

Introduction

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 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 also addressed—the recommendations outlined on the next page 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 (see *History of the Campus Master Plan*, page 13) 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 on page 11.

The process for land use planning, the subject of Policy 15, is the topic of 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.

Procedures

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 which 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. Ranier 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.

Procedures

(Policy 3 continued)

12. The **aesthetic** component of design shall be a consideration in construction, and renewal of campus facilities. Installation and maintenance of **art work** 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 **applicable 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 hazard 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 Objective 3.)
4. Campus facilities shall be designed and modified to meet the letter and spirit of **handicapped access** standards, as mandated by local, state, and federal regulations.
5. Safe and visually comfortable **lighting** shall be provided and maintained for all **pathways** in the campus Core. Primary concerns should be to discourage personal assaults while minimizing energy consumption and glare.
6. The college shall strive to provide **weather protection** around and between campus plaza buildings wherever feasible to aid in ease of movement for **pedestrians**.
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 a **buffer zone** from surrounding roadways.

Procedures

(Policy 4 continued)

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).
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 whenever 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 handicapped persons 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 local 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.

Procedures

(Policy 6 continued)

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 with the students' needs, preferences and desires in mind.

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.
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 money 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

Major Land Areas

Clustering Concept

General Descriptions

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 1971, 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

Major Land Areas

Clustering Concept

General Descriptions

these ambiguities—a recommendation to charge a DTF with evaluation of this possibility is made on page 11 of this document.

General 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.

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). The northern edge of the campus Core is defined by Driftwood Road; 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 Building, Lecture Halls, Communications Building, Art Annex, Longhouse, and Recreation Center. It is the “center of the center” for the campus, which may be confusing (some new terminology would be welcome!). 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 (page 36) 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; 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* (page 60), 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* (page 93), best describes the activities within the un-built 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 the 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.

Chapter Three: The Master Plan

Major Land Areas

Clustering Concept

General Descriptions

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 Corporation Yard 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. Activities within each of these Clusters are contained within the specified land area.

The Organic Farm Cluster

The Organic Farm is an outdoor laboratory designed for the study and applications of small scale organic gardening and farming techniques. 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 greenhouses and sheds (refer to Appendix A for more detail). Five acres of the land is devoted to agricultural use including a small orchard, blueberries, blackberries, raspberries, vegetable crops and cut flowers.

Primary use of the Organic Farm facilities is by the Practice of Sustainable Agriculture academic program. The facilities are also often used for social events and leisure classes, because the farmhouse classroom space lends itself well to this use. Food grown at the Farm by the Sustainable Agriculture program participants is sold on campus at a student operated farm stand. Community garden plots at the Organic Farm are available for use by members of the college and surrounding community. The location of these plots may need to change in the next few years since the current location is becoming too shadey.

The Farm is managed by the Organic Farm Manager. Funding for the farm manager position is provided by the academics area of the college.

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 2 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.

Major Land Areas

Clustering Concept

General Descriptions

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 the Office of Facilities. 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, 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 beginning on page 99. Flora and fauna within the Reserve areas are described in Chapter 2 beginning on page 26.

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 (see page 58).

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 (see above).

The West Campus Reserve

The West Campus Reserve is a 170 acre area located north and west of the Campus Core. The

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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.

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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*, page 55). Further discussion of the design and use of the Cluster areas is given on page 56.

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 on page 55 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 Building, 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 aca-

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demographic facilities. The entrance and primary axes were originally intended to provide views of the Olympic Mountains to the northwest. However, the current viewshed 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 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 principal 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 path-

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ways 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, a cash machine, 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. 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*, starting on page 74.

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 1970’s. 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).

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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 of Class A fireproof construction. For more information see the Uniform Building Code available at the Office of Facilities. 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, which 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 pro-

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gram themes and interdisciplinary learning is less visible on the landscape. The pre-design of 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 page 79 for the discussion of *Modernization*.

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 fluorescent 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*, page 60) and not for maximizing solar radiation, they are designed for efficient use of light from the outdoors.

Ease of Modification and Flexibility of Spaces

Campus buildings are designed to accommodate changing space needs of the college, inside and out. Interior partitions can be easily removed and relocated, changing the sites of rooms. The mechanical and electrical system can also accommodate to this modification system.

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. The College Activities Building, the Seminar Building, and the Recreation Center all have plans for additional phases when the needs arise.

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.

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*, page 74).

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*, page 61. 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, which enhance and brighten the buildings they surround. More on the theories and design in landscaping can be found in *Landscaping*, page 83.

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.

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As mentioned in *Materials and Structure* (page 62), 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 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 a weaving studio by Leisure Education. 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).

Paint shop, metal/fabrication shop, wood shop, sign shop, storage, offices, meeting room

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

Campus Center

Building: 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

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

Building: 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

Building: 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

Building: 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

Building: 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

Building: Seminar Building Phase I

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

Building: **Science Lab Phase II**
Date of Construction: 1975
Architect: Naramore - Bain - Brady & Johnson
Gross Sq. Ft.: 90,157
Usage: Science laboratories, classrooms, faculty offices, shop areas, facilities office

Building: **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

Building: **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

Building: **Seminar Phase II**
Date of Construction: 2003, projected
Architect: Pre-design phase
Gross Sq. Ft.: 144,000
Usage: Classroom, faculty offices, staff offices

Residences

Building: **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

Building: **Modular Housing**
Date of Construction: 1971
Architect: St. Regis Fabricated Structures
Gross Sq. Ft.: 30,096 (19 units)
Usage: Student residences

Building: **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

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Building: **Student Community Center**
Date of Construction: 1987
Architect: Michael and Lakeman AIA
Gross Sq. Ft.: 7,268
Usage: Student Community Center, food services, branch of book store, laundry, mail boxes, audio-visual equipment/viewing room

Building: **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

Other Buildings in the Core

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

Building: **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

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

Building: **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

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

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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 Figure 10 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.

The campus is fitted with original Honeywell Delta 2000 controls, except it has a more recent control console. These controls are now being changed to direct digital control technology, manufactured by Circon, Inc. In addition, the Central Utility Plant has a modern Johnson Controls, Inc. Metasys system.

All campus utilities are linked to a programmable, centrally controlled monitoring system. In addition to providing centralized control for building fans, heating and cooling, water, and electricity, the central monitoring system reports all openings of exterior doors during off-hours, and all fire alarm system responses to excessive heat or smoke. These events trigger a computer output in the Central Utility Plant, the Police Services Office and the Shop of Building Energy Management.

Natural Gas

A Puget Sound Energy Company 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, and pottery kilns, and steam generation boilers (steam is used to heat major campus buildings, see page 73). 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

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(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 an 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 eighty 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.

Sanitary Sewer

Through an agreement with the City of Olympia (mentioned 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 utilize 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. The majority of the college recycling goes to Pacific Recycling in Olympia: mainly paper, plastic, glass, and cardboard. 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 landfill.

Recycling "SMART" stations are located on each floor of all academic buildings. Centralized recycling stations are located in the courtyard of "A" dorm, Phase II, MODS housing area and loading docks of all academic buildings. The college should consider the construction of an additional centralized collection stations to serve housing Phase III. 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.

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With the projected closure of the Hawks Prairie landfill in 2001 and increased disposal rates, the college should explore the expansion of the recycling program to include the recycling/composting of food waste. The college should also 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 during the summer. 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 no effective on-site stormwater retention other than the restricted outfall noted above. However, 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). All feeders are in campus tunnels except for the direct bury cable 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. Some loss of redundancy could occur in isolated areas depending upon where construction occurs in the future to support substantial enrollment growth.

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. A discrete envelope serves Housing. The Modular Housing complex is heated with electricity; there is 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, one 800 ton chiller (R134a) and one 500 ton chiller (R-11). 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 looking at abandoning the steam boilers and the associated distribution piping in favor of hot water boilers located in each building.

Communications

Telephone System

US West provides telephone connectivity to the college-owned PBX for local service, long distance calls, FAX and data communications. 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 as well as twenty-four hour attendant operator service. Telephone tie lines connect the campus system to the Tacoma branch campus. US West currently provides housing residents telephone service.

There are nine 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 campus buildings, classrooms, and Housing units. A television satellite dish on top of the Library Building down links a signal that is 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, mobile radios for Police cars and portable units. Facilities operate an UHF base station and portable units for maintenance and custodial coordination. The system also includes an underground radio base station for tunnel operations utilizing radio communications. Parking operates an UHF Repeater system for patrol and enforcement purposes. That frequency is shared by Grounds operations. The college operates on the UHF marine band radios for the Seawulff and Resolute.

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.

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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; a traffic study is underway at the time of the updating of the 1998 Master Plan and the results of this study should provide specifics on the current patterns of circulation in and around the campus. The traffic study should be used as a companion document to the 1998 Master Plan for land use planning regarding campus circulation.

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 un-paved paths, found mainly in the Reserve areas, are discussed in *Trail System*, page 97.

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 out from central pedestrian plazas toward outlying buildings and areas. The walkway network design centers plazas in areas of high pedestrian concentration or cross-

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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 of concrete throughout the campus Core.

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 and Geoduck House and through many sections of the woods (see *Trail System*, page 97).

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, 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 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. Parking spaces designated for people with disabilities are located in all (?) parking areas. Contact the office for Access Services for Students with Disabilities for more information. **The college should develop a map of these access facilities as a reference for the campus community.**

Another concern in circulation design was to provide weather protection for pathways around and between campus buildings (see *Weather Protection*, page 64,). Most buildings have overhangs and covered breezeway areas around the outside. The only covered walkway between buildings connects the CAB and the Recreation Center.

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 have been installed in several locations within the campus Core (see *Police Services*, page 90). 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*, page 55, and *Campus Buildings*, page 60.

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 (page 86) 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

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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. Observations suggest that the area behind the Laboratory buildings and the Longhouse is frequented by automobiles; the traffic study may indicate other problem areas.

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*, page 64).

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. 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

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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, just at the point where the road narrows from two southbound lanes to one, and is directed by a temporary concrete barrier. In all three areas a separation of automobile roadways from bicycle and pedestrian pathways would help reduce these hazards.

Other hazards include vehicles within the campus Core (see *Separation of Traffic*, above), gravel and debris in bike lanes (encourages cyclists to ride in the roadways), and no safe pedestrian access to the Parkway.

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 is designed to accommodate 12,000 automobiles daily. It provides access to the campus Core at Red Square by a major 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. The Traffic Study, to be completed this year, should indicate the current level of use and strategies for sharing these roads with the surrounding community.

The Parkway itself is a divided, four-lane major distribution and collection 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 formal 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 cen-

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ter islands and shoulders, and minimum use of signs, markings, or other non-compatible street hardware, consistent with good safety standards (Durham et al, 1969, page 14).

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 but 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 promotes and provides a positive climate for commute trip reduction elements and support activities such as carpooling, vanpooling, pedestrian and bicycle commuting, employee subsidies, public transit, telecommuting, commuter ridematching, guaranteed ride home, and alternative and flexible work schedules. The goal of the committee is to reduce not only single-occupant vehicle travel, but also the number of commuter trips and vehicle miles traveled by all members of the Evergreen community.

Evergreen maintains a close working relationship with Intercity Transit systems that has resulted in expansion of the services IT provides. Under consideration is a bus subsidy program for students that will encourage more people to leave their cars at home and use public transportation. Increased enrollment and the physical location of the college make the availability of adequate public transportation imperative if Evergreen is to meet the goals of Washington's Commute Trip Reduction law (35% reduction of single occupied vehicle and commute trip vehicles miles from 1992 to the year 1999).

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 (see page 74).

Automobile Parking

Major parking areas on campus are designed to carefully minimize visual impact. Major commuter parking lots B and C have density levels of less than 65 cars per acre. Median strips containing vegetation belts of trees and grass separate each row of cars so as to nullify the "sea

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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 would allow for less land area under pavement. If the creation of additional parking spaces is 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.

Results of the Traffic Study to be completed this year will indicate current levels of use for the campus parking lots. Outreach to the campus community with the first draft of this documented heard numerous comments on the availability and location of parking spaces for the campus (see Appendix F). Based on this level of feedback, a recommendation to consider the need for a Disappearing Task Force on parking is given on page 11.

External Bicycle Circulation

In outlying areas of the campus, bicycle riders use automobile roadways or pedestrian trails. The four-lane portion of the Evergreen Parkway adequately accommodates bicycle traffic, although there is a bottle neck at the western approach to the main campus entrance. A bicycle path continues on the Parkway from the campus boundary south to Mud Bay road. Another bicycle path connects to the eastern access at Cooper Point Road and towards the westside of Olympia down 28th Avenue and Division Street. Bike lanes now exist on the entire length of Division Street and on Mud Bay Road. The City of Olympia’s Proposed Bicycle Facilities Program (1997) recommends the creation or improvement of bicycle lanes on Cooper Point Road between 20th and Kaiser Road and on the 4th Avenue Bridge and Harrison Street hill to North Sherman Street. Construction is planned for over the next five years; once completed, the added and improved bicycle lanes should allow for relatively safe travel to campus. However, the college should encourage the ongoing enhancement of bicycle paths leading to campus as well as throughout the Olympia area.

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 twenty-five years old. A few small buildings were purchased with the college property and are significantly older. Only one major academic building, the Longhouse, has been built in the last twenty years; some second and third phase projects and additions have also been constructed relatively recently.

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The shells of the original, major buildings on campus were designed for a fifty year usable life (see *Materials and Structure*, page 62) and thus are expected to be reliable for another twenty-five 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.

In the last twenty-five years, no major renovations have taken place to update the support systems. The renovation of the Lecture Halls during the summer of 1998 will be the first of such activities. 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 accelerate in the near future. 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.

The Office of Facilities for the college will be developing a Facilities Renewal Plan over the next few years in order to layout the strategies for modernization for the campus. The discussion given here is intended to aid in development of this plan by identifying the various components to be considered in the modernization effort.

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 break-downs. 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 break-downs 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 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 the Office of Facilities and

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administrative planning staff at the college could allow 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 modernizing any facility on campus should take into account all possible strategies to determine which would be the most appropriate use of college resources. Historically and up to the present, the focus has been on corrective maintenance. This approach, for the most part, has been appropriate to maintaining the campus facilities in the past. Presently, the need for larger scope projects should be addressed. The long-term vision for campus facilities could include major modernization efforts at twenty-five year intervals, with less intensive maintenance activities in the interim periods.

Modernization strategies should be employed to allow the most efficient use of space in existing facilities, although substantial growth of the college community will require construction of new facilities as well (*Space Efficiency Report*, page 6).

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 the Office of Facilities to convene an advisory committee to address construction and maintenance standards is given on page 11. This will be a critical step in the modernization process; without standards, the specific goals of modernization projects will be difficult to determine.

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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.

Patterns of Use

Use of the facilities on campus has been recently evaluated by the Space Management Committee. From the *Space Efficiency Report*: “In general, the committee found that space on campus is both efficiently and fully utilized. Based on the data gathered, the committee does not believe that the anticipated growth to 5,000 students by 2010 can be accommodated within existing buildings, even with extensive remodeling. The most critical short-term space constraints in the face of growth are in offices (especially for faculty), student services areas, and information units (including both the library and computer services), but in the longer term, more classroom space (especially large classrooms and laboratories) will also be needed.” (1997, page 4). The committee made recommendations on how to more effectively use space for each organizational unit across campus. These recommendations are used to formulate and prioritize projects for the *10 Year Capital Plan*.

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 and is being used to prioritize modernization needs for the college’s residences. The same type of process needs to be set in motion for the rest of campus.

This audit should involve operations and maintenance staff working with outside consultants to assess the status of critical systems. The original, major buildings of the campus core are the first priority. 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 the Office of Facilities 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

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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.

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 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 Ecological 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.

For additional discussion of the aesthetic component of the campus, refer to page 65.

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, 1972, page 15).

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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, 1972, 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*, starting on page 60. 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 which 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, 1972, page 17).

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Plans for future installations in the campus Core should consider the increasing use of native plants in many urban areas of the Pacific Northwest over the past several years. Many native species are well suited to formal landscaping and have minimal maintenance requirements once established. The college could respond to this trend by placing more emphasis on native species than has been historically.

Academic programs studying botany and plant identification would benefit from the addition of species from plant families not currently represented on campus (ginkgo trees, for example). This is another factor to consider in future species choices for the campus Core.

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*, page 98). Efforts should be made to remove these species from the campus Core and Clusters whenever possible.

Cluster Areas

The Cluster areas on campus are composed of buildings and parking areas, which are surrounded by lawns, gardens, or other regularly maintained landscaping which is 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 Corporation Yard 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 with the specific functions, which they serve, and with 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 which 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 the promotion of 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 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

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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

Directly around the Charles McCann Plaza approach from the Evergreen Parkway to the parking lots and Library Loop, one finds formal plantings of trees, shrubs and flowers on the center median. The parking lots adjacent to this entrance drive are landscaped in a slightly 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 forms another step in the transition from the natural to the built environment.

The median of the Parkway contains formal plantings of ornamental trees, shrubs, and flowers in the area of the main plaza approach just described. The remainder of the Parkway is largely characterized by native vegetation, although formal plantings surround the campus entrance signs at the east and south ends of the divided portion of the Parkway. Other campus roadsides are characterized by native vegetation, which requires little maintenance other than periodic trimming to maintain roadside drainage and good roadway visibility.

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.

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 the Environmental Advisory Committee. In the future, any proposals for chemical use in landscaping shall be reviewed by the Campus Land Use Committee (CLUC) (refer to page 110). 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 institu-

tional 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 utilized 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 delivery is provided on campus for those with office space. 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 provided for a very limited group because the facility is not large enough to handle the level of need generated by the size of the campus population; options for more comprehensive service are being explored. The office of Access Services for Students with Disabilities serves over two-hundred students in accordance with the Americans with Disabilities Act of 1990.

For descriptions of fire protection and police services, refer to *Safety*, page 90.

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.

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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 is located for the convenience of the dormitory residents, but is appropriate since it supplements other campus food services and helps to fulfill a specific need for housing social space.

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, delicatessen, bicycle repair shop, and postal and food vending machines. Outside of the CAB, vending machines are provided in many campus buildings around campus. Additional commercial outlets are located in the Student Community Center: a student-managed café (the Corner) and a convenience store (the Branch).

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.

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*, page 30), 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 pages 66 (*Building List*) and 113 (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 recent 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

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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 food service workers. 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. Efforts are underway (i.e. the hiring of an academic adviser assigned to housing) to better integrate housing, especially into academic support services.

Considerations for Future Housing

College plans to grow to five-thousand students by the year 2010 will put new demands on housing—both DTF and External Report 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 Team highlighted the lack of social space and the need to develop more community gathering space (*External 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*, page 55). 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 the campus architect and the Office of Facilities in planning new

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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*, page 79). And, as the *External 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) which need to be acknowledged (*External 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 recently entered into an inter-local agreement with the City of Olympia which will improve fire suppression and emergency services to the college. For additional discussion on fire protection, refer to page 96.

Campus Police Services

The Department of Police Services, located in the Seminar Building, 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 consigned to the campus Grievance Officer.

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Emergency telephones have been installed in several locations around the campus into provide improved access to emergency services twenty-four hours a day. So far, six of these telephones are in place; another three will be installed in the near future.

Social Space and Entertainment

Although Evergreen is primarily an academic institution, the campus serves 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*, page 60 and *Architectural Design*, page 62). Within the context of over-all 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. 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 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 non-academic use, Library 4300 has become the home for units in transition, and the newly created basketball programs will limit access to the gym for large stage events. Future planning needs to consider social and entertainment space as a priority when discussing the impact of increased enrollment and the construction of new facilities.

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 stated goal of Evergreen’s recreation and athletic programs is “...to provide all students with access to and appreciation of life sports programs and provide the college with an intercollegiate sports program in which women and men equally participate for their own enjoyment.”

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

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and include the Recreation Center, the covered Recreation Pavilion, a high and a low element challenge course, and the playfields. 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. A small fleet of recreational sailboats, and rowboats are moored at West Bay Marina. 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 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, and only in the past four years has a change in affiliation by other small northwest colleges forced a reconsideration of future programming. At the time of this writing Evergreen holds dual affiliation with the NAIA and the National Collegiate Athletic Association (NCAA) and sponsors basketball, tennis, soccer, and swimming for men and women.

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. 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 multi-use facilities, which serve many purposes or can be easily modified for different purposes, are needed. Siting and design must also promote convenient access.

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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 (see Figure 7 and page 58) 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. 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, beginning on page 25.

The undeveloped land area, especially the Reserves, is used by academic programs as the setting 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 would 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 forest habitat in Chapter 2 (page 27).

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 on page 11 of the 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.

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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*, page 109. An index of student reports should be compiled to be included in the Resource and Land Use Inventory (see page 97).

The varying impacts associated with the different types of academic use have important ramifi-

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cations 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); notification to the CLUC is requested for non-manipulative academic uses (see page 110).

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 (page 4-22).

According to the 1983 Plan, Ecological Preserve areas 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 is also preserved with a buffer (see Figure 11).

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 (see *Recommendations*, page 11).

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 (see *North Campus Reserve*, page 101).

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

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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 cleared and a subdivision is under construction; several more are planned for the near future (*Current Growth and Development*, page 31). 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 may show up on the north border of the East Campus Reserve. In general, the college can expect to see increased recreational and “incidental” use of Evergreen’s existing trails as well as the development of new ones. The issue of public access to Reserve lands would best be addressed before the subdivisions’ residences have well-established patterns of accessing campus land.

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 damaged vegetation, increased soil erosion,

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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.

While prohibition of forest habitation has been a long-standing college policy, it has generally not been enforced. According to an Evergreen Issue Paper on land use: “The very nature and size of the forested area is one factor making habitation policy enforcement difficult. However, the primary reason was an ‘officer safety’ issue.” (Huntsberry, 1997) The risk of approaching anyone in order to evict them from their “home” is significant, particularly if the resident has no connection to the college and could violently resist the eviction.

The recent arming of campus Police Services somewhat alleviates the risk of habitation policy enforcement. It is now reasonable to promote regular, aggressive patrols in order to remove campers and squatters from the campus. Regular patrols could also reduce the opportunity for other criminal acts within the campus Reserve areas.

Management: Safety Considerations

Fire Protection

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. For additional discussion, refer to *Safety*, page 90.

Snags

Removal of snags (standing dead trees) may occasionally be necessary when an individual snag presents an obvious threat to safety. It should be noted, however, that they offer wildlife habitat and are considered by many to be attractive in and around even the developed portions of the campus. A proposal to remove a snag should be reviewed by the CLUC (see *Review of Proposals*, page 110).

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 (page 95)
- human habitation in the campus woods (page 95)
- invasion of exotic plants (page 98)
- management for safety considerations (page 96)
- academic uses (pages 93 and 109)
- recreation (page 94)

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 (page 93) 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

A complete history of land use and vegetation analysis of the campus could greatly aid in effective management of natural resources. This information could serve in locating ecologically sensitive or unique areas and directing activities to the most appropriate location.

The Resource and Land Use Inventory should include as many academic studies of the campus as possible, cataloged and summarized if necessary. This will add to the history and description of the land and could provide bases and inspiration for further academic research on campus. The material should be kept up to date as new land use information becomes available. The Campus Land Use Committee should delegate the responsibility for compilation of this inventory (see page 107).

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: establishing a more formal 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. Many unimproved foot paths exist in the Reserve areas including innumerable short segments that have no clear destination, but do contribute to the overall impact to the native habitat and are inviting to future lengthening. There are also concerns that travel occurring entirely off-trail is inflicting wide-spread damage to the campus forests. Traffic on the improved trails, mostly found in the North Campus Reserve, is very high and the trail tread shows evidence of poor drainage and widening. The popularity of riding mountain bikes on forest trails has been a significant contributor to both the deterioration of the trail tread and the creation of new trails.

A more formal trail system that receives regular maintenance could alleviate some of the impacts described above. In order to determine the best approach, a full examination of the existing trail network of the Reserve areas would be necessary. Factors to be considered include

- patterns of use
- restrictions within ecologically sensitive areas (Ecological Preserves)
- policy for public access

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- policy for mountain bike use
- policy for off-trail use
- allowance for possible future expansion of the campus Core, Clusters, and housing; changes in recreational use; and possible long-term forest management studies

Establishment of a trail network plan for the campus is intended as a component of the zoning DTF recommended on page 11.

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 tremendous academic potential (see *Future Land Use of the East Campus*, page 100).

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 lands is an exciting possibility that 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

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) will provide guidance for compliance appropriate to a land use proposal. A brief overview of the permitting process is given here, but it is beyond the scope of this document to describe the details of the regulations or the application, review, and approval process. Regulation of the shoreline is described on the following page.

Development of any facility—expanding a building, installing a culvert, extending a bulkhead—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 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.

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.

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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 slough attracts unique animal and bird species to the shoreline, including the Olympia Oyster (a native species that once thrived in the southern Puget Sound region) and Harbor Seal. The soft quartz sand surrounding the slough also makes it an attractive site for recreation. Other studies have addressed the bluffs and the two large drainages that terminate on Evergreen's waterfront (see *North Campus Reserve*, page 58).

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.

Regulation of Shoreline Reserve

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:

Purpose: The intent of a Conservancy Environment designation is to protect, conserve, and manage existing resources and valuable historic and cultural areas in order to ensure a continuous flow of recreational benefits to the public and to achieve sustained resource utilization. The preferred uses are nonconsumptive of the physical and biological resources of the area and activities and uses of a nonpermanent nature, which do not substantially degrade the existing character of these areas. Nonconsumptive uses are those uses, which utilize resources on a sustained yield basis while minimally reducing opportunities for other future uses of the resources of the area. (*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. It should be noted that The Evergreen State College has one representative on the fifteen-person council for the program.

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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 (see page 57), 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 will continue to be used primarily for academic and recreational purposes, similar to its present use. 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 (see *Types of Land Use*, page 93).

East Campus Reserve

This area has been used moderately for academic study and informal recreational purposes. A large marshy meadow located adjacent to the Evergreen Parkway (see page 29) 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 first inhabitants of Cedrona are already making use of the campus forest. This area of campus is a logical recreational resource for our new 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.

This area contains more arterial roadways per unit area than any other part of the campus.

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 continued development of 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 will definitely increase as the residents of the subdivisions move in. If the subdivisions east of Cedrona are constructed as proposed (see *Current Growth and Development*, page 31), it is likely that the developers will request an easement for an access road through college property. If such a request is granted, we can expect disruption of the area during construction and then an increase of traffic on campus arterials. Requests from the developers for easements for utilities or trails may also be received.

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 described in *Drainage* (page 24), that occasionally floods. 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. The waterfront is frequented by sunbathers and other casual recreators. 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*, page 97).

The North Campus Reserve is also heavily used for academic study. Currently, the study in this area tends to be informal or small-scale relative to the projects conducted in the East Campus, described above. 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*, page 98). Upgrading or formalizing the trail system may also occur in the future (*Trail System*, page 97). 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.

Another proposed future use within this Reserve is the development of an arboretum in the meadow north of Driftwood Road (Foltz and Tucker, 1997). An arboretum could serve specific educational as well as recreational purposes.

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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 receives some use for academic projects such as boat building. 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, etc. 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 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.

Future Uses of South Campus Reserve

The McClane Forest Trail is currently under construction near the southern campus boundary; the vision for this project is to create a trail network connecting McClane School to the West Side, Capitol Forest, and The Evergreen State College. The proposed extension onto campus property envisions an improved trail, oriented north-south along the highest ground of the South Campus Reserve, linking to the Organic Farm trail or directly to the campus Core. Use of the South Campus Reserve, by both the campus community and the public, would certainly increase as a result of this construction; other Reserves could see increased use by the public as well.

The South Campus Reserve contains the largest block of contiguous coniferous forest on campus (page 28) making it a likely site for future sustainable forestry practices. However, this

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activity is contingent upon redefinition of the Ecological Preserve that apparently includes 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.

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