop the land use proposal and follow the application process.

It is preferred that the requestor be present at the committee meeting in which the proposal is to be introduced, so that they may answer committee member's questions on the proposal. In special circumstances, low-impact proposals may be presented by committee members on behalf of the requestor for committee authorization. Similarly, low-impact proposals may also be submitted to the committee's distribution list (clucdl@evergreen.edu), and members may respond with their approval, rejection, or comments. Members may request that action on a proposal be postponed until the committee is able to meet. For these requests, the chair or co-chair will respond to the requestor and the committee by email with the action to be taken.

Types of Land Use Proposals

Short Term, Low Disruptive Projects (low impact)
Activities that will not last more than three quarters, will not significantly disturb the soils or vegetation of an area, and the disruption will not be evident beyond the life of the project.

Observational ecological studies of plant communities, bird identification, field plant identification, or animal behavior studies are academic activities that do not seriously disrupt ecosystems and may take place anywhere on campus. However, travel off designated trails should be limited whenever possible. The committee should be informed of observational and manipulative ecological studies before they begin to ensure that they occur in appropriately designated areas and to minimize conflict with other activities or studies occurring in or near the area.

Those planning these projects should consult the land use research database and the committee to determine if similar projects have been done in the past or if any are occurring in the area(s) of interest. The application process should be followed when requesting authorization for this type of project.

Permanent Educational Facilities, Structures, Fixtures and Disruptive Activities (high impact)
Activities that will last more than three quarters, or will significantly disturb the soils or vegetation and the disruption will be evident beyond the life of the project, or a considerable number of community members will be affected by the project.

Manipulation of the existing environment, such as installation or construction of a temporary or permanent structure not envisioned in the Master Plan, or outdoor fixture that changes the existing use of an area, creation of a new trail, or re-designation of an area are examples of high impact projects.

The application process should be followed when requesting authorization for this type of project. Additional information may be required for construction projects such as schematic drawings, a maintenance plan, and the funding source.

The Content of Proposal Applications

An application should be submitted to the committee. The application process is described on the committee's web page. Basic information that is required for the committee to evaluate a project (low or high impact);

- consistency with the college's academic mission,
- suitability for the designated use of the area,
- address any potential environmental impact,
- address if there will be any health and safety issues.

Additionally, construction projects should also address the maintenance plan and submit necessary construction drawings. All proposals should be accompanied with a map of where the project will occur on campus.

Review of Proposals

The committee will review all proposals submitted at regularly scheduled meetings and action will be taken based on the majority consensus of the members present. For low- impact projects, or under special circumstances high-impact projects, committee review of proposals may also be done by email. If an email review is done, then action will be taken on the majority consensus of those members that respond.

Meetings are generally held monthly. Proposals should be submitted to the committee at least one week before the meeting in which the requestor wants the project to be reviewed. The proposals will be evaluated for the

information requested in the application, compliance with the Campus Master Plan, and applicable government laws and regulations.

Action that be taken by the committee may range from authorization or rejection of low-impact projects, recommendation to modify proposal for resubmission, and recommendation or rejection to recommend the authorization of high-impact projects.

The committee requires that the appropriate clean up and restoration be conducted by the requestor, or his/her designee(s), on all authorized projects. Areas that are modified must be returned to as close to a natural condition as possible.

Land Uses by Non-college Entities
Land use proposals may be submitted by faculty, staff, and students, as well as by members of the general public. The application process should be followed by all. Members of the general public may be asked to provide additional supporting documentation to be included with their application.

Evaluation of the Committee

The chair of the committee shall annually review the functioning of the CLUC and make recommendations for its modification to the Vice President for Finance and Administration.

THE MASTER PLAN UPDATING PROCESS

The Master Plan will be made available to all members of the community (the most up-to-date version is posted on Evergreen's web page). Proposals to modify the Master Plan are accepted by the committee. Suggestions may be made in person to committee members or by sending an email to the committee distribution list (clucdl@evergreen.edu). Comments submitted will be recorded and forwarded to the Vice President for Finance and Administration during the chair's annual review of the committee. Policy change recommendations must follow the college's policy development process (www.evergreen.edu/policies/g-process).

The Campus Master Plan will be updated as determined by the chair of the committee. The editor also will be designated by the chair of the committee.

Appendices

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Appendix A: Building Descriptions

Campus Core

Central Core

The buildings in central Core are of similar structure and concrete is the dominant surface material, with a few exceptions. Every building in the central Core is supported by systems that provide temperature control, access to the computer network, as well as other utilities. From the 1998 reaccredidation study: "All…major buildings serve as multiuse facilities. With the exception of the lecture halls and college activities building, all of these major buildings have a mixture of faculty, staff and student offices, and classrooms."

Daniel J. Evans Library Building: The library is a large, multipurpose structure containing the campus library, media services space, classrooms, faculty offices, administrative offices, conference rooms, lounge, and storage areas. Admissions, Registration, Controller's, and Student Advising are also located in this building. Most floor areas of this structure are carpeted. Phase I of modernization renovations encompasses B & C wings and is underway this biennium (03-05). Improvements will be made to the library, computer, media, and photo areas and to the building infrastructure (seismic, HVAC, electrical, plumbing, life safety, etc.). Funds are being requested in the 05-07 capital budget to complete the second phase of the renovation. This will improve administration offices, classrooms, fourth floor, lobbies, and infrastructure.

Lecture Halls: This building contains five lecture halls with capacities of 75, 75, 100, 150, and 300. Each lecture hall is designed to accommodate rear, front, and overhead projection. Also included in this facility are a centrally-located lounge area and a lecture-preparation area. There is an underground corridor leading to the Laboratory Building. Major renovations were made to update support systems in 1998.

College Activities Building: This building houses the main food service facility for both the Residence Hall students and the commuter students; included are a cafeteria and a full-service deli. Besides the dining hall, there is additional seating located in the staff/faculty lounge. A complete bookstore is provided on the main level for the sale of instructional materials and supplies. Other facilities included in this structure are two large classrooms, a cash machine, vending area, the college's FM radio station, student activity coordinating office area, bike repair shop, and Conference Services. There is a large receiving-storage area connected to an underground entrance. The building has its own loading dock. An addition was made to the third floor of the CAB in 1990; the Student Activities office area currently uses this space.

Arts and Sciences Laboratory, Phase I: Lab I includes general laboratory areas, faculty offices, conference rooms, classrooms, a terrarium, shop areas, a small animal room complex, and general storage areas. First floor classroom renovations are currently in the planning stage.

Art and Science Laboratory Annex: The Annex contains a large, high-ceiling laboratory space for art and other large-scale instructional activities involving metal, wood, glass, clay, and stone work. Also included in the building are art studios and a critique room. Additionally, this project has a large receiving-working dock area and an outdoor casting area with four kilns. This structure is connected to the Phase I laboratory structure.

College Recreation Center: The CRC has been built in two phases. The original space houses a large swimming pool with a separate diving bowl, five handballs courts, multipurpose rooms, exercise/weight rooms, two sauna bathrooms, locker-shower facilities, and an office area. The new addition contains a large gymnasium area with bleacher seating, movement rooms for dance or martial arts, a classroom, wellness lab, and a new office suite with work-rooms and conference space. The Health Center was recently moved to this facility.

Seminar Building, Phase I: This facility includes small classrooms, faculty offices, counseling services, and the campus Police Services. The EF Language School is also housed in this building.

Arts and Sciences Laboratory, Phase II: Lab II contains academic offices, interdisciplinary laboratory areas, a herbarium and collection room, classroom areas, shop areas, photo lab areas, and permanent office space for Facilities Servoces. This facility is connected on all floor levels to the west end of Phase I Laboratory. The Computer Application Lab, on the first floor, was remodeled in 2000. The third floor modernization renovations were completed in 2005.

Communications Laboratory: The Communications Building houses classrooms, faculty and staff offices, and specialized production facilities that support the performing arts, audio, film, and animation curriculum at Evergreen. The facility includes the Experimental Theater black box performance space, the Recital Hall performance space, the production scenic and costume shop, two dance/theater rehearsal rooms, 16 and 8 track audio recording facilities, electronic music studios, post production film and animation facilities, and several multi-use classroom/meeting/rehearsal rooms. There have been two significant projects for the Communications Building: the south side addition, completed in 1997, and the fourth floor addition, completed in 2001.

Longhouse Educational and Cultural Center: This building is designed after a Northwest Coast longhouse and is constructed from Olympic Peninsula cedar. It contains a large, open space which is used primarily by the Native American programs. Also included in the building are a full commercial kitchen and four large classrooms with flexible walls to allow configurations for large or small groups. The building also has a small conference room, an office, and two gas/wood fireplaces.

Seminar Building, Phase II: This five-cluster building adds academic and support service space. Included within the building are areas for the Public Service Centers (Community Based-Learning and Action; The Evergreen Center for Educational Improvement; Labor Education & Research Center; Longhouse Education & Cultural Center; NW Indian Applied Research Institute; Washington Center for Improving the Quality of Undergraduate Education; and the Washington State Institute for Public Policy), Evening and Weekend Studies Program, and a small satellite cafe. Design concepts and construction methods and materials focused on sustainability, life-cycle costs, and energy conservation.

Residences: All apartments include kitchen facilities with the exception of the studio units in "A" building (these units have access to community kitchens on the same floor). Laundry facilities are provided in the residence halls, the Mods and the Housing Community Center. Two recreation areas within the residence buildings are "The Edge" located in "A" Building and "The Far Side" located in the Mods. Both rooms have video and audio equipment as well as meeting and kitchen facilities. All rooms, except the Mods, were equipped in 1997-98 with technology upgrades consisting of data connections, cable TV, and phone service provided by the college. In 1997, "A" Building was retrofitted for fire system improvements which included the installation of a new fire alarm and sprinkler system. A new high security lock system was installed in 1996-97.

> **Phase I (A-D)**: Four residence halls stand in a cluster around a courtyard about five minutes walk northeast of the major campus plaza buildings. The residence halls are constructed of reinforced concrete. "A" Building is ten stories tall, and buildings "B", "C", and "D" are five stories tall and very similar in design. "A" Building is the only facility that contains any traditional residence hall rooms, having single studios and double studios. The residence halls also contain three-, four-, and five-person apartments of varying floor plans.
>
> **Modular Housing**: A complex of nineteen modular duplexes lies east of campus, about a fifteen-minute walk from the campus Core. The Mods, originally designed as temporary housing structures, are constructed of wood and have a more residential atmosphere than the residence halls. Each Mod contains two two-bedroom apartments housing four students each.
>
> **Phases II and III (E-K, N-U)**: Fourteen apartment buildings lie between Phase I and the Mods. Phase II and III buildings are wooden structures and are comprised of four- and six-bedroom apartments.

Housing Community Center: The Community Center contains a convenience store, social and dining space, recreational equipment such as pool tables and foosball, a video/television viewing area, and a variety of vending operations. Laundry facilities and all residential mailboxes are also located in this building.

Appendix A: Building Descriptions

Other Buildings within the Core

Central Utility Plant: This facility is located east of the Communications building. It contains two 35,000 pound per hour, and one 12,000 pound per hour fire tube boiler. Eight hundred and five hundred ton centrifugal chillers provide most of the cooling for campus buildings. These are R-134a and R-11 machines, respectively. The building is designed to accommodate one additional boiler and two additional chillers. If the heating and cooling equipment were fully installed, this structure would be capable of providing heat and air-conditioning to a campus of approximately 12,000 students. The unequipped area presently houses a temporary half-court basketball area and volleyball court. Present electrical utilities are sized for approximately 8,000 students

Recreation Pavilion: A large covered, but open, facility contains an artificial-turf field for indoor field sports such as soccer and lacrosse. It can also serve as a large outdoor assembly facility.

Childcare Center: A wooden structure that the college purchased with the campus property in 1967, the Center was originally a privately owned meat-processing facility. The building was remodeled in 1983 and previously served as the Facilities' Office and has also housed art studios and other functions in years past. The center was remodeled in 2004 and now functions as a full service childcare center for the college.

Water pump station; Combustible storage; Utility Tunnels and Substation; and Well House: These facilities house elements of the support system for the college.

Cluster Areas

Maintenance Shops: The shops cluster is located off Driftwood Road, surrounded by the East Campus Reserve. The main structure within the yard is the Shops building which houses several offices, a paint shop, a metal/fabrication shop, a wood shop, a sign shop, a meeting room/lunch room, a tool storage room, materials storage room, and a safety equipment storage room. Several other buildings provide additional office, storage, and shop space: the shops equipment storage building; grounds equipment storage buildings (two metal structures); surplus shed, grounds office; and hazardous materials storage building. Two garage buildings, the garage/motor pool and the garage annex, provide full automotive services and house the motor pool and automotive mechanics' offices.

Geoduck House: (originally known as the Marine Lab West) A residential home that the college acquired when purchasing its current land holdings. The house is currently used as a rental property by the Olympia Community School. The house is in need of major repair and its future status is in question.

Organic Farm

Farmhouse: A wooden structure with two floors and a third story loft. It contains classroom, kitchen, and caretaker's apartment. The farmhouse has a residential atmosphere and is heated by baseboard heat and a wood stove. The current structure replaces a farmhouse that existed on the property when the land was acquired by the state.

Greenhouses: Three plastic and pole greenhouses, one of them heated, are maintained for agricultural use. Several temporary hoop houses are also in use.

Farm Operations Building: A permanent structure provides the Farm Manager office and headquarters for the Practice of Sustainable Agriculture students.

Other structures: An outbuilding provides Community Garden storage of garden tools, storage space, and an area for biodiesel generation. Two composting sheds, vermicomposting shed, three small compost reactors, and a few smaller outbuildings provide additional agricultural functions and storage space.

Outlying Buildings

Driftwood House: A wooden structure purchased with the college property in 1967. It was originally a private residence. Up until 1983, this house served as the Childcare Center, and then was remodeled as a Leisure Education facility. It currently is used as storage for Housing.

Driftwood House Annex: A metal/aluminum building, originally designed as a mobile home. This facility housed staff offices when Driftwood House was used as the Childcare

Kifer Homestead: A small farmhouse located on Simmons Road west of Lewis Road that was acquired with the purchase of campus property in 1967; the house was occupied by Mr. Kifer, the owner of the life estate. It became property of the college when he died. Currently this facility is not used.

President's Residence: A waterfront home, five-thousand square feet, purchased by the college in 1968. It is located off-campus at 4202 Leavelle NW.

Appendix A: Building Descriptions

Appendix B: Student Demographic Statistics

Age Distribution of All Enrolled Evergreen Students

Enrollment Excludes individuals "not indicated"

	1971	1976	1981	1986	1991	1996	2001	2004
18 or younger	39%	8%	8%	11%	10%	10%	7%	9%
19-20	30%	19%	16%	17%	21%	23%	22%	20%
21-22	10%	22%	17%	14%	24%	20%	21%	20%
23-29	15%	29%	30%	24%	21%	24%	26%	27%
30+	6%	21%	26%	34%	24%	23%	24%	24%

Enrollment by Gender - Percent of Total Head Count

	1971	1976	1981	1986	1991	1996	2001	2004
Females	42%	50%	53%	53%	58%	57%	58%	55%
Males	58%	50%	47%	47%	42%	43%	42%	45%

Distribution of Total Enrollment, Fall Quarter 1971-2004

	1971	1976	1981	1986	1991	1996	2001	2004
Total Enrollment	1178	2636	2766	2965	3377	3715	4227	4410
Undergraduate	100%	100%	98%*	95%	92%	94%	95%	94%
Graduate	0%	0%	2%	5%	8%	6%	5%	6%
Full-time	94%	81%	83%	85%	88%	84%	86%	84%
Part-time	6%	19%	17%	15%	12%	16%	14%	16%
FTE Enrollment**	1121	2496	2623	2838	3386	3610	4169	4292

*Graduate studies were introduced in 1980
**Full Time Equivalents corresponds to 15 credit hours for undergraduates and 10 credit hours for graduate students

Fall 2004 Enrollment – Olympia Student Body Demographics

	All Students	%	**Undergraduates**	% of UG	**Graduate**	% of GR
TOTAL	**4113**	100%	**3841**	100%	**272**	100%
African American	129	3%	119	3%	10	4%
Asian/Pacific Islander	185	4%	175	5%	10	4%
Native American/Alaskan	140	3%	119	3%	21	8%
Hispanic/Latino	190	5%	179	5%	11	4%
Students of Color	644	16%	592	15%	52	19%
White	2836	69%	2644	69%	192	71%
Not Indicated/Other	633	15%	605	16%	28	10%
Male	1897	46%	1794	47%	103	38%
Female	2216	54%	2047	53%	169	62%
WA Resident	3210	78%	2957	77%	253	93%
Non-Resident	903	22%	884	23%	19	7%
Average Age	26		25		34	

Appendix B: Student Demographic Statistics

Appendix D: Planning and Governance Groups

2005-2006 Academic Year

Standing Committees (all Major)

Agenda Committee (elected)
Council of Faculty Representatives (elected)
Enrollment Coordinating Committee
Faculty Hiring DTF
Planning Unit Coordinators

DTFs (all Major)

Diversity DTF
First-Year Experience DTF
Hiring Priorities
Long Range Curriculum DTF
MIT Director Search
MPA Director Search
Narrative Evaluations Processing Checkpoint Criteria DTF
Strategic Planning

Other Work/Committees (Major)

Academic Advisors
Campus Land Use Committee
Computing & Communications Director Search
Community Outreach
Expressive Arts Sub-Area Conveners
Evening/Weekend Studies Coordinating Committee
Faculty Representative to Athletics
Food Service Advisory Committee
Food Service Strategic Planning Committee
Health and Safety Committee
International Studies Advisory Board
Information Technology Collaboration Hive (ITCH)
Parking Infraction Review Committee
Prior Learning from Experience Document Approval
Space Management Committee
Sponsored Research Committee
Sustainability Group
VP for Advancement Search

Other Work/Committees (Minor: typically meet once per quarter)

ADA Compliance Advisory Board
Campus Violence Advisory Group
Communications Board
Commute Trip Reduction Advisory Committee
Conflict Resolution Officer
Deadly Force Review Board
Ethics Review Board (2 years)
Friends of the Library
Human Subjects Review Committee

Lab Council
Longhouse Advisory
PLATO Royalty Award Committee
Police Services Community Review Board
Public Art Advisory Committee
Student Conduct Code Hearing Board

Appendix D: Planning and Governance Groups

Appendix E: Selected Climatological Data

Olympia, Washington (National Oceanic and Atmospheric Administration, 1996)

Month	Average Precipitation	Average Maximum	Average Minimum	Average Mean
January	8.01	44.2	31.1	37.6
February	5.77	49.1	32.6	40.8
March	4.95	53.3	33.5	43.4
April	3.29	58.9	36.5	47.8
May	2.09	65.9	41.4	53.8
June	1.63	71.1	46.6	58.7
July	0.82	77.1	49.3	63.2
August	1.29	76.9	49.4	63.2
September	2.26	71.5	45.3	58.4
October	4.31	60.8	39.5	50.3
November	8.05	50.4	35.4	42.9
December	8.12	43.8	31.9	38.0
Annual	50.59	60.2	39.4	49.8

Appendix F: Responses to the Campus Master Plan

May 1998 Draft

Introduction: The Outreach Process

Copies of the revised Campus Master Plan were made available in several locations around campus, as well as on a web page. Memos asking for input on the draft were delivered to all mail boxes on campus and an e-mail memo to planning unit groups of faculty made the same request. In response to the memo, I have received responses from eight faculty and three staff members.

Public forums were held on two consecutive days advertised in the CPJ, Greener Scene, and the memos. The first was well attended; about ten people, including faculty, staff, and a few students, participated in a discussion that mainly concentrated on the CLUC. Only a single staff member attended the second forum.

A voice mail message was sent to all student organizations on campus. There was only one obvious response to this, but the message likely helped to pique interest and recognition of the Master Plan in other settings. A "banner" was placed as header for opening all email accounts in the "pine" system as well, and this seems to have resulted in a few letters. A chat room type forum was set up on the topic of the revised Master Plan, but it received minimal use (one entry so far).

The largest number of responses was gained by setting up a table in the CAB for a day and a half. This set up allowed people to casually inquire about the plan. Comments—from the very general to the specific—were encouraged and recorded. Responses were recorded from fifty-six students, ten staff, and four faculty members. However, it was estimated that overall more than two-hundred people stopped at the table; most of them inquired about the plan but did not give a response beyond accepting the information given to them. Many expressed their appreciation of this particular outreach effort. A few students that talked to me in this setting have contacted me with further questions and comments. Three students and one alumna have sent email messages, but none of them specified where they heard about the Master Plan.

All of the responses received on the draft Campus Master Plan, from all the various venues, are outlined below. While the intent of speaker or writer has been maintained as closely as possible, most of the responses have been edited for brevity. Those responses that do not directly apply to the Master Plan, e.g. those that are site specific, were passed on to appropriate members of the staff for further consideration. Those responses that do directly address an element of the Master Plan were discussed at length and many modifications were made to the plan as a result.

Responses to May 1998 Draft

Facilities

The Longhouse is in the wrong place. It would be ideal if Longhouse and Seminar II could switch locations. (Staff)

Likes the aesthetics of the Longhouse. The concrete buildings are ugly. Should use alternative building materials, design, systems (e.g. straw bale). Need to set an example. (Student)

A new building for administrative purposes or for classroom space would be welcomed. (Student)

Many check-ins on the location of Seminar II. Responses to are mixed – some people have no problem with it. Others are initially upset, but nearly all appear to accept the location choice when the reasons behind it are explained. Students at Evergreen for Ecological Design (SEED) came to meetings about Seminar II and they feel that their suggestions regarding systems design for the new building were not taken seriously. (Student)

The administration doesn't care about student opinions. Doesn't want to hear the reasons for locating Seminar II next to the CAB. (Student)

Sad about the trees to be cut down for the location of Seminar II. Somewhat alleviated by hearing of the background in making the location choice. (Staff)

Supports proposal for new theater attached to the Communications Building. (Student)

Paint murals on the outsides of the buildings – it would improve the exterior appearance and give opportunities to art students. Paint would seal the pores of the concrete, so mosses, algae and lichens wouldn't take hold as quickly (reduced washing needs would offset additional maintenance of murals). (Student)

Include roof gardens in the design of new buildings. Terrace the different levels, with gardens on each terrace. Existing buildings are ugly and depressing. This strategy would green-up the exteriors. Why not expand the campus vertically rather than horizontally? (Student)

Daycare Center building needs to be replaced. It isn't big enough (long waiting list) and it is in poor repair. Should be a high priority for the college. (Student)

Need a bigger daycare. (Student)

Don't build a stadium, or any sports events facilities unless it's for something outrageous. (Student)

Don't put the new building in front of my window. (Staff)

No mention of earthquake preparedness, disaster planning in the Master Plan. Include in modernization section? (Staff?)

The TESC woods are a unique, non-replaceable asset. Every effort should be made to minimize further encroachment into these areas. Limiting new construction to the core campus area, minimizing non-permeable surfaces, etc. are all part of the process. Grow up, not out. (Faculty)

We don't need another building. We don't need another clear-cut. What happened to progressive Evergreen? It's gone mainstream…ban the plan. (Alum)

Is there anything that pushes the school to keep with environmental goals when planning and executing construction? (or does it generally come down to economics?) Why has past construction on campus been so conservative? Evergreen should be a leader in innovative, environmentally sensitive development. The technology exists for alternative building materials and support systems – why do we balk at using it? (Fits with Objective 15) (Student)

Utilities

Need discussion of solid waste management on campus. Add a policy to address recycling and adding composting of all organic matter. If money is the concern, consider that the existing waste disposal system may already be losing money (how about the long term?)...would this really make it any worse? Possible site for composting facilities could be meadow on Driftwood. (Student)

Other Structures

Many check-ins about the status of the canopy walkway. Those who stated an opinion were in favor of the walkway. Supports the location of KAOS tower in B Lot. (Student)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

Interior Spaces
Move the bike shop to ground floor access… it would receive much more frequent use. In current location, have to use elevator to access, plus not very visible. (Student)

Need to display more artwork on campus. It is difficult for students to show their work on campus, and there is plenty of bare wall space that could be beautified with art. Needs to be a consideration for the new construction on campus. Also minor renovations of existing space to accommodate art work (better lighting). Student work should be given priority over faculty exhibitions. (Student)

Lounge areas are not well equipped. Furniture is missing or dirty. Many areas are dark. Adding art work to these areas would help to make them more inviting. (Student)

Use full-spectrum lighting in all classrooms. It would help prevent winter depression. We deserve better than the same old flourescents we've suffered with since grade school. (Student)

Glad to see that display spaces for artwork is one of the design concepts for campus. However, not sure the campus adequately supports the actual installation and exhibition of artwork in these display spaces with financial, equipment and staff resources. (Faculty)

Could not find issues of indoor air quality and aesthetics adequately addressed anywhere in this plan. I believe both concepts are essential to the quality of our lives on campus. It seems these issues might more directly be addressed under "Section III - 2.2 Objectives and Policies: Facilities, Objective 3: To maintain a set of unified design concepts to guide campus growth". (Faculty)

One of the main disappointments I have had about this college is the lack of outdoor or environmental art on our grounds. On other campuses there are collections of art that elicit wonder, curiosity, commentary (even conflict) and illustrates a wonderful cultural diversity and history. These are also items of a mature campus and do not appear overnight. Now that Evergreen is maturing, I suggest we have a statement of a goal for soliciting or encouraging outdoor sculpture, structure, fountains and the like. (Staff)

I would like to suggest that when Police Services moves into the CAB, space and venting be made available in their lobby for a copy machine. Presently, the only student access copiers are in the library and this limits access when the library is closed. Having the machines in the lobby of Police Services would allow for supervision of the copiers and increase contact and exposure between the campus community and the Police Services staff. (Staff)

Parking
Parking is awful for people who have to make trips from campus during the day – waste time finding and re-finding parking spaces and walking to and from the outlying edges of the parking lots. (Staff)

Could faculty park under the library? They could use existing service roads for access. (Student)

Why not multi-level parking? Parking lots could maintain existing foot prints (avoid cutting down more trees or increasing walking distance) while providing more spaces. Could have trees growing up through the parking structure to maintain that feel. (Student)

Underground parking would allow for more parking spaces. Could use area over the underground parking for athletic fields or gardens. (Student)

Need more parking closer in to the Core. Should be a larger parking area by the Longhouse.(?)

Housing
Use the meadow north of Driftwood Road as the location for the new dorms. Excellent solar exposure. (Student)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

Use Driftwood House for a cooperative living residence. Humboldt Community College (not sure if I wrote the name down correctly) has such a set up – students get 2 credits per quarter to live as an intentional community, sharing responsibilities of the house (growing food for the house included). It would be best if the house was retrofitted for more appropriate technology, but even without that kind of renovation it would be a useful experiment/example of cooperative living. (Student)

The mods are in terrible shape – hard to clean, infested, falling apart, unhealthy. They were intended as temporary structures but instead have been used for 25 plus years. Should be torn down and re-built. Could provide site for future dorms (if they were multi-story structures, there still would be a net gain in dorm area). Use sustainable building materials for new structures. (Student)

Did campus ever own Cooper's Glen land? What was Evergreen's involvement with developing ASH? (Student)

Regarding dorms: likes the layout of Phase II and III dorms – more natural than Phase I or mods. For future dorms, have more variation in the appearances of interiors and exteriors. Leave as many trees between buildings as possible. (Student)

Campus housing is adequate. Housing has talked about "needing" to build, but many, many apartments (especially the mods) had extra beds and plenty extra space. TESC computing and networking officials, get your act together!! It is a sad day when the connection to the internet (the heinously over-done firewall) that serves all of campus and resnet cannot be reset quickly when it goes down. Who's responsible for such irresponsibility? Housing costs were raised for net connections that housing members can't use. Not fair! (?)

Organic Farm
Wants the farm to expand. (Student)

Wants more space at the farm. Free Community Garden plots for students. (Student)

Growth (within and outside Evergreen)
College shouldn't grow any more. Be stubborn. (Student)

Need to address more directly in the plan what the policy is on growth adjacent to the college boundaries. What kinds of things do we want developers to consider? (Student)

Make tables of student demographics and student population growth more clear (Appendices B and C). What about the extra students that were enrolled in 1997? When was the decision made to grow (what process decided this?). Discuss the ratio of in-state to out-of-state as well. (Student)

Any particular study area targeted for growth? (Student)

Can we affect how the land is developed at our borders? Can we buy adjacent property? (Faculty)

No growth would be best. Keep Evergreen small. That is what is attractive about the school. (Student)

Hope that Evergreen grows in a responsible way that is in accordance with the founding notion of simplicity and conservation of our natural surroundings. (Student)

Given the pressures of development, there will likely be no significant wooded areas on Cooper Point twenty years from now, unless development is controlled in the very near future. A very serious concern becomes maintaining connections to other habitat areas, if possible. Will the pressures of development increase the value of the land to the point where the College has to sell it off or develop it? Is there any way to forever lock the wooded areas into a land trust that precludes any development? (Faculty)

Could outside entities ever buy up campus land? (Student)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

Landscaping
Worried about ivy – it has already started killing trees on campus. Need to salvage the landscape. Involve academic programs and coordinate with outside entities (Sound Native Plants, Native Plant Salvage Project) to establish landscaping with native species. Expand the ethnobotanical garden at the Longhouse – have it spill over into other areas of the Core. Using natives will save money on maintenance. (Student)

Should use native plants on campus. Ivy is stupid; it is radiating out from the library building, invading other parts of campus. Grass is stupid; water requirements are high (and the sprinklers are sometimes turned on while it's raining). (Student)

Is there a policy to replant a tree for any that are cut down? (Student)

It is important to maintain plantings that are strictly native. Herbicide and pesticides be kept to an absolute minimum. Regarding new development, plan around the especially large trees which contribute to the richness of campus. (Student)

Fruit and nut trees, berry bushes, and culinary and medicinal herbs planted around the campus would be a great asset to future students. Add color and variety to the landscape, great for wildlife, and perennial herbs have low maintenance needs. Also wonderful to have food for campus population – supplying even a small portion of the food we need locally can help us to be more sustainable, healthier and happier. (Student)

Reserve Areas
Trails are in terrible shape. Need to improve existing trails and build new ones. Could employ a group of students to do the work (cheaper than hiring professionals). Have pay boxes at trail heads for non-TESC users. (Student)

Need to clean up forests. Garbage from students partying in the woods all over the place. (Student)

Supports idea of Ecological Reserves. (Student)

Small-scale (sustainable) forestry should be done by academic programs on campus. Have a program as an extension of the Organic Farm program. The forests as they are now don't look healthy and are a fire hazard. (Student)

Land base of Reserve areas not large enough to do much "real" science in terms of sustainable forestry experiments. Could Evergreen programs use off-campus (existing) forestry areas (e.g. H. J. Andrews and UW experimental forests)? Reserve areas provide the perfect balance to the developed campus. These areas are part of the reason this student chose Evergreen. (Student)

When will habitation policy start to be enforced? Could we create a new position to cover this? (a forest ranger type) Ecological Preserves need to include blocks of land, not just narrow strips. Should allow for some coherence of ecosystems on campus. (Faculty)

Impressed that so much of the campus is undeveloped. (Student)

Communication among the users of the Reserve areas is lacking. Now that we have a GIS gridwork in, and a staff person in charge of it, that we should be able to keep track of the use of these areas. Need an active committee to help with decision making, provide strong and fair guidance in determining what sorts of activities are carried out on our lands. Sampling and marking plants must be done in a minimally destructive way. (Faculty)

Make a small campground in the campus woods, near a road so that it's easy for police to check-up on. For students only. With student ID they would have access to showers/toliets in the CRC. Camping should be free in exchange for residents being responsible for a certain section of the woods: trail maintenance, trash pick-up, making sure no transients living there. (Student)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

The more woods we keep, the happier I'll be. (Staff)

Save as much woods as possible. (Staff)

Maybe log it a little bit. (Student)

Need trail maintenance. Also, why are we using non-native species on campus? Especially ivy – why use it and then spend time removing it? (Student)

Many trails emerging in the North Campus land area. How can these be prevented? Maintained? It is a complex problem warranting at least a year's worth of discussion. Perhaps an academic program should take it on. (Faculty)

Connect Ecological Preserve areas so that there are corridors for wildlife that use more than one area of campus. (Faculty)

The reward for commuting to Evergreen is the sweet air I get to breathe when I arrive…short walks between buildings rejuvenate me with truly fresh air. Walks to Organic Farm give respite from job stress. I can see all kinds of birds from office window. These are the selfish reasons why I enjoy the forests and want them to be preserved…evidence not only that our immediate environment is now in balance but also that there is a potential for more to be so. If we are constantly reminded of that potential, then perhaps we will better guided our steps in that direction. (Faculty)

Campus Land Use Committee (CLUC)
Likes idea of CLUC. (Student)

As a part of CLUC operations, they should regularly publish details of the process and results of review (in newspaper and/or other locations). If zoning is established, that should be publicized. (Student)

The CLUC should be set up so that committee members can't push their own agenda, push their own proposals through. How do we address potential conflicts of interest? Members shouldn't review their own proposals. (Student)

What is the timetable for formation of the CLUC? Need more specific details of operations of the CLUC. (Faculty)

Need formal inventory of vegetation and wildlife distribution on campus. Need to compile the studies that have been done (by students, faculty and others) so that we can build on earlier research and not waste time duplicating. Develop a protocol for how studies for the inventory are conducted? Copies of the reports and overall inventory should be centrally located (archives, data base) and accessible and indexed. (Faculty and Students)

The proposal to form the CLUC makes sense. (Student)

Supportive of the CLUC concept – need to hire some people to make it possible, though (existing staff already very busy). Should split the Campus Planner/Architect into two positions. (Faculty)

Replacing EAC with the CLUC is another step in the wrong direction. The aesthetic component has been removed from the original mission. Need to be concerned with the philosophy of pre-serving what is just a bit wild on our campus, not with developing a logging program. (Faculty)

Planning for the CLUC is very thorough; impressed with how much detail there is on what the committee will do and how it will work. It is essential to clearly communicate this to the campus community and to clearly define and support the jurisdiction and decision-making powers of the CLUC. From the plan, understand that the CLUC

will make decision-making recommendations only. Also wonder what the relationship between the CLUC and the Health and Safety Committee and the Environmental Committee will be? (Faculty)

Format
Doesn't understand section numbering. (Student)

Citations should be at ends of sentences, not between sentences. (Faculty)

Reading it the first time was a little overwhelming – so much information. But went back to investigate specific areas of confusion, able to easily answer own questions. So, format works well. (Faculty)

Change the name of the corporation yard – doesn't make sense. (Several Students)

In the electronic version of the plan, it would be great to have word search capability. If you weren't familiar with the organization of the document, you could type in the topic that you're interested in and get all the references. (Staff)

Goals and Objectives
(Note: "Objectives" corresponds to "Policies" in the September 1998 Draft)

Re: Objective 9, need more consultation with intended service population. Faculty and students need to be included in planning and provision of campus activities and services to a greater extent.(Student)

Re: Objective 12, EF Language school needs to be integrated with rest of the college. Wants to mix with that part of the population. (Student)

Re: Objective 12, EF students are isolated – both housing and classrooms. (Student)

Re: Objective 4, police vehicles are the most prevalent automobiles within the campus core. While this makes some sense for night patrols, no reason for driving around the core during the day – why not use the bikes more?

Re: Objective 4, Need more parking/locking spaces for bicycles. Need bicycle lanes on all campus and access roads – especially on the Parkway at the main entrance. (Student)

Re: Objective 4, what about the services needed for cyclists (e.g. showers, lockers)? What encouragement are we providing for users of alternative transportation(Section III – 5.4.2)? (Student)

Re: Objective 15, Only one policy based on this objective. Needs to be more that address vision for campus utilities (waste management, energy sources etc.) and building design. (Student)

Which objective covers growth? (internal and external?) How about policies on these issues? (Student)

Overall
Include an appendix of input/responses in the Master Plan so that there is documentation of this part of the process. Will be able to see which responses resulted in changes to the document and show where opinions differed. (Student)

Agrees with concept of core and cluster areas. (Student)

Ugliest campus ever seen (referring to the campus core). (Student)

It looks great. (Student)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

Generally positive response to the revised Plan. Likes that the Master Plan is setting the stage for these discussions instead of leaping ahead to conclusions. (Student)

Many positive responses to setting up the table in the CAB. Students and faculty appreciated the administration reaching out in that way. Great to look at the Master Plan on the web page. Final copy of the Master Plan should be a permanent part of the TESC home page. (Faculty)

Likes the campus how it is. Doesn't want anything to change – change is probably for the worse. (Student)

Liked subject heading on e-mail memo (Why not develop evergreen's forests?).(Staff)

Good job of assembling material. (Staff)

Add a section on the data communication network (under Section III – 2.4.9, Communications). (Staff)

Leaving the forests here as intact as possible ought to be our first goal. (Student)

Found much of the material in the plan to be extremely useful on a number of levels. For instance, the information on the climate of the area is an excellent resource for people new to the area. Will definitely reference many of the figures and appendices in the future. Would like to see the planning and governance groups list updated as part of the annual update and specifically up-dated to include the names of who is currently serving on those planning and governance groups. This would be a very useful resource to the campus. (Faculty) Note: While a list of the planning and governance groups will continue to be included in the Master Plan, it probably isn't the appropriate place for listing the names of those that serve on the committees. However, it does seem like this could be a useful resource to have available somewhere on campus.

The development plan is seriously flawed. If there are any ecological considerations, even concessions in the plan, they are well hidden under a mass of details concerning large-scale developments which may or may not be in the best interest of the college. Where and when will the AM/PM, Burger King, McDonald's and various stripsprawl be built…will transfer to another college where the character of the institution is a known, rather than unpredictable, evil. (Student)

Plans for the future should consider the many other things besides the academic program. In the dominating American culture, human beings are too often planning in their own behalf without thinking of all the other creatures around them. This place is an important place because of the way in which it preserves habitat for all our relations in the natural world. If we consider developing anything on campus, we should think, not just economically, not just environmentally, not just aesthetically, but wholistically and then we will talk carefully with the scientists and call in NativeAmerican elders from the area, and think about everything that this campus nutures and makes possible so that we may act as an example for students needing to find harmony as they create human culture on an earth that supports more than just human life. (Faculty)

Heard that Evergreen is the only state college that breaks even. If this is so, why don't we have more flexibility to do what we want? How much pressure is there to not change this situation? (If other colleges are losing money, why can't we?) (Student)

Let's face it, the planet is at stake! The Master Plan is unquestionable, beyond challenge. Who ever wrote the Master Plan will not be held at fault. However, it is incomplete. It has obviously been shortened to this brief length so as to appeal to the quick/casual reader. I think someone who can more fully express the plan should create an addendum. After all the voter may pass by and want to know exactly what the Master Plan says (other than – to be presumptuous – the President is charged with the duty to decide which bush or shrub is to be KILLED to make room for some new structure. (?)

Appendix F: Responses to the May 1998 Draft of the Campus Master Plan

Appendix G: Topics Updated in the 2005 Update of the 1998 Campus Master Plan

During the 2005 update of the *1998 Campus Master Plan*, the starred (*) topics listed below were identified as out-of-date. College staff, faculty, and city and county staff provided current information on as many out-of-date items as timeline allowed. Updating status is indicated next to each subject in the list to aide future revision efforts of the Master Plan.

Potentially out-of-date policy and potential changes in scope are not listed here, as they were not included in investigations for the 2005 update (see 2005 Update in Chapter 1). However, comments on these larger issues are compiled in Appendix H and will be addressed further when the next substantial re-write of the Master Plan takes place.

Topics are listed here as section titles as they are found in the 1998 Master Plan; section titles not starred did not appear to need significant data update at this time

Prologue

***Acknowledgements**: added for 2005 update
***Definitions**: clarified wording of a few; changed definition of "land use"—removed the words "interior and exterior"
***Executive Summary**: added one for 2005 update
***Recommendations**: gave status report on 1998 recommendations; added one new for 2005

Chapter 1: Introduction

Statement of Purpose
***History of the Campus Master Plan**: added 2005 update
Founding History of the College
The Educational Program at Evergreen

Chapter Two: Master Plan Context

Introduction
Authority of the Board of Trustees
***Other Influences on Land Use Planning**: added Space Management Committee; other minor changes to wording
***Campus Population**: updated statistics and plans for growth; did not have updates for financial aid recipients or breakdown for types of faculty, so cut
Physical Setting:

- **Location and Property**
- **The Physical Environment**
  - ***Macro-Climate**: not updated
  - **Micro-Climate**
  - **Geology**
  - **Soils**
  - **Topography**
  - ***Drainage**: updated to include reductions in impervious surfaces; apparently Parkway still occasionally floods, still not current studies on impacts to surface and ground water, and college major source of automobile and fertilizer use
- **Ecology**:
  - ***Introduction**: clarified wording
  - ***Campus Forest Habitat**: updated "species of concern" status, added amphibian and reptile species and mention of invertebrates
    - ***East Campus Reserve**: updated references to development to appropriate tense, added year forest was cleared

North Campus Reserve
West Campus Reserve
South Campus Reserve
Campus Meadow Habitat
***Campus Shoreline Habitat**: updated "species of concern" status

Land Use in the Surrounding Area:

***Thurston County Population**: updated current statistics and projections; added information on demographics

History of Growth and Development Planning:

***Current Growth and Development**: updated information on Cedrona complex, now completed; added re-zoning to protect Green Cove Creek; added recent GMA compliance issues

***College Influence on Surrounding Land Use**: updated discussion of traffic study; added Neighborhood Advisory Board; updated public access to trails; added potential for Cooper Point park

Chapter 3:The Master Plan

Introduction to the Master Plan

Goals for Land Use

***Policies and Procedures for Land Use**: updated language referring to people with disabilities (Policy 4); other minor wording changes for clarification

Major Land Areas of Campus

Introduction

Land Area Descriptions:

The Core

***The Clusters**: updated Organic Farm description

***The Reserve Areas**: bulkhead at shoreline has not changed

Land Use: Developed Areas of Campus

Campus Buildings

Spatial Arrangement:

***Pathways**: added language about ADA compliance

Architectural Design:

***Materials and Structure**: updated terms for type of construction and building code; did not update discussion of alternative building materials and utilities, although may warrant since Sem II construction (and remodels?)

***Ease of Modification and Flexibility of Spaces**: updated; less use of this now

Open Spaces

Aesthetic Considerations

Design Outside the Core:

***Outlying Buildings**: updated use of Driftwood House

***Building List**: added Seminar II; other minor updates

Utilities:

***Introduction**: removed outdated discussion of controls and monitoring systems

***Water**: verified numbers in agreement with city

***Refuse/Recycling Service**: updated disposal companies and added food waste composting

***Storm Sewer**: updated storm water retention

***Electrical:** updated; added adoption of "green" energy

***Steam and Chilled Water**: updated

***Communications**: updated all except Data section (didn't need it)

Circulation:

***Introduction**: removed out-of-date text on traffic study

Internal Circulation

***The Pedestrian Environment**: updated ease of movement for people with disabilities; added covered walkways of Sem II

***Separation of Automobile and Pedestrian Traffic**: added battery powered vehicles solution

***Internal Bicycle Circulation:** added Seminar II bike racks

***Hazards to circulation**: updated intersection of Driftwood and Overhulse and plan for south end of Parkway; removed lack of pedestrian access to Parkway

***External circulation**: updated Parkway description

Appendix G: Topics Updated in the 2005 Update of the 1998 Campus Master Plan

***Commute Trip Reduction**: updated CTR program, current lack of committee; added Commuter Contest, Passports, new bike facilities, IT passes
***Automobile Parking**: added new spaces in B and C lots; added new pay machines; added parking for people with disabilities
***External Bicycle Circulation**: updated Parkway access and bike lanes on major routes

Modernization:
***Introduction**: updated status of modernization efforts
***The Concept of Modernization**: clarified wording
***Patterns of Use**: removed section
***Facilities Audit**: updated status

Landscaping:
***Campus Core**: minor changes in wording; added teaching gardens
***Indoor Plantings**: still is a small greenhouse in lobby of Lab I
***Roadways and Parking Lots**: updated landscaping on the Parkway
***Chemical Use**: updated language

Campus Services and Activities:
***Community Services**: limited update—may warrant more
***Commercial Services**: updated on-campus facilities
***Campus Housing**: updated Provision of Service; updated Considerations for Future Housing
***Fire Protection**: added potential plans for McLane Fire District
***Campus Police Services**: updated emergency telephones
***Social space and entertainment**: added smoking shelters
***Recreation, Wellness and Athletics**: updated mission; updated athletics and clubs; updated public access; added future expectations

Land Use: Undeveloped Areas of Campus

Types of Land Use:
***Academic Use**: updated reference to database; added permanent plots discussion
***Ecological Preserves**: minor changes to language, since don't currently exist
***Recreation**: updated public access
***Habitation**: removed confusing text; updated enforcement
***Fire Protection**: added fire lanes consideration
***Resource and Land Use Inventory**: described current status and future plans
***Regulations**: added regulation of shoreline section (see below)
***Trail System**: described improvement projects, signage, and on-going maintenance

The Reserve Areas:
***Regulation of Shoreline Reserve**: moved this section to general Regulation section, above; updated status of Shoreline Master Program and added discussion of other programs that may affect shoreline regulations
***Future Uses of East Campus Reserve**: removed discussion of easements
***Future Uses of North Campus Reserve**: updated discussion of trails
***South Campus Reserve**: updated discussion of McLane Forest trail

Chapter 4: The Process for Land Use Planning

Added reference to Chapter 4 Addendum; otherwise only minor grammatical changes; inserted Chapter 4 Addendum following

Appendices

***Appendix A: Building Descriptions**: added major renovations, changes in use, description of Seminar II
***Appendix B: Student Demographic Statistics**: Added 2001 and 2004 stats for Age Distribution, Enrollment by Gender, Distribution; added demographic table for fall 2004 enrollment
***Appendix C: Growth Plan**: removed (no longer relevant; no update available at that level of detail)
***Appendix D: Planning and Governance Groups**: updated
***Appendix E: Selected Climatological Data**: did not update
***Appendix F: Responses to Drafts of the 1998 CMP**
***Appendix G:** added **Topics updated in the 2005 update of the 1998 Campus Master Plan**

Appendix G: Topics Updated in the 2005 Update of the 1998 Campus Master Plan

***Appendix H:** added **Comments for Future Revision of Evergreen's Campus Master Plan**

***Bibliographic Notes**: updated with new references, mostly urls

Figures

Figure 1: Regional Location
Figure 2: Vicinity Map
***Figure 3: Thurston County Zoning**: updated
Figure 4: Soils
Figure 5: Topographic and Site Factors
Figure 6: Forest Typing
***Figure 7: Major Campus Land Areas**: did not update—does not reflect changes to Parkway or new buildings in Core
***Figure 8: Campus Core**: same as above
***Figure 9: Orientation Axes**: same as above
***Figure 10: Central Campus Utilities**: same as above
Figure 11: Ecological Preserves as proposed in the *1983 Campus Master Plan*

Appendix G: Topics Updated in the 2005 Update of the 1998 Campus Master Plan

Appendix H: Comments for Future Revision of Evergreen's *1998 Campus Master Plan*

The 2005 update of the *1998 Campus Master Plan* has been an effort to renew data and descriptions to reflect current conditions; no significant changes to policy, scope, or organization of the plan were made. Comments on potential changes of those kinds are compiled below, so that these thoughts may be addressed as part of the future re-write (see new recommendation for 2005). This compilation does not include comments about smaller updates; updates to data, grammar, and other "housekeeping" changes were made directly to the text or are indicated as unchanged in Appendix G.

Some of these comments come from files kept during the last several years of CLUC meetings; others were submitted during the 2005 update investigation. In October of 2005, a draft of the update was posted online for review by members of the CLUC and other contributors to the update—the review period was just over three weeks and did not yield any additional comments. The Director of Facilities Services asked two members of the CLUC, the Academic Budget Dean (the CLUC co-chair) and the Facilities Engineer, to review the draft and this did result in several corrections and minor revisions, and a few new comments for this appendix. Comments from the campus community were not solicited during the updating process, but will be critical to any future *revisions* of the Master Plan.

Comments are listed as bullets following the title of the section where they are found in the *MP*; sections that did not receive comments are not listed. All comments were submitted by members of the CLUC, unless otherwise indicated.

Overall Scope and Updating Process

From the CLUC File

Campus Master Planning

The current plan continues to be useful in many ways but it does not provide guidance for several current issues facing the college. Those issues are:

- "Changing External Regional and surrounding community growth planning
- Evolution of academic and campus life programming internally and
- Expanded enrollment planning beyond current programming."

"A master plan can be thought of as a strategic matrix. It should offer a framework for applying institutional design intentions to a broad range of locales across a long period of time. Organizing a complex village design problem into a set of thematic districts is helpful in articulating the application of design principles and policies to the evolution of specific places. A master plan articulates how the campus and surrounding community will develop from both a qualitative and quantitative framework. A master plan addresses the evolution of:

- Academic programming (teaching, research and community outreach/public services)
- Expanded enrollment programming
- Surrounding community (population growth, regional planning, zoning, roads, sewer, etc.)
- Campus life (social living, dining, recreation, etc.)
- New programming (partnerships, businesses, grants, new services, co-locations, etc.)"

"Full master planning (beyond our 1000 acres and includes the built and not built future programming)
[or] land use only (just focusing on the "zoning" of the no-built environment)
[or] facilities plan only (what are we modernizing into)
[or] campus life only (just to finalize housing, food, CAB, S&A, and other common spaces)."

General Need to Update the Plan

The Space Management Committee "…acknowledged that there were already several planning processes that need to be folded/synchronized into one process as it relates to Campus Master Planning. Support would be needed from Senior Staff, the Financial Futures Group, ECC/Growth Planning, The Deans, Campus Life and Food Services, Housing Expansion Planning, CLUC, etc."

"Some members of the CLUC have wanted to re-open the plan to articulate a 'Green' campus focus. This was reflected in the planning goals for the current fiscal year – 'Develop an integrated capital facilities and properties plan, emphasizing sustainability'."

Need to update the description of the reserve areas.

Questions to ask ourselves during the master planning process:
What will the l000 acre campus look like in a hundred years?
What can we do today, via the campus master plan, in order to gain a positive outcome for the campus forest 100 years from now?

A way to answer these Questions:
Chapter 2, page 22 of the CMP explains the context: "...the college needs to be more diligent about management and documentation of its undeveloped land..."

As a long-term planning document the CMP works. What is lacking is the accumulation of forest reserve data and the accumulation of forest reserve interpretations. The CMP recognizes that the forests on the Evergreen campus will face future development pressures. Much development has occurred since the CMP was written. To protect the ecology of the campus forests in the long run we must develop a knowledge base of ecologic data. This data will help us fend off long-term city and state attempts to sell-off or exploit the campus forest reserves.

The committee agrees that the sustainability plan should be a part of the campus master plan.
Look at the pro's and con's of rezoning college land.

Add sustainability and Transportation Plan as new topics for MP, merge the 10 year capital plan with the master plan, and address how the strategic plan fit with the master plan.

Definitions

- *Reserve*: Add forest management allusion?

Chapter Two: Master Plan Context

Physical Setting

- *Location and Environment*: What about off-campus locations (Tacoma, Gig Harbor)? Add paragraph about offsite locations.

Campus Forest Habitat

- Knowing when the major loggings of campus occurred would be great.

- Curious to know approximately what age the different areas provided in the forest map (Fig. 6) are, whether they were replanted or reseeded naturally, etc. I have my students asking me questions like: Why is this all western redcedar, and while I have potential ecology-based reasons that I can infer, I don't know if they match up with the realities of what actually occurred in the past on campus. So, I think it would be GREAT if there was a way to enhance the level of information provided on the campus forests, to better distinguish relative times when the different areas were logged in the past, etc. (Staff/adjunct faculty)

- Description of species on campus for campus forest and shoreline habitats provides a nice narration, but it's not clear how comprehensive this information is, or is meant to be. A few invertebrates are mentioned for shoreline habitat, but none for forest, so that is at least one hole in the information.

  I think it would be in keeping with the current spirit and scope of the plan to add comprehensive lists for taxa groups on campus: mammals, birds, herps, invertebrates, plants, etc. Location could be indicated only if distribution is limited. Compiling these lists could be a great academic project (I'm sure all kinds of such lists are already available and just need to be amassed and reviewed) and it would be a fabulous resource within the Master Plan that could help with future land use decisions (and tie into the Resource and Land Use Inventory database). How much text would it add to the document? I would guess three or four pages. I would recommend listing it in columns or tables.
  At the very least, there should be a reference given in the Master Plan where the reader *could* find such information. (Staff/alum)

- Curious of whether we have a comprehensive tree list for the campus (at least in terms of the native species in the reserves rather than species like the Sycamores (*Platanus*) that have obviously been planted in the building areas)? If we do, it would be cool to have that in the Master Plan. (Staff/adjunct faculty)

- 1998 document has confusing organization around describing the Reserve areas that could be improved. In Chapter 2, the main descriptions of the East, North, West, and South Reserves are imbedded within the forest habitat description. I think it would make more sense to give an overview of the types of habitat existing on campus, a general sense of where, and then present a complete description of each Reserve (including any forest, meadow, and shoreline). (Staff/alum)

College Influence on Surrounding Land Use
- Add forest management potential

Chapter 3: The Master Plan

Policies and Procedures
- "The policies and procedures are the core of the MP and they may stand alone as a guide for land use planning": Land use planning is not this simple anymore. The governor's adoption of sustainability standards, green building standards, and LEED-Silver design standards must now be incorporated into land use planning. All of these additions can either be incorporated into this paragraph or the sustainability plan/report, which will be an appendix to the MP. Or these additions could be summarized in an appendix separate from the sustainability plan/ report. (Also applies to Policy 15, Procedure 7)

- Some of the procedures have changed since the 1998 printing—for example, the procedures about structural materials and innovative facilties, under Policy 3, are gone, and replaced with one specifically about concrete. Were these changes ever approved by the BOT? (Staff, alum)

Policy 1
- What about safety? Legal requirements?

Policy 3
- Procedure 2: Regarding view potential, is there a view?
- Procedures 15-19 are about landscape plantings: This area needs to reflect the addition of the Arboretum plan of by Frederica Bowcutt. It could be as simple as referencing her plan as an appendix to the MP.
- Procedure 19: "New construction shall be designed with ease of modification in mind. This can be achieved with flexible mechanical and lighting systems and moveable interior partitions." Causes problems

Policy 6
- Add a procedure to plant a tree for each one that's cut.
- Procedure 2: Remove words "with minimum habitat destruction"
- Procedure 6: "…shall be identified and formally designated as ecological preserves..." It is my understanding that this has already been done yet it has only been given the term reserves instead of

preserves. So the term 'shall be' needs to either be replaced with the term 'are', or an appropriate footnote needs to be made. (Also applies to Policy 8, Procedure 5)
- Ecological Preserves: Add discussion of forest and fire management.
- Procedure 12: "…propagules should be collected from the site or at a minimum from the south Puget Sound to maintain genetic integrity." Action taken documented?

Policy 8
- Procedure 2: "The volume of refuse…shall be reduced as much as possible": Reducing as much as possible has never been the practice; that would be too expensive. Change wording to "as much as feasible" or "as practicable".
- Procedure 4: "Campus utility systems should be upgraded…" really?
- Procedure 8: May want to indicate that forest management should consider using controlled burns to mitigate fire risk, at least along pathways. There is a huge buildup of forest litter on campus; serious fire hazard.
- Procedure 9: Change "guidelines" to "procedures". Use stronger language overall, such as "Public works contracts and purchase orders shall incorporate/ require compliance with above elements"

Policy 9
- Procedure 5: "The college shall encourage the creation for 'home spaces'..." How?

Policy 10
- Procedure 6: statement is self-contradicting. How can college allow for development of centers and encourage mixing at the same time?

Policy 11
- Procedure 1: Delete the words "to the fullest extent possible"
- Procedure 3: What is a "service facility"? Define.

Policy 14
- Procedure 2: "The highest practical degree of public access…" this is contradicted by the college's refusing requests for easements.

Policy 15
- Procedure 20: "When meeting new space requirements on campus, possibility of modifying or adding to existing buildings shall be given serious consideration." How? (eg CAB and COM)
- Procedure 11: Meaning? Buffers are not around roads, as stated.
- Procedure 13: "Safe bicycle operation shall be encouraged" How?

Major Land Areas of Campus
- *The Reserve Areas*: describes the 5 different reserve areas on campus. The terminology of the word 'reserve' implies these places are held for some later future use. The truth is these areas are multiple-use areas that are already being extensively used and have already reached their carrying capacity. The spirit and intent of Evergreen planning asserts that these 'reserve' areas are primarily used for the purpose of academic study. But what are these areas really? Are they designated as reserves, ecological preserves, or undeveloped areas? Or maybe they are: Academic Research Areas, Research Natural Areas, Academic Research Areas, Ecological Study Areas, Outdoor Learning Labs which are also referred to in the MP as Nature Preserves

- *The Reserve Areas*: The ecological descriptions of these areas precede their definitions.

Campus Buildings
- *Introduction*: "…operations and maintenance factors" Meaning?

- *Architectural Design*: "…ease of modification and flexibility of spaces…" Did not work well.

- *Architectural Design*: architectural design based on concepts that originate in the 1970s.
  An additional section or reference needs to be added that expresses the many new state mandated concepts of sustainable and green design. A reference to these additions could simply refer to an appendix, or a new section in the chapter.

Appendix H: Comments for Future Revision of Evergreen's 1998 Campus Master Plan

- *Interior Space Arrangement*: "…at other alternative colleges…" Do we want to refer to the college as "alternative"? Is that an official label?

- *Open Spaces*: greenbelts in the campus core have been changed to the Arboretum project. A reference or footnote, or rewrite of this section is needed.

- *Aesthetic Considerations*: "MP 98 calls for further study to determine an overall aesthetic vision for the campus." How do we respond to this call in the MP update? We could add a new section to the sustainability plan. We could also rally faculty interest to formulate concepts and develop a stand-alone Aesthetic plan. Or we could simply explain that the transient nature of students, combined with Trustee opposition to allow the concrete to be covered in art makes any sort of aesthetic vision unfeasible.

- *Outlying buildings*: talks about outlying buildings that existed prior to the purchase of the campus. The current status of these structures needs to be updated and it needs to be noted that an Evergreen Strategic Plan is the best forum through which to address the future of these structures.

- *Building list*: In an effort to condense areas that need updating…why not put building name and usage her and all other descriptive information in appendix?

Utilities

- Reference needs to be made to the sustainability appendix.

Circulation

- *Separation of Automobile and Pedestrian Traffic*: While original design of separating automobiles and pedestrians has been effective in the campus core, the original designers failed to incorporate this design concept into the main roadways surrounding the campus core. The intersection of Overhulse and Driftwood and the entire Evergreen Parkway are going to be redesigned with this in mind. What is the best way to document this intention? Perhaps Hazards to Circulation section would be the best place to address these matters?

- *Commute Trip Reduction*: Does this committee exist? Is parking responsible for this? This issue is addressed in the new campus sustainability report / plan. Either an appendix reference can be made or this section of the sustainability appendix could be incorporated into the existing document.

- *Commute Trip Reduction*: The original and current master plans have underestimated the role of bicycle commuting in TESC's transportation picture. The college is only 5 miles from downtown, and 7-10 from many eastside Olympia residences. Towards the end of last academic year, I was working with institutional research on mapping student and faculty residences to get a picture of what percentages of people live how far from campus. It would be nice to include a completed map in the updated plan.

  CTR goals have changed over time to become more lax.

  There is good research (from UW's U-PASS program and others) that indicates that the single most effective way to reduce SOV (single occupant vehicle) traffic is to "de-incentivize" commuters who want to drive alone. the most common way of doing this is to raise parking fees. Evergreen is one of the most affordable colleges to park at. Acostly lot reconfiguration in the past to provide more parking spaces put parking services into debt. They plan to raise prices to help recover, but it is an opportunity to re-evaluate the parking fee structure. Currently annual permits incentivize people to drive regularly by being priced cheaper than if you were to drive every day and pay at the booth. In my opinion, annual permits should be priced higher for the convenience that they offer.

  I would also add that programs/staff/incentives to encourage carpooling and bicycling to campus are very important. Last year I helped launch a rideshare website that was created by students, but it could use a lot of help to be a well-functioning tool for commuters.

  One more aspect that is important to mention—many other campuses have in their master plan policy to include showers and lockers for alternative commuters in new capital projects. The library renovation would

have been perfect for this kind of attention, since it has functioned as a hub of activity in the past. Talk about a new student union should definitely draw from a master plan that makes accommodations for alternative commuters.

The Commute Trip Reduction Committee should be reinstated. To my knowledge the committee never tapped into student energy/enthusiasm—I would hope future reincarnations would include student input. (Alum/former staff)

Modernization

- This section will likely be replaced with an overall strategic plan, which will cost about 1/4 of a million dollars. To leave these sections as is would not be appropriate. Likewise to rewrite this section is not viable without the needed funding to do it justice. It seems we need a temporary, as well as a long-term solution for how to deal with this section.

- Still true that most of the maintenance is still the corrective type?

Landscaping

- *Introduction*: two paragraphs that were in the original 1998 document are missing from this section. Is that intentional? They were regarding recommendations of that document. (Staff/alum)

- *Forest fringe*: the concept of the forest fringe, how forest edges and buildings interact, needs to be updated to explain how these concepts did and didn't work in relationship to the construction of the new seminar building.

- *Cluster Areas*: landscaping in the Cluster Areas is outside the scope of the arboretum plan. These areas are unchanged, with exception to the new landscaping in the expanded parking lots, which merits further discussion.

- *Indoor Plantings*: this section discusses a lack of funds, which has caused indoor plants to be primarily owned and cared for individual staff and faculty members. The sustainability plan needs to be referenced in this section because indoor plants clean the air of harmful chemicals. Even a single spider plant can significantly reduce formaldehyde levels in the air. Also in the long run there is an interest in building a rooftop greenhouse by Frederica Bowcutt and others.

- *Artwork*: Art shows and displays at Evergreen are an all too often undervalued and underutilized aspect of Evergreen aesthetics. Display cases in the Lab buildings often go empty for many months, if not entire academic years. Gallery spaces are limited in size and art students don't have enough opportunity to share and gain feedback from the Evergreen community. An aesthetic plan needs to address these issues. New areas for art exhibits need to be developed. Also annual funds need to be secured to coordinate and promote exhibits in display cases, on walls, outside and in galleries.

- *Artwork*: Plan should address State art in public places requirements for new construction and remodels.

Campus Services and Activities

- *On-Campus Commercial Services*: consider adding more information on the Evergreen Bike Shop. It has been student run for a number of years now and it is one of the most well supported student activities on campus. It also was an early model for other universities (including PSU in Portland and UBC in Vancouver) who have set up student-run shops. Contact them for a mission statement if appropriate for the plan. (Alum/former staff)

- *Considerations for Future Housing*: this is an issue to be intensively studied in a future strategic plan. Faculty may be interested in adding the concept of faculty housing into the fray.

- *Considerations for Future Housing*: "Housing should continue to be constructed only within the campus Core or in Clusters nearby…" Needs to be revisited. New housing should not result in demolition of the Mods. Better to refurbish A-D and find new land for additional housing.

Appendix H: Comments for Future Revision of Evergreen's 1998 Campus Master Plan

- *Fire Protection*: Add text to end of first paragraph “Loose litter near roads and walkways should be managed.” Add to recommendations.

- *Social Space and Entertainment*: Campus is not as isolated as it used to be; housing developments creeping towards campus.

Land Use: Undeveloped Areas of Campus

- In terms of these Reserves, not much has changed in the past 10 years. I think the last version of the Master Plan did a great job describing them and, although further delineation of zones (critical areas?) may be needed in the future, the main concern is that it is clear that they are an important resource for the academic programs and they need to be protected—from the campus community and the off-campus community.

  There is a need to stress the increasingly unique character of our undeveloped Reserves. With development along our borders, the Reserves are increasingly important habitat.

  The Reserves will face increased public use. What policies should be implemented to maintain the habitat as pressure of use increases? What is the carrying capacity of these Reserves? Do we limit access?

- Page 37, paragraph 2 uses the terminology of 'developed' and 'undeveloped' areas of the campus. The second term does not accurately represent the constant authorized and unauthorized development of these 'undeveloped' areas. Homeless campsites, resource harvesting and trail blazing are examples of unauthorized development. Bridge building, maintenance and removal of portions the trail system, signs and general maintenance along roads are all examples of authorized development of the 'undeveloped' areas. The most significant aspect of development in the ‘undeveloped’ areas is ongoing scientific research. These research studies are currently being gathered into a campus land use database.

  The greater Evergreen campus is undergoing long-term nearly irreversible negative cumulative harms caused by ecological fragmentation both on and off campus. Over the past 30 years the forested areas of the Cooper Point bioregion have been so drastically reduced that the Evergreen campus has become an isolated island of forest diversity. In 15 years when the city's urban growth boundary gets redrawn we need to be very clear that there is nothing about the 1000-acre campus that is 'undeveloped' or up for grabs. Alternative terminology: Academic Research Areas, Research Natural Areas, Academic Research Areas, Ecological Study Areas, Outdoor Learning Labs which are also referred to in the MP as Nature Preserves. (See item #7 #28 and #31)

- *A Note on Zoning*: Lacks an explanation of the periodic rewriting of the city of Olympia’s urban growth boundary as well as chronic legislative interest in logging and real estate development. These concepts need to be thrown into the mix and a defensive strategy needs to be written via the Sustainability appendix or directly onto this particular page.

- *A Note on Zoning*: May want to modify word “zoning” here so it is not confused with city or county zoning. Could always refer to it as “the college’s zoning” or something similar. (Staff/alum)

- *Ecological Preserves*: "establishing preserves has not been realized." Is this true? I mean if it walks like duck, quacks like a duck and has feathers and wings maybe it's already a duck? It seems this issue has been pushed aside a bit and some kind of decisive resolution for or against the preserve idea, as well as an appropriate terminology needs to de developed.

- *Ecological Preserves*: most of the final paragraph of this section from the original 1998 document is missing. Is this intentional? (Staff/alum)

- *Recreation*: this section talks about how heavy recreational use can destroy an area. With the housing boon going on around Evergreen we can foresee this heavy recreational use increasing for at least the next couple of decades and steps need to be taken to deal with this before it gets too far out of control.

- *Snags*: a recent CLUC procedure for these matters is nearing final approval, which could be mentioned here, or at least referenced to the sustainability appendix.

Appendix H: Comments for Future Revision of Evergreen's 1998 Campus Master Plan

- *Resource and Land Use Inventory*: this section talks about land use inventory and the needs for more extensive research. In truth this research has been done again and again by students who reinvent their own wheel and then leave without an option to donate their research to some sort of a repository to benefit future students. Tabbutt's Campus Land Use Database is attempting to create this repository.

- *Resource and Land Use Inventory*: Land use Database exists but needs someone to administer it and solicit additions. This database can be improved and serve as a better tool for archiving work and describing the campus.

- Draft Report from the Property Development Task Force, December 9, 2003
  "The Property Development Task Force was charged as a subcommittee of the Financial Futures Committee." Task is to "generate discussion surrounding land use as possible revenue generation for the college." "…it became apparent that a necessary next step was the development of a Campus Master Plan, especially one that emphasized land use designations. Effective use of this physical resource is contingent upon good, campus-wide planning and the parameters for doing that kind of work are presently lacking. This lack of context limits our ability to make sound judgments on possible revenue generating uses of our property."

  "Therefore, we are recommending that a process be initiated that would lead to the creation of a Campus Master Plan by December, 2004. Because of the importance of this task, and the limitation on present campus resources, we are also recommending that a consultant be hired to complete this project." (Facilities and other Staff)

- *Future Development*: Which areas may be sites for future development?

Types of Land Use

- Regulations: I am not recommending changes to the Shoreline update, but I do find it confusing in that it does not clearly distinguish between the authority of the college as the landowner and a regulator versus the role of the county as a regulator.

Chapter 4: The Process for Land Use Planning

Note: An addendum that describes the committee's current membership, practices and processes is inserted in the Master Plan. Below are comments that are not addressed in that addendum.

Introduction

- Remove the Campus Land Use Committee's charge and committee details from the campus master plan. This committee is a regular working committee that is charged out of the master plan and main goals of the committee should be in the plan, but committee details should be treated as other working committees on campus.

The Campus Land Use Committee

- When this description says the CLUC is responsible for reviewing and making recommendations for plans it is accurate. But when the scope includes the CLUC as creator of an aesthetic vision, or as the developer of innovative facilities and utilities the description is not at all accurate.

Operations and Authority of the CLUC

- Make the CLUC's operation outside of the MP so that the committee can evolve without needing approval from senior management. (Applies to *Evaluation of the Committee* as well)

The Content of Proposal Applications

- Regarding the CLUC single-page check sheets for low impact proposals: I know these sheets exist on the website but after several years on the CLUC I have yet to see one. Rather than changing this requirement I

hope we can instead do a better job at using these sheets to advise CLUC members, as well as the rest of the Evergreen community.

Appendices

Appendix A: Building Descriptions

- Alphabetize.

Appendix G: Responses to Drafts of the *1998 Campus Master Plan*

- What happened to the responses to the September 1998 Final Draft? They were in the original, printed document, but they were missing in the online version of the document. The introductory text explains only the May 1998 Draft outreach process, and claims that "all" the responses are listed, but the entire second set of responses is missing. I don't know how much it matters anymore, but it is peculiar and makes me wonder what other changes (that I missed) were made to the 1998 document between then and 2005. (Staff/alum)

Appendix H: Comments for Future Revision of Evergreen's 1998 Campus Master Plan

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Thurston County Development Services Growth Management Act (GMA) Compliance:
http://www.co.thurston.wa.us/permitting/gma/

Thurston GeoData Center cadastral (parcel information): http://www.geodata.org/online.htm

Thurston Regional Planning Council Estimates and Forecasts:
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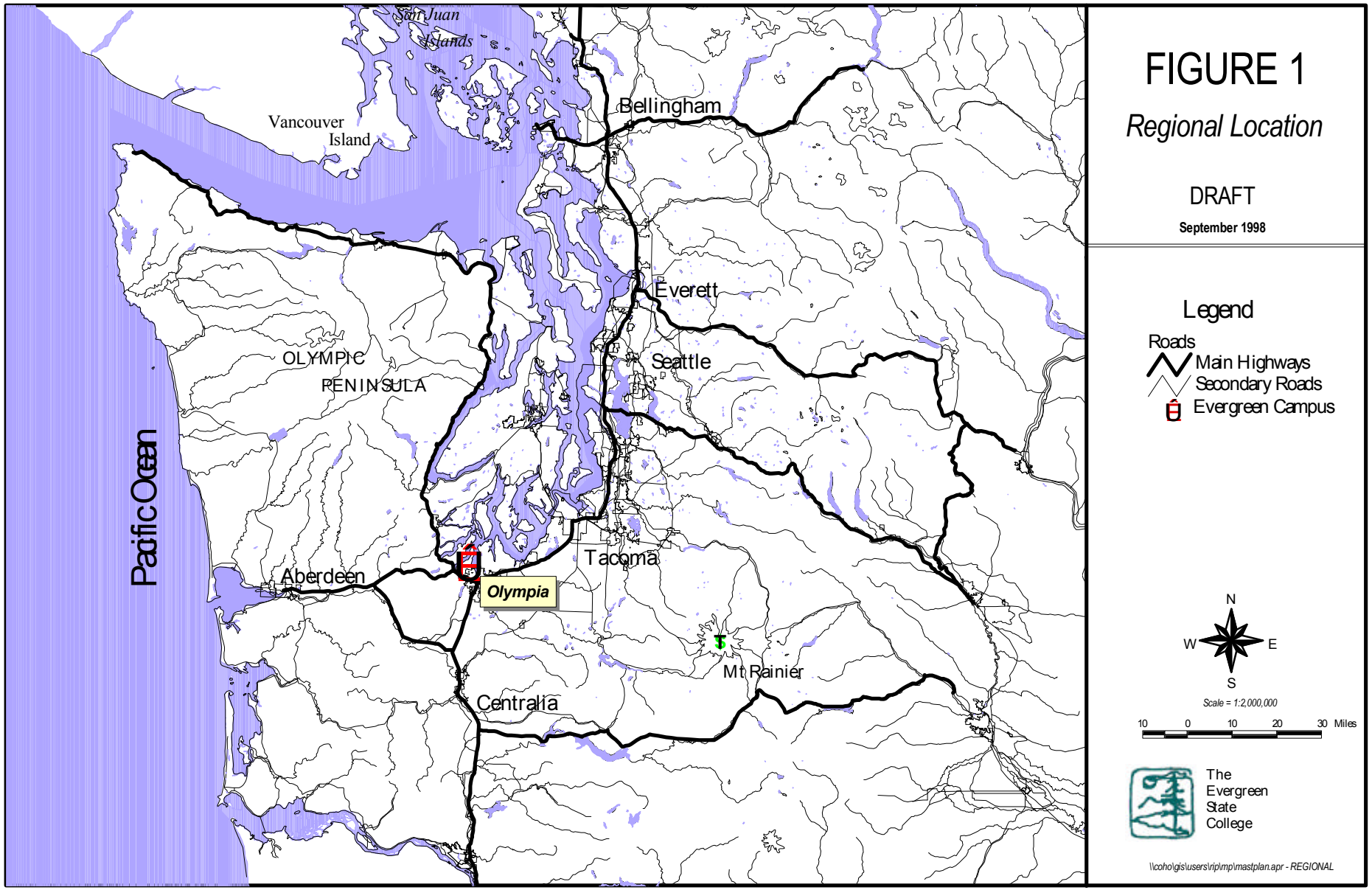

San Juan
Islands
Vancouver
Island
Bellingham
Everett
Seattle
OLYMPIC
PENINSULA
Pacific Ocean
Tacoma
Aberdeen
Olympia
Mt Rainier
Centralia
FIGURE 1
Regional Location
DRAFT
September 1998
Legend
Roads
Main Highways
Secondary Roads
Evergreen Campus
N
W
E
S
Scale = 1:2,000,000
10 0 10 20 30 Miles
The
Evergreen
State
College
\\coho\gis\users\rip\mp\mastplan.apr - REGIONAL

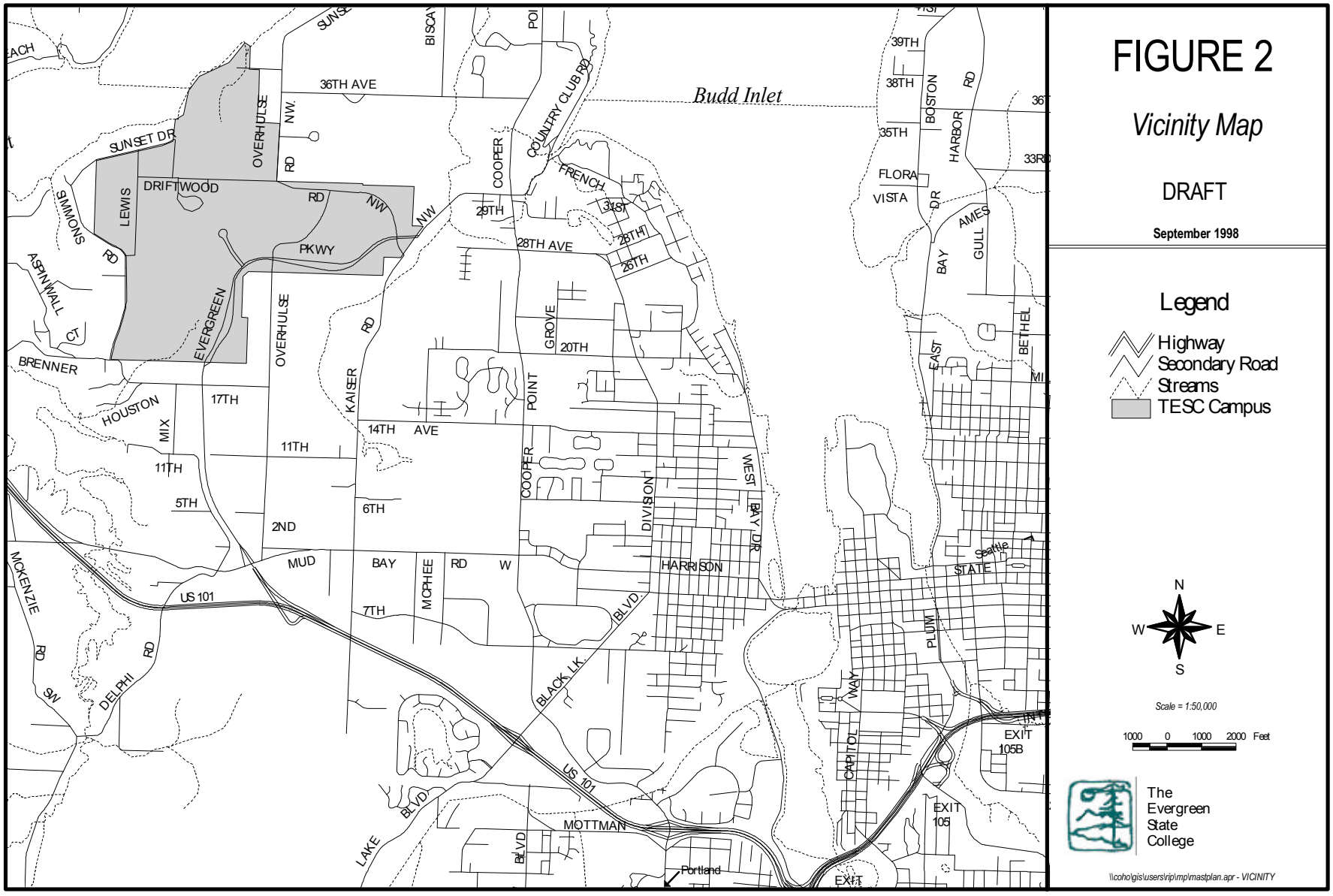


FIGURE 2

Vicinity Map

DRAFT

September 1998

Legend

- Highway
- Secondary Road
- Streams
- TESC Campus

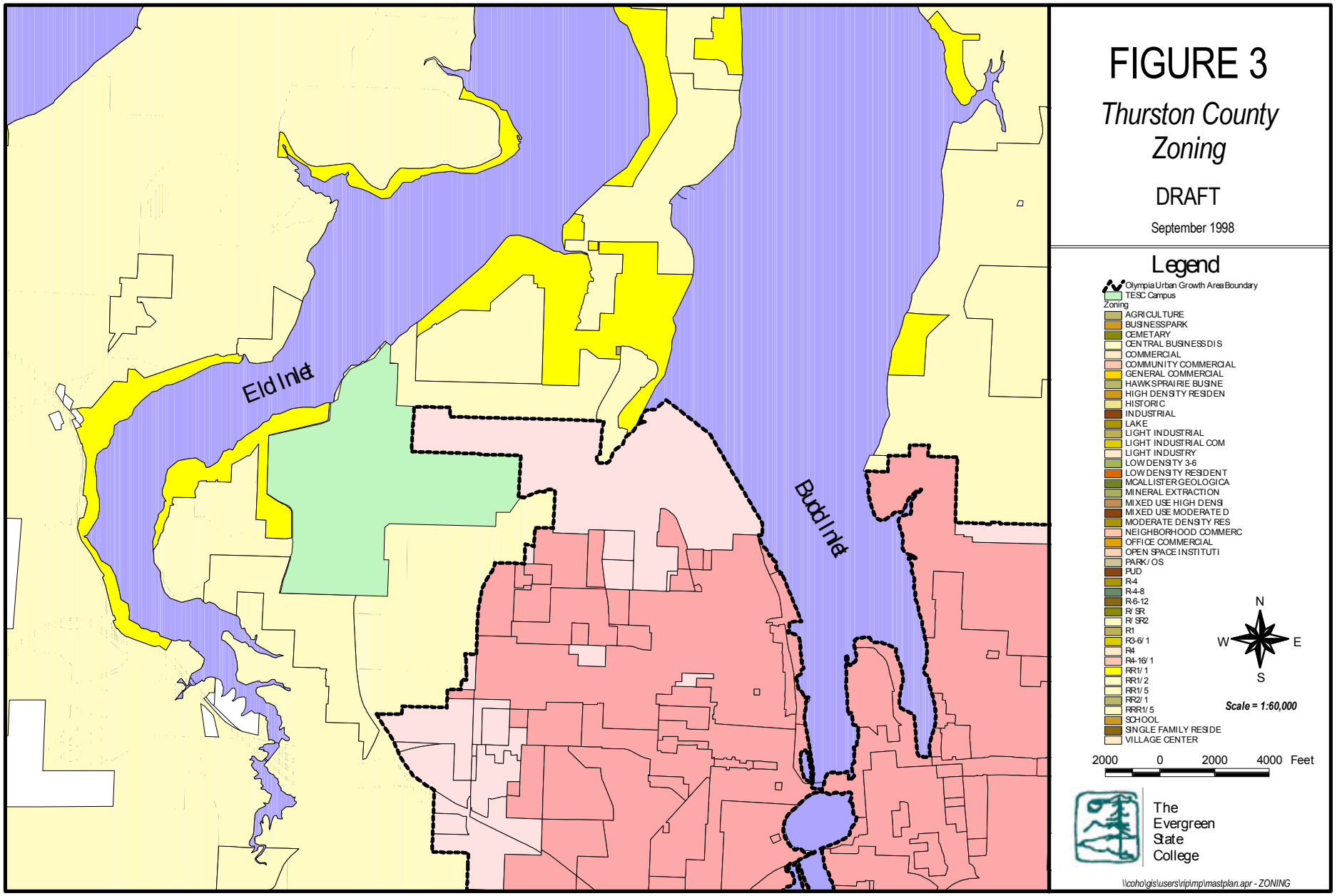
N
W E
S

Scale = 1:50,000

1000 0 1000 2000 Feet

The Evergreen State College

\\coho\gis\users\rip\mp\mastplan.apr - VICINITY


Eld Inlet
Budd Inlet
FIGURE 3
Thurston County Zoning
DRAFT
September 1998
Legend
Olympia Urban Growth Area Boundary
TESC Campus
Zoning
AGRICULTURE
BUSINESSPARK
CEMETARY
CENTRAL BUSINESSDIS
COMMERCIAL
COMMUNITY COMMERCIAL
GENERAL COMMERCIAL
HAWKSPRAIRIE BUSINE
HIGH DENSITY RESIDEN
HISTORIC
INDUSTRIAL
LAKE
LIGHT INDUSTRIAL
LIGHT INDUSTRIAL COM
LIGHT INDUSTRY
LOW DENSITY 3-6
LOW DENSITY RESIDENT
MCALLISTER GEOLOGICA
MINERAL EXTRACTION
MIXED USE HIGH DENSI
MIXED USE MODERATED
MODERATE DENSITY RES
NEIGHBORHOOD COMMERC
OFFICE COMMERCIAL
OPEN SPACE INSTITUTI
PARK/OS
PUD
R-4
R-4-8
R-6-12
R/SR
R/SR2
R1
R3-6/1
R4
R4-16/1
RR1/1
RR1/2
RR1/5
RR2/1
RRR1/5
SCHOOL
SINGLE FAMILY RESIDE
VILLAGE CENTER
N
W
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Scale = 1:60,000
2000 0 2000 4000 Feet
The Evergreen State College
\\coho\gis\users\rip\mp\mastplan.apr - ZONING

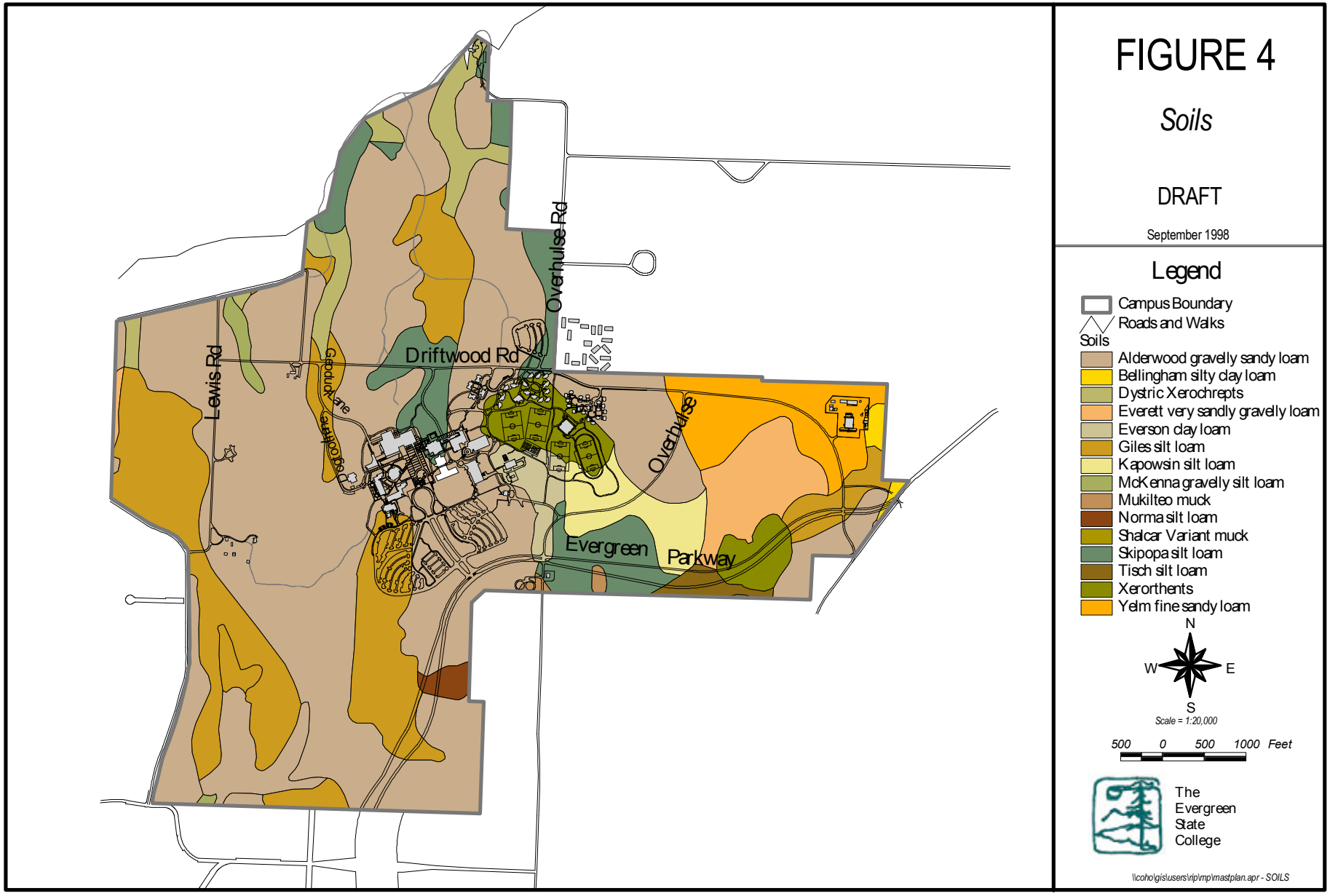

FIGURE 4

Soils

DRAFT

September 1998

Legend

- Campus Boundary
- Roads and Walks

Soils

- Alderwood gravelly sandy loam
- Bellingham silty clay loam
- Dystric Xerochrepts
- Everett very sandly gravelly loam
- Everson clay loam
- Giles silt loam
- Kapowsin silt loam
- McKenna gravelly silt loam
- Mukilteo muck
- Norma silt loam
- Shalcar Variant muck
- Skipopa silt loam
- Tisch silt loam
- Xerorthents
- Yelm fine sandy loam

N

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Scale = 1:20,000

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The Evergreen State College

\\coho\gis\users\rip\mp\mastplan.apr - SOILS

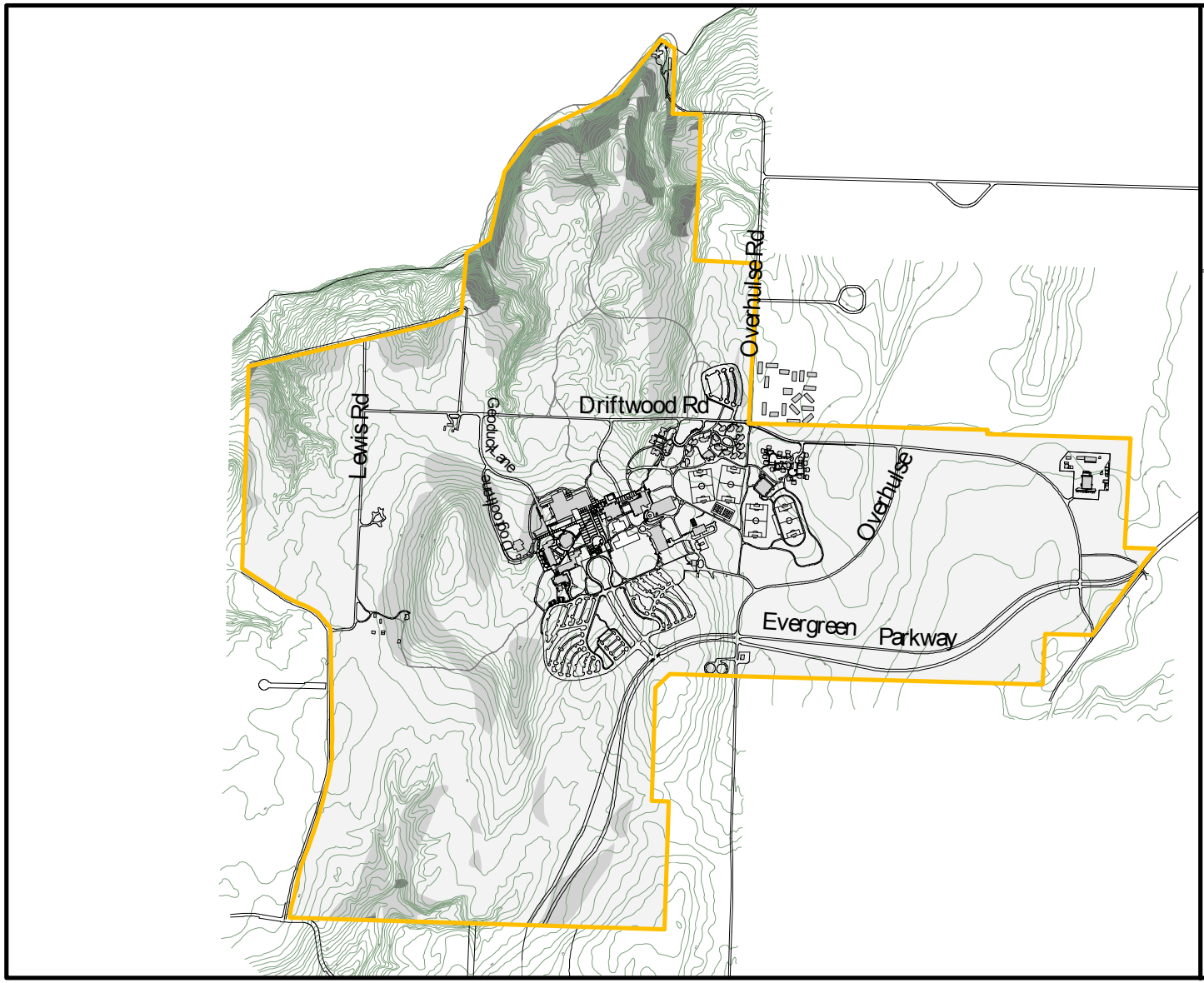

FIGURE 5

Topography and Site Factors

DRAFT

September 1998

Legend

Campus Boundary

Roads and Walks

5 Foot Contours

Slope

0 - 5 % Slope

5 - 10 % Slope

10 - 20 % Slope

N

W E

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Scale = 1:12,000

200 0 200400 Feet

The Evergreen State College

\\coho\gis\users\rip\mp\mastplan.apr - SLOPE

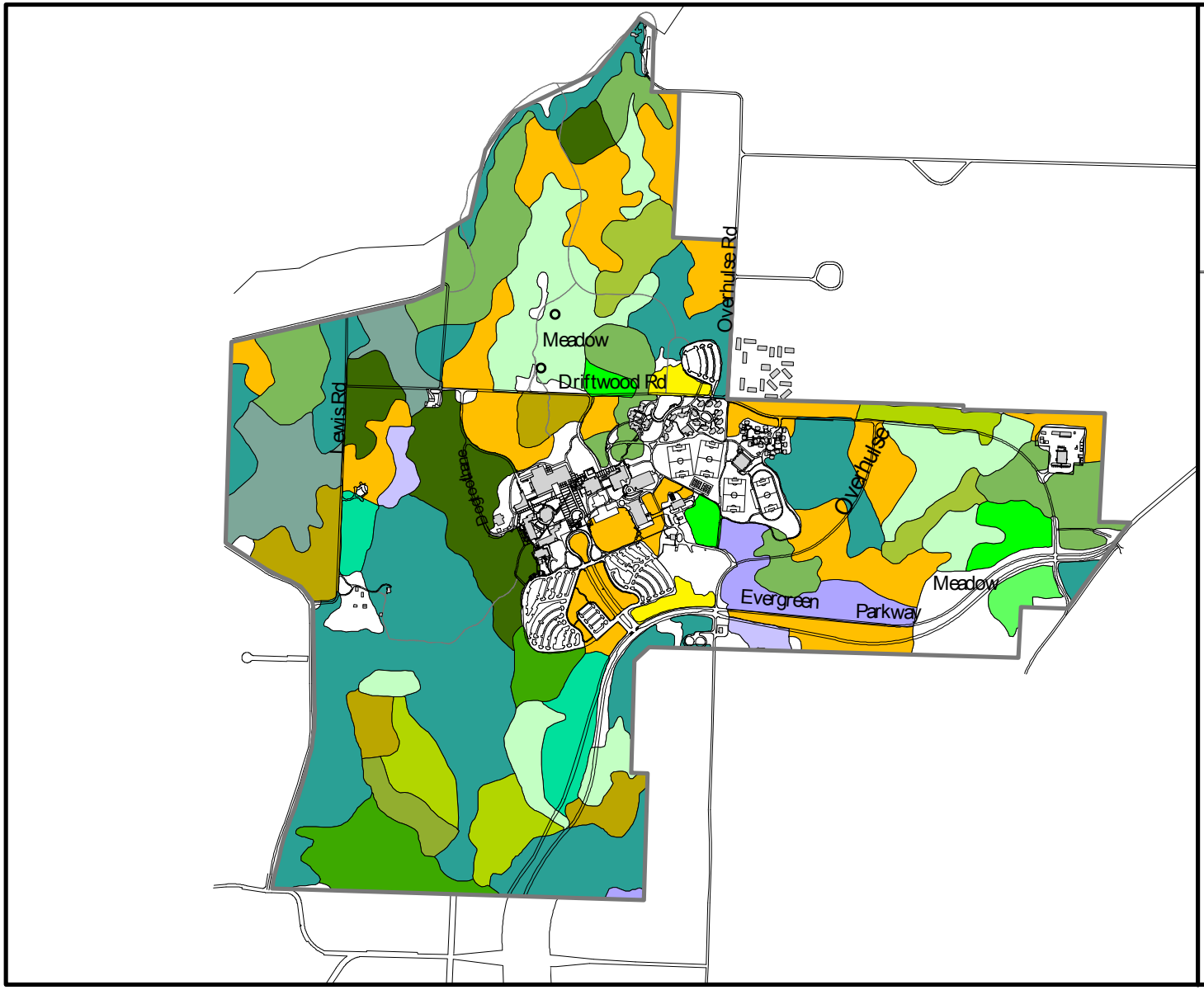


FIGURE 6

Forest Typing

DRAFT

September 1998

Legend

- Campus Boundary
- Roads and Walks

Forest Typing

- ACMA & ALRU
- ACMA & PSME
- ACMA & THPL
- ACMA with conifer
- ACMA with deciduous
- ACMA with mix
- ALRU & THPL
- ALRU dominant
- ALRU with conifer
- ALRU with deciduous
- ALRU with mix
- PSME dominant
- PSME with conifer
- PSME with deciduous
- THPL with deciduous
- THPL with mix
- mix
- open or developed

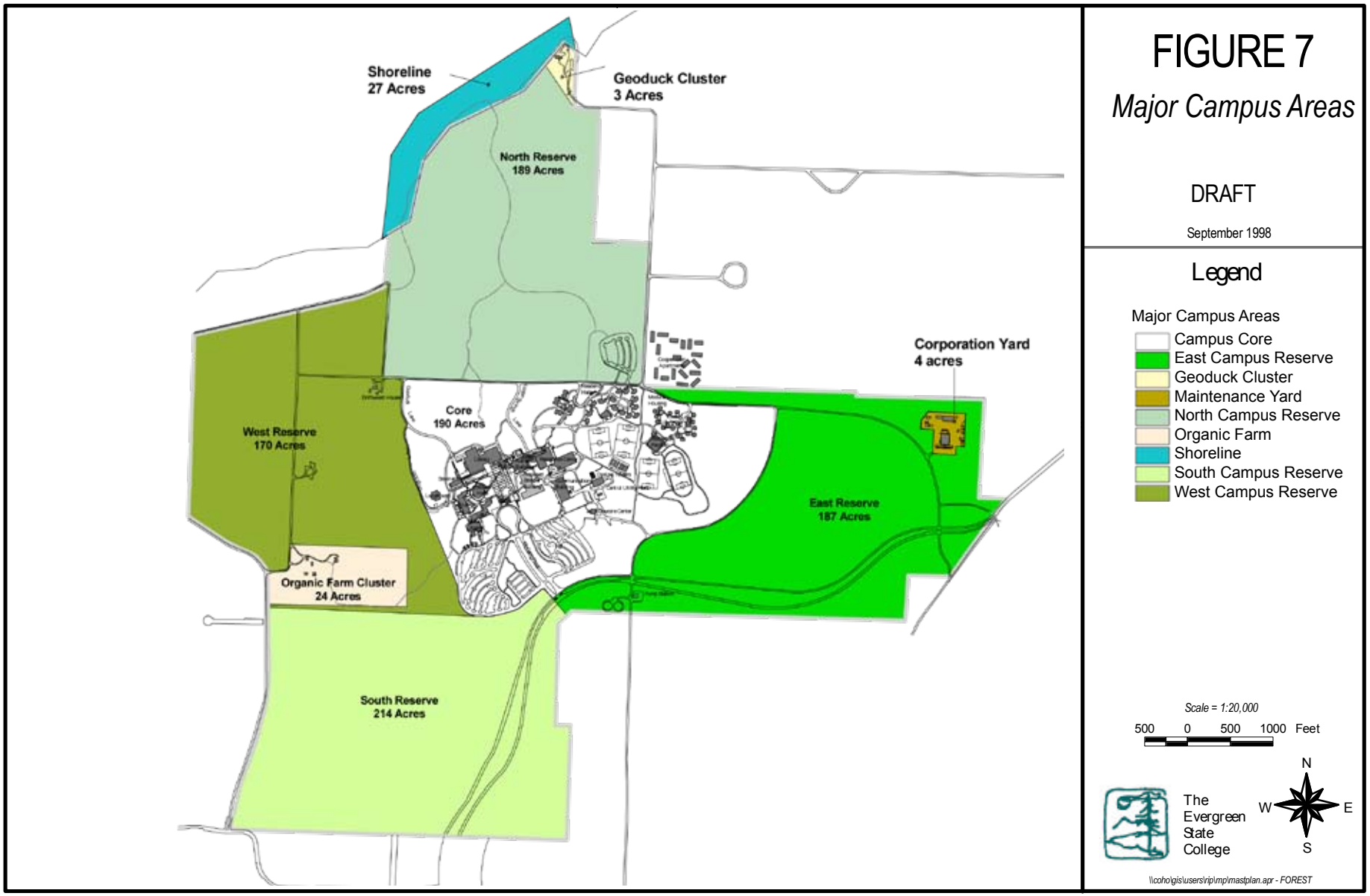
Scale = 1:20,000

500 0 500 1000 Feet

The Evergreen State College

N W E S

\\coho\gis\users\rip\mp\mastplan.apr - FOREST


Shoreline
27 Acres
Geoduck Cluster
3 Acres
North Reserve
189 Acres
Corporation Yard
4 acres
Core
190 Acres
West Reserve
170 Acres
East Reserve
187 Acres
Organic Farm Cluster
24 Acres
South Reserve
214 Acres
FIGURE 7
Major Campus Areas
DRAFT
September 1998
Legend
Major Campus Areas
Campus Core
East Campus Reserve
Geoduck Cluster
Maintenance Yard
North Campus Reserve
Organic Farm
Shoreline
South Campus Reserve
West Campus Reserve
Scale = 1:20,000
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The Evergreen State College
\\coho\gis\users\rip\mp\mastplan.apr - FOREST

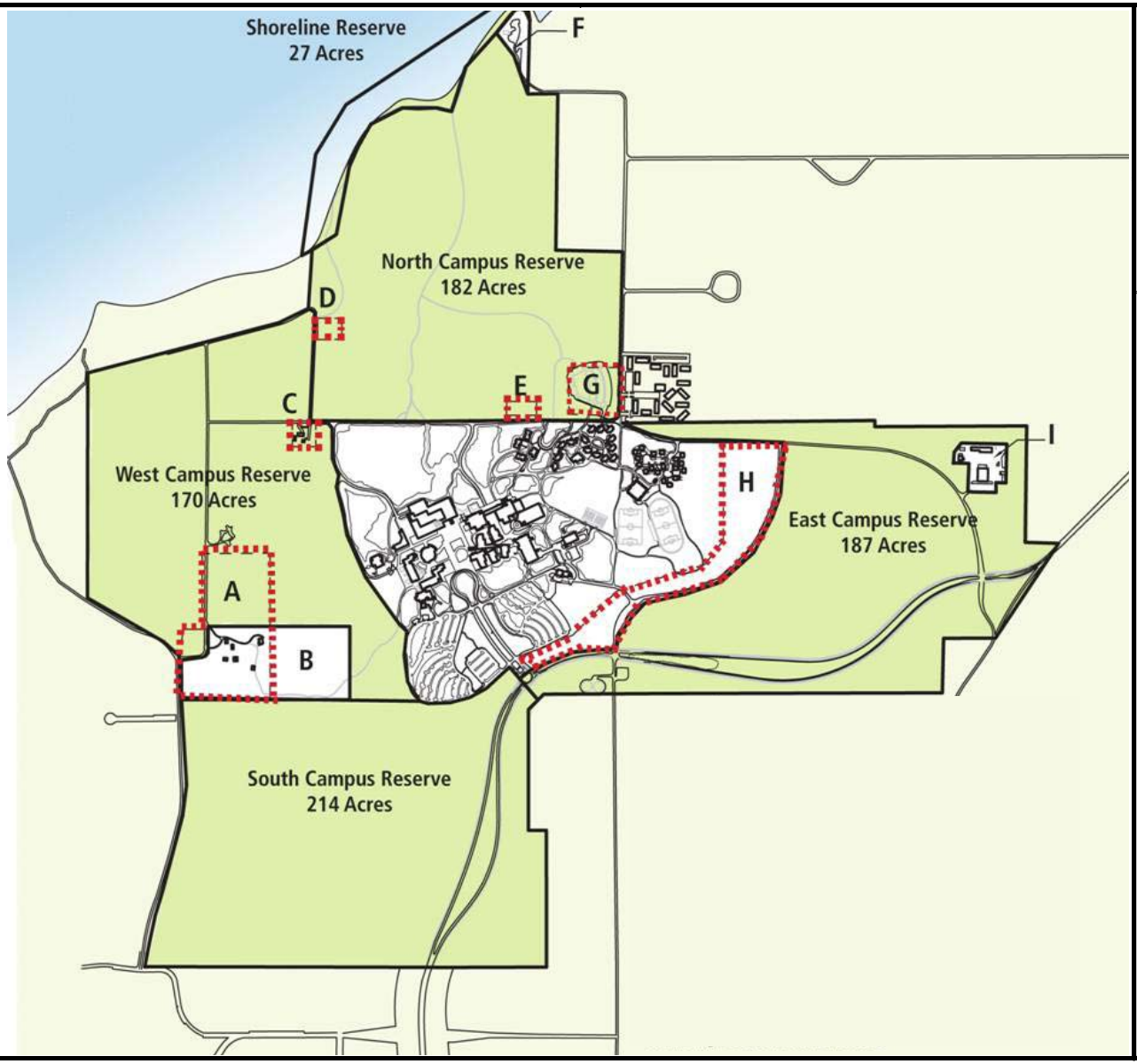

FIGURE 7

Major Campus Areas

DRAFT

Updated by ZGF November, 2007

Legend

Reserve Boundary
Proposed Changes to Reserve Boundaries

A. Proposed Configuration of Organic Farm Center, 24 Acres
B. Previous Configuration, 24 Acres
C. Driftwood House, 1 Acre
D. Terrascope Interdisciplinary Education Center, 1 Acre
E. Living Machine/Wastewater Management Center, 1 Acre
F. Existing Geoduck House, 3 Acres
G. Additional Housing at F Lot Parking, 5 Acres
H. East Campus Reserve Addition/Grass Lake Wetland Art Walk, 21 Acres
I. Maintenance Yard, 4 Acres

The Evergreen State College

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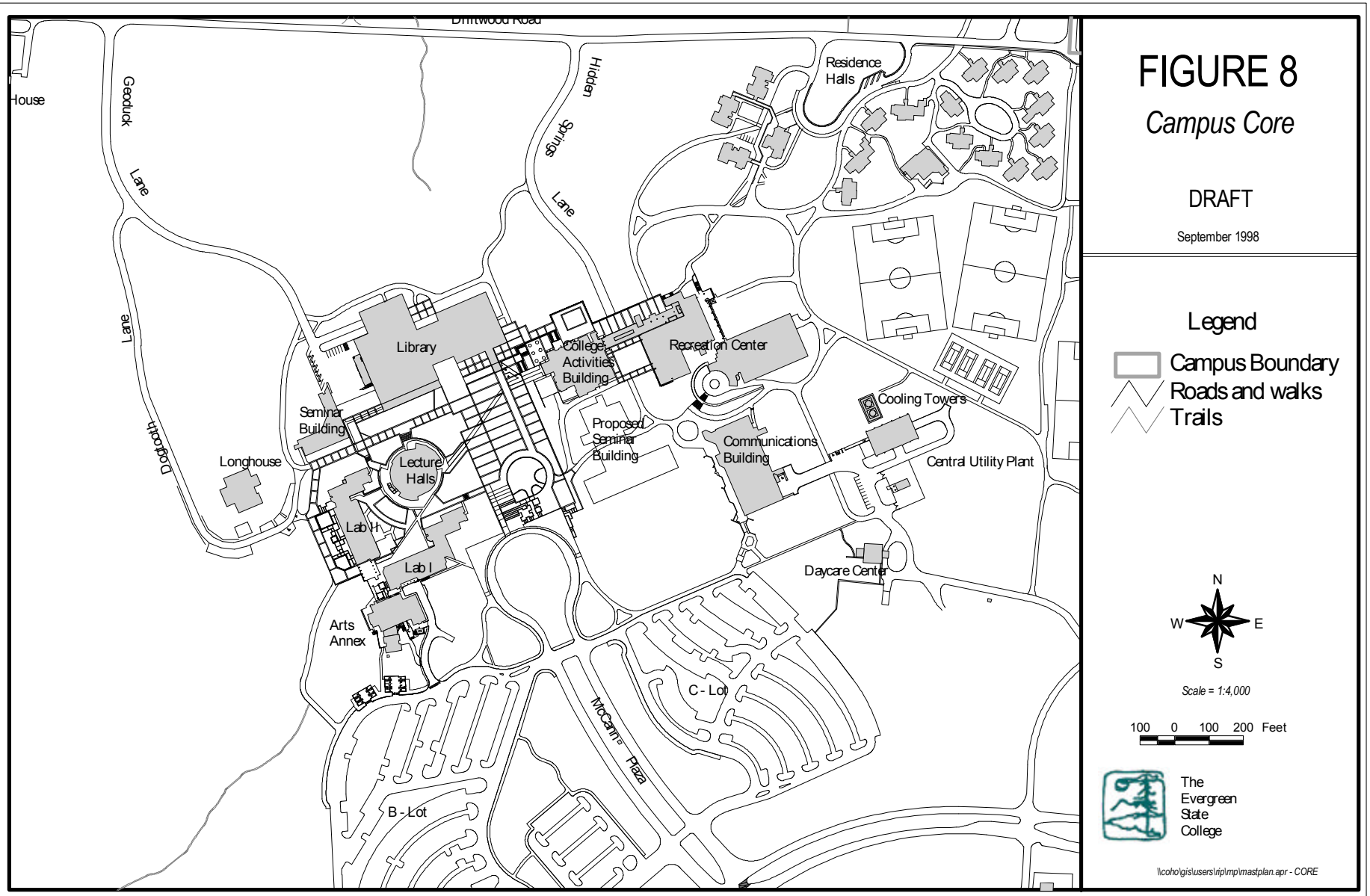
Driftwood Road
House
Geoduck Lane
Hidden Springs Lane
Residence Halls
Library
College Activities Building
Recreation Center
Cooling Towers
Seminar Building
Proposed Seminar Building
Communications Building
Central Utility Plant
Longhouse
Lecture Halls
Lab H
Lab I
Daycare Center
Arts Annex
C - Lot
McCann Plaza
B - Lot
Dogpatch Lane
FIGURE 8
Campus Core
DRAFT
September 1998
Legend
Campus Boundary
Roads and walks
Trails
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Scale = 1:4,000
100 0 100 200 Feet
The Evergreen State College
\\coho\gis\users\rip\mp\mastplan.apr - CORE

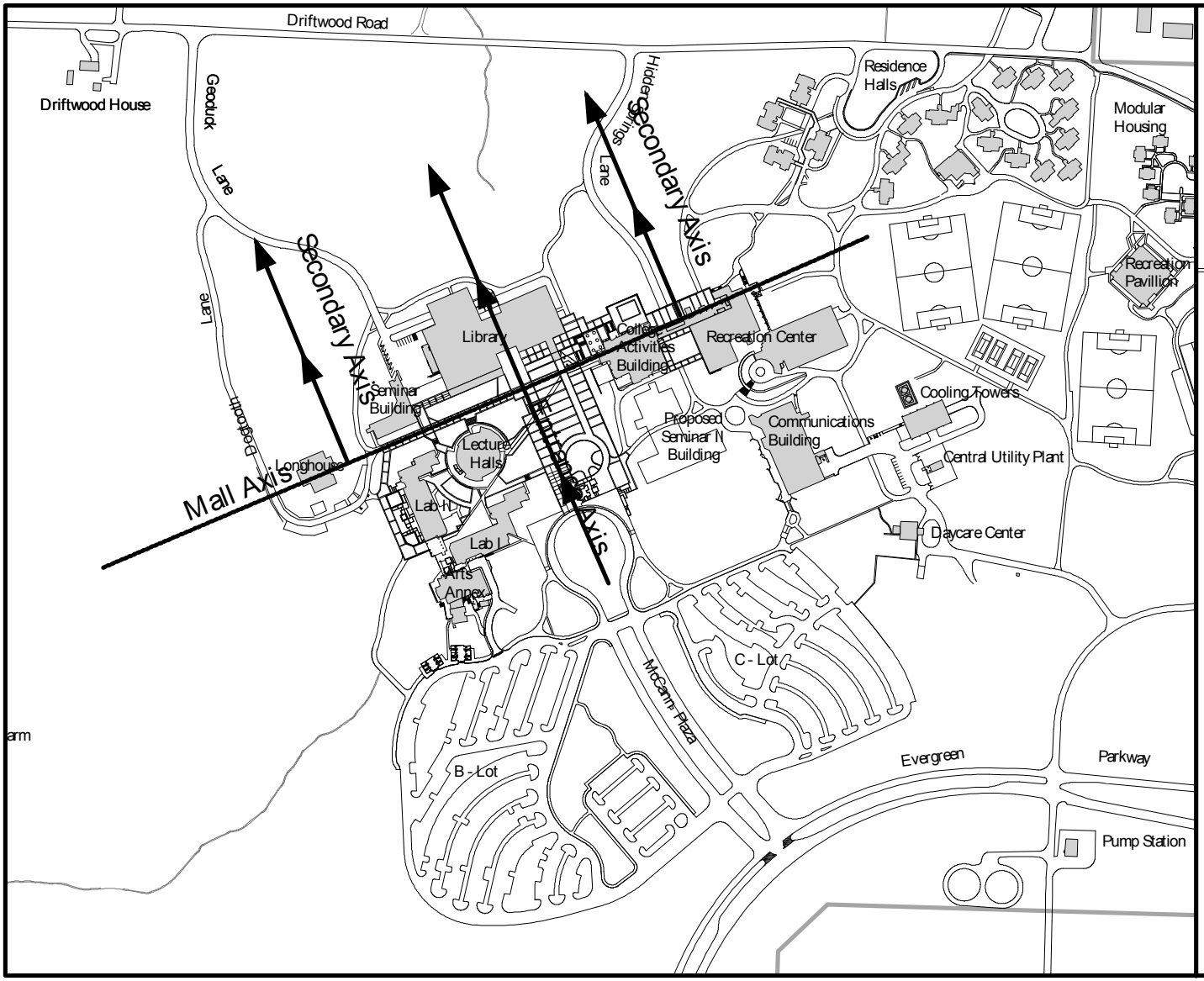

FIGURE 9

Orientation Axes

DRAFT

September 1998

Legend

Roads and Walkways
Campus Boundary
Trails

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W E
S

Scale = 1:6,000

100 0 100 200 300 Feet

The Evergreen State College

\\coho\gis\users\rip\mp\mastplan.apr - AXES