The
Evergreen
State
College

8

Standard 8
Physical Resources

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Introduction

The original planning for the college resulted in an incredible resource of land and facilities. The planning intentionally created a tight intensive core of facilities while leaving areas open for research, recreation, and other uses. The large forested portions of the campus have created a beautiful open space that is taking on more importance as the areas surrounding the college continue to grow and develop rapidly.

Maintaining our physical resources is a key theme within the college's long-range plan, highlighted in Goal Two:

> Evergreen will provide diligent stewardship of its physical resources, including both the natural and the built environment, in light of the special challenges of growth and urbanization surrounding the campus.

And in Goal Three:

> Evergreen will seek ways to enhance quality and conserve state resources, through increased efficiency in academic programs, institutional management, fundraising, and plant mainte nance and operations.

Instructional and Support Facilities

The Campus Core

The Olympia campus facilities are located on 1,000 acres; approximately 300 of those acres are maintained. The following is a listing of all campus buildings and associated construction dates:

Major Buildings	Gross Square Footage	Date Constructed
Daniel J. Evans Library Building	346,969	1971
Central Utility Plant & Utility Tunnels	65,049	1971
Shops, Garage	12,701	1971
Modular Housing	30,623	1971
Lecture Halls	23,639	1972
Shop and Shop Addition	17,986	1972
College Activities Building, Phase I & II	112,239	1972/1991
Residence Hall A	47,510	1972
Residence Hall B	20,332	1972
Residence Hall C	20,332	1972
Residence Hall D	20,332	1972
College Recreation Building, Phases I & II	115,680	1973/1989
Arts Science Building, Phase I	85,268	1973
Arts Science Annex/Art Studios	27,377	1973/1988
Covered Recreation Pavilion	18,559	1973
Seminar Building, Phase I	44,910	1974
Arts Science Building, Phase II	90,157	1975
Organic Farm Building	3,478	1975
Grounds Vehicle & Equipment Storage	2,700	1975
Communication Laboratory Building	116,298	1977
Housing Phase II	68,063	1987
Grounds Storage, Phase II	4,800	1988
Housing Phase III	62,412	1989
Longhouse Education & Cultural Center	12,177	1995
Total Square Footage	**1,369,591**	

The college also owns several buildings that are located away from the campus core, including the president's residence. These buildings are used for a variety of purposes. For example, a house located on the southwest quadrant of college property, close to the campus core, is used by the Leisure Education program for a weaving studio. Another building, located close to the beach and formerly used as a marine laboratory, is currently being leased to a non-profit community school.

At Evergreen, buildings are generally named according to the functions or activities they support. The only exception to this rule is the Daniel J. Evans Library Building, which is also the largest structure supporting the academic program. The library building is the most diverse in services and functions provided. Major activities in the library building include the library proper, media and photo services, controller, student services, computer center, film library, advising center, and many classrooms ranging from small seminar rooms to the largest room which seats 400. In addition, all senior administrators and their immediate support staff, academic deans, some faculty, and many other staff are located in this multi-use structure.

In keeping with goals of the campus master plan, all nine major buildings serve as multi-use facilities. With the exception of the lecture halls and college activities building, all of these major buildings have a mixture of faculty, staff, and student offices and classrooms. The college lecture halls are equipped with multi-media capabilities, provide necessary student classrooms that double as general meeting spaces for college and community meetings.

The college activities building houses student activities groups, the bookstore, the college radio station, food service and dining operations, and has two large classrooms. The college recreation center houses racquetball and basketball courts, swimming and diving pools, dance and multipurpose classrooms, racquetball courts, indoor and outdoor rock climbing walls, and a weight room. Administrative offices for staff and coaches are also located within the building.

The communications building houses a variety of performing arts facilities including the Recital Hall and the Experimental Theater complete with a computerized lighting system and flexible seating designs. There are also facilities for animation and film editing, as well as practice rooms for theater, dance, and music.

The seminar building houses classrooms, faculty offices, the Women's Clinic, Student Health Services, the Counseling Center, Police Services, the EF International School of English, and the Washington State Institute for Public Policy.

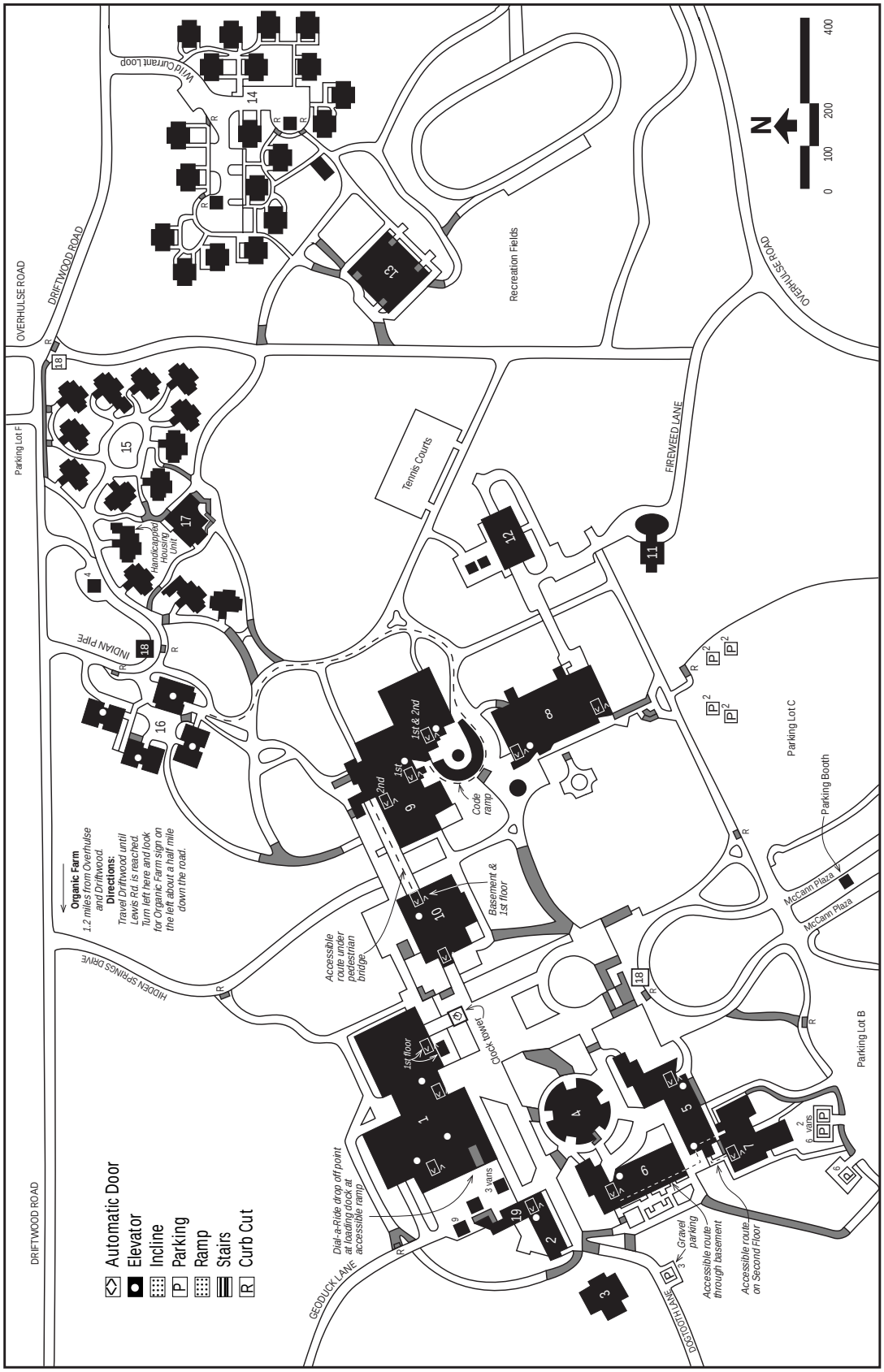
Although there are offices and general classrooms in the three laboratory buildings, their primary function is as arts and sciences labs. The arts annex is the newest addition: upstairs there are four art studios with high ceilings and plenty of natural light, excellent for two- and three-dimensional art. On the lower level there are a ceramics shop, wood and metal shops, and a three-dimensional art construction area.

The organic farm, approximately one-half mile from the campus core, is where students study small-scale sustainable agriculture, including organic farming techniques. There are plots of land where students can grow produce and community gardens are also available. The farmhouse, constructed as an academic program project in 1975, is a popular spot for student potlucks, meetings, and cultural events.

Exhibit 8-1 — Campus Map

Key

1. Library (LIB)
2. Seminar (SEM)
3. Longhouse
4. Lecture Hall (LH)
5. Arts and Sciences (LAB 1)
6. Arts and Sciences (LAB 2)
7. Arts Annex (Lab Annex)
8. Communications Lab (COM)
9. Recreation Center (CRC)
10. College Activities Building (CAB)
11. Childcare Center
12. Central Plant
13. Pavilion
14. Modular Housing
15. Student Housing
16. Residence Halls
17. Community Center
18. IT Bus Stop
19. Campus Public Safety



The newest building on the campus is the Longhouse Education and Cultural Center. The design is based on historical longhouse structures and traditions of northwestern coastal Native American communities. The first building of its kind on a public campus in the United States, the Longhouse is a multipurpose facility able to serve a variety of educational and cultural functions. It provides classrooms for a broad cross-section of academic programs and serves as a nucleus for multicultural studies and activities here and throughout the region.

The college's website (www.evergreen.edu) offers a self-guided tour of the campus and its major buildings under the heading "Campus Map and Tour."

Growth

Enrollment growth is having a significant impact on the effective use of our facilities.

> Even at the current enrollment of roughly 3,700 students, the college's physical plant is operating above capacity by all of the commonly accepted measures. By the Washington Higher Education Facilities Evaluation and Planning Guide (FEPG) classroom standards, Evergreen is at 112% of capacity. And by FEPG measures for faculty office space, the college is at 110% of capacity. Finally, by FEPG science laboratory measures, the college is at 183% of capacity. All of these measures suggest a need for additional space if the college is to be able to accommodate its share of expected statewide enrollment growth. (From: HECB Space Utilization Study, 1996)
>
> Beyond this, however, existing classrooms have limitations that interfere with the college's ability to meet the needs of its students. For example, most of the class rooms in the library building are laid out on a 22' by 22' grid, which cannot accommodate the larger classes that are becoming more common. Evergreen needs not just more rooms, but larger rooms. In addition, several rooms within the laboratory buildings that will be needed for expansion of science laboratories are currently used for general classrooms because of this shortage of large rooms.
>
> Finally, many existing classrooms lack the flexibility needed to support Evergreen's instructional methods, which often rely on workshops rather than lectures, or lack the capabilities needed to take advantage of emerging technologies such as computer or web-based displays. (From: Predesign document for Seminar Phase II)

The ten-year capital plan and space efficiency study (discussed below) identify new needs for facilities and define projects that will allow Evergreen to meet enrollment and programmatic needs in the future. The projects include the construction of a new classroom and office building, as well as carefully timed renovations and remodels that will improve and expand existing space throughout the campus. It is important to note that the sequence of construction and renovation of space is important to accommodate growth and maintain facilities that will provide an effective learning environment for our students. The college was successful at acquiring state funds this biennium to renovate space in the lecture halls and science buildings, to construct additional office space for our part-time studies program, and to initiate predesign activities for a new classroom and office building.

Parking and food services facilities are also causing a "pinched" feeling on campus. Students, faculty, staff, and visitors are experiencing the frustration of not finding a place to park and having to stand in long lines to buy food. The college recently hired a consultant to examine parking and traffic issues on campus as a companion study to the predesign and master plan update processes. Research was initiated this year to determine how to redesign and expand the food services facilities with the goal of completing a renovation by the year 2000.

Space Utilization

In March 1996, President Jane Jervis charged the Space Efficiency Committee to review the college's use of space and to make recommendations regarding long-range space planning. The committee's charge noted that the college was apparently reaching full utilization of existing buildings just as the prospect of an approximate 50 percent enrollment growth during the next fifteen years was materializing. Given the expected state fiscal constraints, the president wanted to be confident that existing space was being fully utilized in the most appropriate and efficient way before requesting additional buildings, and she wanted to have a long-term plan to guide remodeling of existing space.

The committee began meeting in March 1996. A survey was developed and distributed to organizational units throughout campus. The committee spent the summer analyzing the responses and then spent fall quarter meeting with the organizational units that completed the surveys. A draft report was developed and distributed campus-wide. The committee received feedback and met with several units that voiced more critical concerns about the recommendations presented. From this feedback, the committee made some adjustments to their recommendations. The final report was delivered to the president in June 1997.

This very comprehensive report includes recommendations for guiding principles concerning organizing and allocating space and important space design concepts. The committee explored controversial ideas, such as the open-office design versus walled offices, and made recommendations on how to use these ideas in designing space on campus.

The committee also tested the ideals presented in the Campus Master Plan, last updated in 1983, to see if the concepts were still important for our teaching and learning environment. For example, the master plan identifies the importance of lounge space to provide a more informal atmosphere for seminars and meeting places. As the college becomes more cramped for space, it seems enticing to capture this space for offices and classrooms. However, the committee reaffirmed the importance of having this type of space for the campus community. The committee also conducted a thorough and collaborative analysis for each organizational unit on campus in order to identify specific needs for space both currently and in the future.

Some highlights of the report are:

In general, the committee found that space on campus is both efficiently and fully utilized. However, the committee found some underutilized space in portions of the Campus Recreation Center and within the Facilities Office in Lab II. Recommendations were made to remodel and more efficiently utilize those spaces.The report went on to say that reconfiguring and remodeling other existing space across campus will meet the current and near-term future needs for several organizational units. Finally, the report concluded that construction of Seminar Building Phase II will be required, however, in order to provide the necessary classrooms and offices demanded by the colleges' enrollment growth plan.

This report completes the functional analysis component of updating the Campus Master Plan and will provide a useful guide for future facilities planning and implementation.

The Space Efficiency Study also prompted the revitalization of the Space Management Committee. This committee was established in the 1980s and its purpose is defined in the college's policy and procedures manual:

> The successful planning, utilization, and assignment of campus space requires responsible management. To ensure that space is effectively and efficiently used, a space committee has been established and assigned this responsibility. (Policy VI, G-1)

With reorganizations and changes in personnel, the committee had fallen by the wayside and had not functioned for a number of years. However, with greater demands being placed on our space, the need for closer oversight of space assignments, utilization, and planning became more critical. The Space Management Committee will provide this oversight and improve our decision-making regarding how we use and remodel space. The committee is co-chaired by the Academic Dean for Budget and Space and the Special Assistant to the Vice President for Finance and Administration and is comprised of representatives from the space management office, campus planning, the student affairs division, building managers, and a student.

Furnishings

Furnishings are purchased during the initial construction of and renovation or addition to facilities. The replacement or repair of furnishings has been haphazard. Prior to 1995, a large percentage of the furnishings were those purchased in the 1970s. Those units with greater resources were better able to replace furnishings. Other units were forced to compete for equipment funds to replace and upgrade furnishings.

In 1995 the budget officer proposed the implementation of a campus-wide furniture program. The proposal included an initial allocation of $50,000 and one temporary employee. The space management office, which was assigned the responsibility for starting the program, worked closely with the Environmental Health and Safety Officer to learn about safety requirements and ergonomics. The program was initiated with a campus-wide survey to assess the needs of the campus.

Since that time, the program has:

- upgraded key areas on campus through the purchase of ergonomically correct furnishings
- replaced furnishings in the library building lounges
- created a standard for furnishing type and color
- accomplished furniture repairs, preventing the need for more expensive replacement
- provided assistance with furniture purchases, assembly, delivery, installation, and adjustment
- provided assistance with office furniture moves

The program has been well received and, ideally, would be funded on a regular basis. This has not been the case, however, and is a source of tension. The furniture program must compete with other equipment needs and sometimes does not receive funding for months at a time. When this occurs, it is confusing and frustrating for employees and faculty to request and receive furnishings. The college *has* been able to take care of emergencies and accommodation issues as they arise with one-time funding. To ensure its on-going success, the college needs to provide the program with a regular source of funding.

Facility Maintenance and Operations

The primary mission of Facilities is to provide a physical environment suitable to the dynamic learning experience for which Evergreen is nationally acclaimed. The mission of the college has perpetually been the principal focus for the work Facilities performs, including supplying heat and environmental comfort, maintaining and cleaning the buildings, managing a motor pool fleet for academic field trips, remodeling for program changes and enhancements, and compiling the capital budget requests which consequently allow Evergreen to continue its mission effectively. Facilities' mission supports teaching and learning for our students by means of providing three major services to the college:

- physical plant maintenance and operations of all buildings and grounds, including maintenance, repairs, minor remodeling, energy generation and management systems, custodial services, refuse, recycling, motor pool and garage
- facilities engineering, design, drafting/records management, estimating and construction coordination services
- facilities administration including budgeting, accounting, purchasing, personnel and contracts administration

Facilities' mission is based on the following guiding principles:

- develop and implement goals and objectives that are based upon an operational philosophy of service to others in a positive work environment for employees
- work with appropriate college offices to assure that the entire operation is in support of the mission, goals, and objectives of the college
- develop and implement policies, procedures and budgets that provide a high standard of service and products at a reasonable cost to customers
- Assure that realistic, yet flexible guidelines are established in a manner that will provide for continuity and effective coordination with appropriate campus offices
- develop and implement training programs for all staff to guarantee a high degree of performance and effectiveness
- provide the staff with guidance and frequent meetings to assist them in needs assessment, program development, implementation and evaluation of the products or services provided in their respective operations
- obtain and disseminate relevant information to the staff to assure maximum communication, which will enhance the mutual support, cooperation, and achievement of goals and objectives

Facilities has striven to efficiently and effectively live up to the statements noted above in order to provide the most beautiful and well-maintained campus one could find and to provide the best atmosphere in which students can learn.

> First priority is given to work order requests that correct safety items. Second priority is given to work order requests for maintenance and repair work that correct situations potentially detrimental to academic programs.
>
> The Facilities staff prides itself in its commitment to supporting academic programs. Each year Facilities assists academic programs in designing, siting and installing student art displays. Students work together with Facility staff members in order to address a variety of factors including potential damage to irrigation, electrical, sewer systems, and impact on the environment and landscaping, and safety. Other academic projects supported by Facilities include environmental and energy studies, water and fisheries projects, and many student performances and productions. (Source: Facilities Management Evaluation, 1995)

An example of facilities' commitment to first-class service is their effort to improve the Motor Pool services. In 1995, the manager overseeing the Motor Pool brought together customers in order to identify the most critical needs and to create a more effective and financially stable operation. The Motor Pool was able to reduce the number of vehicles, identify the types of vehicles most critical to the academic programs and student service organiza-

tions, and provide the level of support most effective to their customers. By fine-tuning the operation and identifying priorities, the rates were minimally increased and the institution funded the necessary replacement of vehicles.

The Director of Facilities reports to the Vice President for Finance and Administration and is part of a team comprised of the Controller, Director of Human Resources, Director of Computing and Communications, Director of the Bookstore, the College Budget Officer, and the Special Assistant to the Vice President.

The following positions report to the Director of Facilities: the Campus Planner/Architect, Facilities Engineer, Grounds Supervisor, Facilities Services Manager, Construction and Maintenance Manager, Maintenance Supervisor, Assistant to the Director, and the Facilities Records Manager. These supervisors direct the work activities for the three major service functions noted above.

Reduced staffing over the past ten years, coupled with construction of additional buildings and changing leadership, has created challenges for the Facilities operations. Although facilities staff still correct safety problems as soon as they are identified, reductions in staffing levels have caused delays in other work requests, in routine maintenance, and in performance of some timely preventative maintenance. Support for evening events, furniture repairs, special and scheduled painting, and design and cost estimating for small remodeling projects have been less timely, greatly reduced, or eliminated. It has been difficult for staff in facilities to reduce their level of service to the campus community. They take great pride in our facilities. As a result, the staff has often attempted to keep up with the demands for service with fewer staff. The result has been frustration as staff see themselves falling farther behind, and they see deteriorating levels of service.

In 1995 a complete facilities management evaluation was conducted at the request of the Vice President for Finance and Administration. Members of the facilities operation prepared a comprehensive self-study in the spring of 1995 and an external review team from The Association of Higher Education Facilities Officers (APPA) visited the campus in June 1995. The report prepared by the review team was received in February 1996. The purpose of the study was to evaluate the facilities operation, improve the organizational structure, and find more effective means of delivering services to the community within existing staffing levels. (The report is available to the external review team in Exhibit Room, Exhibit 8-4)

The report contained seventy-seven recommendations in the following areas: purpose and goals; organization and resources; policies, procedures, and processes; personnel training and development; planning and management; campus condition and appearance; communications and quality of relationships; and campus planning. The Director of Facilities, working with the vice president as well as with Facilities staff, sorted through the recommendations and identified those worth implementing, those that needed further study, and those that the college would not implement. Implementation of the recommendations has been a slow process. While some were implemented immediately, the departure of a vice president, interim leadership, and the arrival of a new vice president have delayed implementation of major changes. Recently, a reorganization recommended in the study was implemented, and staff is responding to this change in a positive manner.

The self-study has been a useful guide, not only for creating organizational changes, but also for emphasizing the need for continual reassessment of priorities and analysis of how to best meet the needs of the college. This is crucial for the long-term health of the operation, as the trend of more enrollments, more space, and fewer resources will most likely continue.

Health, Safety, and Accessibility

The college has a very active, effective Health and Safety Committee with representatives from faculty, students, and staff participating. The committee meets on a monthly basis and has a retreat each summer to identify specific goals for the ensuing year. The committee also visits various worksites such as the science laboratories, garage, various trades shops, and the Central Utility Plant to become familiar with the activities that occur in the worksite and to review safety practices. A part of their function is to review accident reports and to determine if any modifications should be made to a facility to prevent future accidents. If modifications are needed, the request is forwarded to the Facilities Office where a work order is generated. Work orders related to health or safety are given the highest priority for scheduling and completion. If the modification is beyond existing funding levels, the project is identified as part of the capital budget request for Life, Safety and Code Compliance. During the last ten years, all requests in this category have been fully funded.

The Washington State Department of Labor and Industries manages the workers' compensation program. The system, referred to as the State Fund, pays for lost wages, medical bills, and pensions when employees are injured in the workplace. Employers and employees pay into the State Fund based on the experience factor of the institution. An experience factor of 1.0 means that the institution is experiencing an average number of claim costs compared with similar institutions. An experience factor higher than 1.0 means the claim costs are higher, and less than 1.0 means the claim costs are lower, than average. In 1994, Evergreen had an experience factor of 1.6106. Through implementation of a comprehensive Return to Work and Ergonomics program, providing supervisor training and improving the claims management process, the experience factor was reduced to 0.9390 in 1997.

The growing concern about indoor air quality (IAQ) prompted the college to assess our practices and philosophies regarding how we use and maintain our buildings. In 1994, President Jervis appointed an administrative work group to develop policies and processes to address IAQ issues. The air quality policy that resulted from this group's work encompassed the following areas: notification about work to be performed or use of products that could influence air quality, training, information posting, the use of scented products, facilities' use, complaint process, and record keeping. This concern about IAQ and the development of this policy have changed practices for Facilities in how we plan and accomplish maintenance and cleaning tasks, changed products that we use to clean our buildings, and changed how we communicate about activities that take place in our facilities. However, there are concerns about IAQ—outdoor smoking at the entries to the buildings, the use of personal scented products, and outdoor burning—that continue to create challenges for the college.

In 1995, the college formed an Access Services Compliance Committee, as required by ADA, to address campus-wide accessibility issues on an on-going basis. The functions of this committee include the following:

- Develop overall philosophy and operating plans of the Access Services Program
- Design and complete studies as needed
- Identify and prioritize remedial work to be completed with capital funding
- Provide input and review of designs for proposed building construction projects and new exterior construction projects where appropriate
- Serve as advocates for and disseminate information about the Access Services Program

Prior to passage of ADA, the college was actively involved in evaluating buildings for accessibility. Decisions on what projects would be initiated were previously made by Facili-

ties in conjunction with the Affirmative Action Officer; more recently such priorities have been determined by the Access Services Compliance Committee.

In addition, Facilities' staff have invested countless hours in research, attending conferences, and designing projects to meet the needs of the community. Due to the college's early commitment to accessibility, representatives of Seattle Services for the Blind and Evergreen's off-campus ADA compliance committee member have noted the superior accessibility features of our campus in comparison with other state facilities.

Facilities for Off-Site Programs

To meet the needs of place-bound students, the college has operated several instructional sites off the primary campus for many years. Currently the college operates a permanent site in Tacoma. Enrollment at this site is approximately 170 FTE upper-division students and is staffed by five to seven faculty, plus support staff. A core group of faculty is housed at the site, while others rotate from the Olympia campus on a quarterly or yearly basis. In addition 50 FTE lower division students are on site in a team-taught lower-division bridge program jointly taught with Tacoma Community College.

The Tacoma site is currently located in a rented building of 9,800 square feet, in the Hilltop district. Off-street parking is provided. The site includes some office space for faculty and staff, a small science laboratory, a library/materials room, two classrooms, and a computer laboratory. The computer laboratory consists of twenty-five networked Pentium computers, plus shared printers and other equipment. The laboratory is connected to the Internet by a T1 line. This laboratory was renovated this past summer, so all this equipment is new. The college also plans to install a two-way video/conference classroom as part of the state's K-20 networking project.

The Tacoma site has adequately met the needs of the Tacoma campus for the past decade. However, enrollment in the program is growing beyond the current site's capacity. At the beginning of this academic year, we responded to this growth by acquiring additional leased space to accommodate an additional fifty students. The current lease ends in three years, but we may find it necessary to move to a new and larger location sooner than we anticipated. An important consideration when searching for a new location is remaining in the Hilltop district. The college is an important factor in helping to revitalize this multicultural community. Enrollment growth plans, curricular program needs, and linkages to the community will also be important criteria in defining the type and amount of space that will be needed for the Tacoma campus.

In addition to the Tacoma campus, the college offers programs to students at selected Native American reservations within its service area. These programs are initiated when a request comes from a tribal government and the college determines that there is both adequate student demand and that the college can meet this demand with quality.

Currently, such programs are operated at four sites in the Puget Sound area: Neah Bay, Port Gamble, Skokomish, and Taholah. Olympia faculty commute to the sites one or two times per week, with local instruction provided by community faculty drawn from the tribes. In addition, students come to the Olympia campus several times each quarter for weekend classes and to use facilities and services here. Students communicate with faculty on the Olympia campus by email between visits. Space on the reservations is furnished by the tribes, and has been adequate to meet the needs of the program.

In 1997 the college formed a partnership with Grays Harbor Community College to offer a junior- and senior-level academic program in Aberdeen, Washington. This collaborative effort was initially funded with an innovation grant from the State Board for Community and Technical Education. A joint interdisciplinary program, which included a faculty member from each college on the teaching team, was offered. Evergreen continues to offer programs on Grays Harbor's campus in order to expand our efforts to serve the educational needs of students in southwest Washington.

Equipment and Materials

Keeping up with equipment and furnishing needs of the college is a constant challenge. The college has a dedicated equipment fund of $400,000 per year, as well as $175,000 per year from summer school revenue, used for acquisition of computers for faculty and academic staff. However, the following chart shows that the college has invested far more in equipment and furnishings over the past four years.

Equipment and Furniture Purchases For the Fiscal Years 1994-97

Description	FY94	FY95	FY96	FY97
Non-tagged Equipment and Furniture	$113,997	$335,617	$274,194	$650,503
Software	85,977	472,678	130,680	137,620
Computer Add-ins	33,927	141,065	69,066	80,498
Equipment Inventoried, but not Capitalized	72,568	224,056	688,538	1,124,294
Capitalized Equipment	527,899	1,887,520	332,468	545,250
Total	**$834,369**	**$3,060,936**	**$1,494,948**	**$2,538,165**

In 1995, the legislature provided institutions of higher education the ability to carry forward tuition revenue into future years. This has allowed better planning for and use of one-time savings and reserves. The college has invested a portion of these savings in equipment and furniture.

Each year organizational units across the campus identify their equipment and furniture needs, for both new and replacement items. From this, a master list is generated and prioritized. Funds are allocated from the equipment budget to accomplish the highest priority items. Then, as funds become available from one-time savings and reserves, the college purchases items from the remainder of the list. However, there are times when items emerge as an immediate issue and may be funded before the next item on the list.

Representatives from throughout the college—academics, student affairs, finance and administration, and the president's office—participate in the process of generating and prioritizing the equipment inventory list. Ultimately, the budget officer presents a recommendation to the president and vice presidents, who make the final decision about how the equipment fund and institutional reserves are spent. However, each vice president also has authority and flexibility within their budgets to make decisions about equipment and furniture purchases.

In 1991 the college developed a three-phase six-year plan to upgrade the campus communication infrastructure for data and voice communications. This $876,000 capital project, funded by the state legislature, involved rewiring all campus buildings to a standard wiring plan to facilitate high-speed data and voice communications. Fiber optic cable has been installed among all major campus buildings and electronic equipment has been installed in building wiring closets. Phases I and II connected all offices, classrooms, and laboratories to high-speed data communications capabilities. Phase III of the project is currently being completed, and increases the capacity of heavily used portions of the network as well as the installation of a "firewall" between the academic and administrative networks.

The college currently has sixteen modems for faculty and student remote dial-in access to college email and other network resources. Most Internet service providers size their modem pool at one modem for every twenty users; most universities maintain at least a 1 to 60 ratio; Evergreen's ratio is 1 to 280—and obviously undersized. Last year, Computing and Communications requested funds through the normal equipment allocation process to increase the modem pool by sixteen, but was not funded. Contingency funds within the Finance and Administration division were allocated to fund eight additional modems, which have come online during fall 1997. A student technology fee has been discussed as an option for funding a larger modem pool, but the lack of a legitimate student governance forum for "voting" on the acceptance of a technology resource fee tabled that discussion. A second alternative is to "outsource" modem access through a private company such as MCI and ask the students and staff to purchase access from a provider, but such a move will require broad campus discussion and review to gain acceptance.

Evergreen is a participant in a statewide high-speed wide-area network, which provides Internet and interactive video telecommunications services to all the sectors of the Washington educational system. Originally proposed by the universities and colleges to support the needs of higher education, the proposal was expanded to include the Washington K-12 schools as well as the community and technical colleges. The legislature approved $43 million for the construction of the network and established the Telecommunications Oversight and Policy Committee (TOPC) to oversee construction of the network. Phase I of the network was activated in fall 1997, and upgraded Evergreen's connection to the outside world from one T1 data line to two, and added two new T1 lines for interactive video services. Phase II of the project will add a data line and a video line between the Olympia and Tacoma campuses. Contingency, summer school net revenue, and miscellaneous funds are the primary sources for funding of new and upgraded desktop computers.

New and replacement equipment for the instructional program (laboratories, media, arts, etc.) has been funded from the general equipment replacement funds mentioned above, as well as from within the academic division through both divisional funds and grants. Equipment for the Tacoma campus and the tribal programs is handled through the same process. One particular challenge faced by the college has been the fact that much of the college's instructional equipment was initially acquired from capital funds associated with new buildings. Since most of the instructional buildings were built at approximately the same time (except for the longhouse and arts annex), most equipment is wearing out at the same time.

The college has not yet undertaken the quantification of what an adequate equipment replacement fund would need to look like but probably needs to do so. Some feel funding of equipment is too low to keep up with replacement of the most critical tools for teaching and learning in classrooms and laboratories (although one would always like to do more). Among the most significant equipment upgrades in recent years (aside from computers, which are discussed separately above), have been efforts to install A/V and computer display facilities in classrooms and acquisition of several major pieces of scientific equipment for IR and mass spectroscopy, and other analyses. In the last five years, seven classrooms have been equipped with high-resolution video projectors for media and computer display. In addition, the college has acquired a half-dozen high quality portable video/data projectors, and has plans to remodel the entire lecture hall complex this biennium to install or upgrade the facilities in those classrooms.

The college inventories assets in accordance with the Office of Financial Management regulations. Appropriate assets are tagged and periodic inventories are conducted. Electronic Maintenance and the Motor Pool garage handle most equipment repairs. The college also purchases maintenance contracts for key pieces of equipment and computing systems.

The college uses, stores, and disposes of all hazardous materials in accordance with federal, state, and local requirements. The college's Health and Safety Officer, as well as the Health and Safety Committee, takes an active part in ensuring that safe practices are adhered to in handling hazardous materials. There is frequent evaluation of the waste stream to eliminate or minimize hazardous waste production. The college embraces the mandate to recycle when possible and it is a goal to increase this option as technology makes it more feasible. Five years ago, when contaminated dirt was discovered near the Motor Pool garage, the college worked closely with the Department of Ecology and the Office of Financial Management to create a "dirt farm" on campus. The dirt was cleaned up on-site, rather than shipped out, and later used for projects on campus.

Physical Resources Planning

The Campus Master Plan (Exhibit Room, Exhibit 8-5)

> The fundamental task of campus planning is to maintain highly functional campus facilities which support the college's educational and operational programs while maintaining a healthy and attractive environment for the people who live and work at Evergreen. Although it is impossible to anticipate long-range changes in college curriculum and enrollment, the College must carefully manage and develop the campus to best serve operational and community needs with as much long-range vision as possible. (TESC Campus Master Plan, 1983)

The Campus Master Plan, updated in 1983, has been an important planning tool that has served the college well. However, issues such as growth, external relations, fiscal constraints, land preservation, and an aging infrastructure, are driving the need to update the current master plan again. The 1993 Long-Range Plan identifies the need to update and publicize the Campus Master Plan, with the intent of making it a continuing planning and evaluation tool. It also identifies the need to expand the master plan to deal with: the use of the college facilities and infrastructure; the development of a long-range facilities maintenance and adaptation plan; and the development of a stronger and more centralized space management operation that prioritizes the adaptation of existing space before requesting any new construction.

Throughout the summer and fall of 1996 the community—faculty, staff, students, and the Board of Trustees—has worked together to develop a process for updating the Campus Master Plan. The Campus Master Plan Steering Committee met throughout January, February, and March. The steering committee reviewed the goals and principles in the master plan, identified current and future issues that impact the master plan, and developed the charge for two subcommittees—the Land Use Subcommittee and the Physical Analysis Subcommittee.

In their review, the steering committee agreed that the goals and principles formulated in the original master plan remain viable today. However, the committee found that the goals and principles need to be more explicit about growth, both external and internal, and more specific about how the plan can be integrated into the community. The steering committee also discussed the need to designate a "keeper" of the Campus Master Plan.

The work of the two subcommittees, along with the Space Efficiency Study (Exhibit Room, Exhibit 8-6) will be merged to complete an update of the Campus Master Plan by November 1998. The Board of Trustees will be presented the updated plan in December 1998 for their approval. This work will be available to the external review team on their site visit.

Ten-Year Capital Plan

Each biennium, the college submits our ten-year capital plan and two-year operating budget request to the state legislature. The college has used three primary strategies relating to our physical resources which are reflected in both the operating and capital budget requests: significant enrollment growth; appropriate stewardship of twenty-five-year-old facilities; and upgrading infrastructure to meet today's standards and demands.

Exhibit 8-2
The Evergreen State College 10-Year Capital Plan

Project	1999-2001	2001-03	Biennium 2003-05	2005-07	2007-09
Major program projects:					
Seminar II	Design	Construction			
Daniel J. Evans Library Building	Technology Center Predesign	Technology Center Predesign	Technology Center Construction		
Daniel J. Evans Library Building	Modernization Predesign	Modernization Design	Modernization Construction		
Proscenium Theater		Predesign	Design	Construction	
Seminar I Renovation			Predesign	Design	Construction
Minor program projects:					
LAB Building	Computer Lab Remodel	Chemistry Lab Remodel	Classroom Renovation		
Daniel J. Evans Library Building	Enrollment Services Remodel	Archives and Stack Expansion			
Communications Building	Office and Lab Addition				

The Evergreen State College Capital Improvements and Additions

Project	1993-95	Biennium 1995-97	1997-99
Major program projects:			
Longhouse Cultural and Classroom Center	Design and Construction		
Communications Building		Addition and Renovation	
Lecture Hall			Renovation
Minor program projects:			
Campus Computing Network	Phase II	Phase III	
Daniel J Evans Building		Media Services and Computing Remodel	
LAB Building			Biology Lab Expansion
Seminar Building			Relocate Health Services and Expand Offices

As Evergreen has continued to age and financial resources have continued to become scarcer, the college has realized the need to make clearer decisions about institutional priorities. To accomplish this task, the college created a Capital Planning Review Committee in 1992. This committee, chaired by the Vice President for Finance and Administration, brings together the

functions of: academic leadership; campus space, scheduling and utilization; campus planner/architect; environmental health and safety; budget; and facilities to make short- and long-range recommendations for campus capital projects and facilities maintenance plans.

This past year, the Capital Planning Committee was assisted by efforts to update the college's Campus Master Plan. Two important pieces of work were conducting a campus-wide space study, which was driven by current and future program requirements, along with a facilities renewal and adaptation plan.

Evergreen's operating budgets for the past four biennia have requested additional funds for important on-going preventative and corrective maintenance work. These requests have not been funded.

The Access Services Compliance Committee takes an active role in addressing campus-wide accessibility issues on an on-going basis. Embedded in our capital budget request are projects that address specific physical barriers to accessibility. In addition, the committee provides input and review of designs for proposed building construction projects and new exterior construction projects to ensure that accessibility requirements are met.

The college takes a "whole building approach" in our planning, wherein all work required for a particular area of a building will be completed when we undertake a project. This includes accessibility and safety issues.

As noted above, the process of planning physical facilities is inclusive of the affected constituents. The Board of Trustees, as identified in the board's delegation of authority, must "approve all elements of the college campus master plan, ten-year long-range capital plans, modifications to the ten-year long-range capital plan that vary by more than 5 percent for each individual program project or preservation category, biennial capital budget requests, and capital spending plans regardless of fund source. (Program projects include remodeling to change or improve the use of existing space, or creating a new facility. Preservation projects maintain and preserve college facilities, and do not significantly change the program use of the facility.)" (Resolution No. 94-5). The board must also "approve the final design of all major capital programs that exceed a total project cost of $249,999." (Resolution No. 94-5). The president and the Vice President for Finance and Administration provide information to and gather input from the board throughout our planning processes.

Concluding Analysis and Future Issues

The college takes great pride in its facilities. This is apparent when people visit the campus. At a distance, the visual appearance of Evergreen's facilities suggests that the physical plant is in excellent condition. The grounds present a very positive first impression to anyone walking onto campus. Adding to this positive impression is the clean exterior and interior of the campus buildings. All of these appearances reflect the college's commitment to providing a high quality physical environment conducive to teaching and learning. Changing conditions, however, have created challenges to maintaining this level of commitment and the positive visual appearance is beginning to deteriorate.

Organizational Changes

Changes in leadership have resulted in frequent reorganizations of the Facilities operation. The Finance and Administration division has had three vice presidents and an interim arrangement over the past eight years. Each person has had different ideas about how the Facilities operation should be managed. This culminated in a self-study and peer review that provided

recommendations on how to improve the organization. Just recently, the Director of Facilities, a twenty-year employee of the college, retired, creating yet another change in a key leadership role, and in summer 1998 a new director was hired.

Budget Changes

Over the past six years, the college has experienced a series of budget reductions, along with increased enrollments resulting in reduced levels of operating funds for Facilities. At the same time, the infrastructure of the college and many of our buildings are now more than twenty-five years old and beginning to show signs of wear and tear and even of failed systems.

At a statewide level, the legislature and the Office of Financial Management have focused attention on issues relating to facilities management and the growing deferred maintenance problem. In 1996 the college, along with all state agencies, was required to submit a Preservation Backlog Reduction Plan with our ten-year capital budget request. While the issue of adequately funded plant maintenance has been debated, it has not resulted in increases of operating funds for plant maintenance. However, the capital budget did carve out funding for "preservation" projects that will help reduce the backlog of deferred maintenance. The following table shows the level of funding for preservation projects over the past three biennia and the projected requests reflected in our current ten-year capital plan.

Capital Funding for Preservation Projects

Biennium	Amount Requested	Amount Funded	% Funded
1991-93	6,895,600	3,445,500	50%
1993-95	5,770,473	3,546,999	62%
1995-97	5,218,090	4,151,442	80%
1997-99	5,844,291	5,409,439	93%
1999-2001	5,709,655	N/A	N/A
2001-03	6,427,630	N/A	N/A
2003-05	6,559,312	N/A	N/A
2005-07	7,559,312	N/A	N/A

(Source: TESC Capital Budget Requests and Appropriation Schedules)

Growth Changes

The college is beginning to feel the effects of growth, both externally and internally. Enrollment growth is causing tighter and tighter utilization of our facilities and we are beginning to feel the pinch of a greater number of people using the campus. Evergreen is no longer an isolated campus as the development of land and housing is exploding around the campus borders. The addition of 500 single-family housing units on land adjoining the college is currently in various stages of planning and construction. These changes are affecting how we think about planning and utilization of our physical resources and have been major drivers in the process of updating our Campus Master Plan.

Curricular Changes

Faculty turnover is increasing due to retirements and the need for additional faculty as a result of enrollment growth. Many new faculty coming to campus have new ideas about how to use our land for research. Faculty also have different needs for teaching in terms of media equipment and the use of technology in the classroom.

The design and construction of a new classroom and office building as well as the completion of a series of renovation projects will improve the space on campus and allow the college to meet the enrollment growth plan. The new building will also allow the college to support

the master plan's philosophy of designing space that will help promote community among faculty, staff, and students. This will be accomplished by making sure that a mixture of uses, academic and administrative functions as well as teaching, are performed throughout the building.

It has been difficult for faculty to propose ideas about using our property for research. It is not clear how to surface these proposals for review, support, and approval. The master plan includes a chapter on the planning process, which needs to be revised in order to allow a clear point of reference for faculty when they have ideas about how to use the land for research.

Keeping up with technology and other equipment needs is an ongoing struggle. The college continues to examine ways to deal with this problem, while spending the resources we do have wisely and strategically.

All of these challenges have not diminished our commitment to preserve the beauty and natural setting of our campus. Rather, they have prompted us to be more attentive and creative in improving our planning efforts and operations. There is a high level of interest and energy from faculty, students, and staff to participate in these efforts, with the goal of having an effective and exciting learning environment for our students.

Summary of Recommendations and Findings

- The college has excellent physical resources in generally good condition and a dedicated staff. However, as we look beyond the walls and ceilings of our facilities, the infrastructure that supports the buildings is beginning to show signs of age and failure. Evergreen's challenge for growth will be to balance the need for new construction, renovation of existing buildings, and replacement of aging infrastructure.

- Evergreen struggles to keep up the large physical plant with limited resources. This is especially a challenge since most of the facilities were built at the same time.

- The college campus, previously isolated from the surrounding community, is experiencing rapid and sizable development of housing along our perimeter. Evergreen needs to become a better neighbor and work closely with the city and county to ensure that development progresses in a way that has the least negative impact on our property.

- We recognize the importance of systematic planning over time and balancing resources.