



PLANNING FOR THE EVERGREEN STATE COLLEGE: HISTORY AND PROGRESS

June 15, 1970

This report comprises a history of early developments of The Evergreen State College and a progress report on recent developments. Current progress is future history; we anticipate updating this report periodically to reflect that truism.

HISTORY (THROUGH DECEMBER 31, 1969)

Background

The 1965 Legislature created a Temporary Advisory Council on Public Higher Education in response to a November 1964 recommendation of the Council of Presidents. The Legislature instructed the Advisory Council to conduct studies of problems and needs of higher education, establishment of a uniform information reporting system, and potential need for a new four-year state college, including consideration of possible locations. During 1965 and 1966 the Advisory Council, with the assistance of the consulting firm of Nelson Associates, Inc., studied the higher educational needs of Washington State, finally recommending that a new four-year public college be created in Thurston County.

The recommendation was enacted in 1967, establishing the first publicly-supported four-year institution of higher learning in Washington in nearly three-quarters of a century. The organizational meeting of the five-member board of trustees, appointed by Governor Evans, was held August 30, 1967.

The enabling act mandated that a site be chosen by December 1, 1967. Stanford Research Institute was employed by the board on October 11, 1967 to assist the board in this selection. After considering 21 locations, the board selected a 1,000-acre site of largely undeveloped acreage and virgin terrain with 3,500 feet of water frontage on Eld Inlet of Puget Sound, about two miles northwest of Olympia.

The enabling legislation authorized the college to award undergraduate and graduate degrees through the master's level. The 1967 Legislature also budgeted \$905,000 for purchase of site and site planning, \$500,000 for initial college organization and development and approved a \$15,000,000 bond issue for initial capital facilities, subject to voter approval in November, 1968.

The Making of a College: How to Begin

The great majority of four-year colleges and universities in the United States today--and all the public four-year institutions of higher learning in Washington State--were founded before the turn of the century. Their development has been evolutionary; the educational programs and physical facilities have been developed over a relatively long period of time. In response to changing demands and philosophies, they meet enrollment pressures, educational program needs and facility demands in manner and magnitude far different than conceived at their inception. A new college, expected to be operational within four years after its creation, can neither afford the luxury nor suffer the demands of the evolutionary process.



In many states, notably New York and California, a master plan for higher education has been developed which dictates the planning process for the making of a new college. The process is a relatively easy one; the result is often unfortunate: a carbon copy of existing institutions, without the opportunity to innovate and escape the bounds of tradition in order to create a new and different option.

Washington has no master plan for higher education; "neat and tidy" steps were not laid down for the planning process of Evergreen. This situation, in our opinion, is tremendously advantageous, because it precludes the "stamping out" of another institution with the same approach as those existing, however excellent they may be. We consider that they are excellent, else the opportunities which Evergreen has could not exist since the climate for innovation is produced only in a situation where existing institutions have done an excellent job. There is a tyranny in freedom, however. With no accumulation of experience in planning new colleges, the board of trustees, faculty, and staff of The Evergreen State College had to develop a planning procedure without precedent in Washington.

The governing board and initial administrators at Evergreen were confronted with the need to plan to greater depth and detail than required for an existing institution, because in the beginning there was a void. Not only was planning required to substitute for, and in many cases vicariously to overcome, tradition; it also had to cope with pressures (fortunately not too strong, and certainly not politically motivated) to telescope the time available for planning to the bare minimum required simply to open doors to students.

Precedent to the "where to begin" question was the requirement for deciding by whom planning should begin. A timetable prepared by Professor Frederick T. Giles for the Temporary Advisory Council on Public Higher Education proposed appointment of the president by September 1967--within a month of the first meeting of the board. Desirable as that may have been, it was impossible. The legislative mandate for site selection by December 1, 1967 occupied the board fully until that date, without consideration for the myriad of other administrative details which had to be undertaken in the very early stages of the board's existence.

Further, the board stated that the selection of the first president was most likely the most important choice that it or any future board could make. Therefore, it was not until mid-January, 1968, that the studies of presidential selection approaches were completed and a procedure for seeking and appointing the first president adopted. That procedure called for a nine-month selection timetable, with the anticipation that four to six more months would lapse before the first president would assume his position. Actually, the schedule was accelerated. Charles J. McCann was appointed August 15, 1968 and began his duties on November 1, 1968.

The board of trustees was faced, then, with a multi-horned dilemma--(1) the need to get many administrative procedures and initial activities started; (2) pressures to advance rapidly on the academic and facilities planning fronts to permit opening the college at least by fall 1971; and, (3) its policy that the new president was to "have a full hand in the development of a formalized academic structure" and its firm commitment to the policy that the president would be "totally involved in all major decisions regarding the staff and faculty." To meet these trichotomous demands, the board elected to follow three simultaneous courses of action:



Adoption of broad goals and guidelines.

Employment of a minimum administrative staff.

Appointment of consultants to undertake initial academic program planning and development of educational specifications and to prepare the initial site and facilities plan prior to arrival of the president.

Broad Goals and Guidelines

The executive and legislative mandate to the college was for an innovative approach. Governor Evans declared the need for a "flexible and sophisticated educational instrument," as opposed to the "vast and immobile establishment," and expressed the need to "unshackle our educational thinking from traditional patterns." Senator Gordon Sandison, chairman of the Advisory Council remarked: "It was not the intent of the Legislature that this would be just another four year college;...[the college would be] a unique opportunity to meet the needs of the students today and the future because the planning would not be bound by any rigid structure of tradition as are the existing colleges nor by any overall central authority as is the case in many states." In keeping with this mandate, the board of trustees set as the goal for Evergreen purposeful innovation in educational and student living patterns, activities and community service programs, as well as facilities.

In addition to the commitment to purposeful innovation, the board of trustees outlined the following broad goals and guidelines:

Demand for excellence in personnel selected at all levels.

Opening the college to students by fall 1971.

Commitment to the integration of urban-rural educational experiences in a regional environment affording a high degree of cultural, social and economic diversification.

Integrated and complimentary relationship to existing and future patterns of higher education in the state.

Special interest in developing programs related to governmental service and internship.

Initial Administrative Staff

Firmly committed to the policy that the new president should be totally involved in all major decisions regarding staff and faculty (and operating under certain budgetary constraints), the board of trustees minimized employment of personnel until after presidential selection. The first full-time employee, an executive director to the board of trustees, assumed his duties on a full-time basis on December 15, 1967. Other staff were added gradually: in March, 1968 an assistant executive director; in July a controller, and in September a director of information services. The staff, including secretaries and a bookkeeper, totaled seven when the president assumed his post.



Administrative responsibilities undertaken by the initial staff included assistance in describing the perimeters of the site and its acquisition; selecting and contracting with consultants; establishing planning goals and flow charts; securing approval from the Northwest Association of Secondary and Higher Schools for correspondent status; establishing the basic "package" of employment benefits for faculty, administration and staff; adopting personnel, purchasing, and other essential housekeeping procedures and rules; holding seminars, retreats, and other sessions with knowledgeable educators for backgrounding board members; promoting zoning of the Cooper Point Peninsula to protect college environs; preparing and carrying out the procedures for presidential selection; developing operating and capital budget requests to the 1969 Legislature; and so on.

Preliminary Consultant Planning Studies

The development of even a gross campus layout and physical plant plan must necessarily be coordinated with and dependent on academic programming planning. Immediately following site selection, the board was faced with the choice of attempting to find staff to undertake these related activities or to employ consultants. To allow the first president to build his own staff and aware that the presidential search would be lengthy, the board opted for consultants.

After a lengthy selection process, involving a review of proposals submitted by numerous firms, the trustees selected both site master planning consultants and educational program planning consultants on March 19, 1968. Durham, Anderson and Freed and Quinton Engineers, Ltd.,--both of Seattle--were appointed as a joint venture to prepare the basic campus master plan, including facilities location, and to develop design criteria, including structural standards and materials for the college campus.

Arthur D. Little, Inc., of San Francisco was chosen to work with the board and staff to formulate broad educational and instructional approaches for the institution. Services performed by Arthur D. Little, Inc. included the following:

Study of educational policy and curriculum as it relates to the other higher institutions as well as articulation with the community colleges and high schools, including consideration of special regional socio-economic factors which might affect curriculum.

Survey of information regarding innovations of particular note in higher education.

Development of enrollment forecasts by level of student and by year, using both a modified cohort survival method and a gravity model, the latter especially directed toward determination of on-campus residences required.

A questionnaire survey of selected high school and community college students in the commuter service area, with results to be used in making decisions about enrollments, program, student and parent attitudes, and student interests and needs.

Study of organizational and administrative requirements, including estimated staffing requirements for both administration and faculty.



Definition of a time-phased program of space requirements for all college facilities, related to enrollment forecasts. The space program detailed the requirements for instructional, administrative, service and residential facilities by functional type.

Study of the operating and capital financial requirements related to the educational program and facility guidelines developed.

Preparation of educational specifications for facilities, including space standards and relationships and specifications of fixed and movable equipment required.

The contracts with both the site master planning consultants and the educational program planning consultant were divided in two phases, with the requirement that phase 1 be completed approximately September 1 to permit the president to review work undertaken by the consultants before the final phases were carried forward under his direction.

The Making of a College: The Academic Advisory Committee

The president, beginning even before he reported for duty on a full-time basis, redirected the studies of the site master planning consultants and the academic program planning consultant. He also instigated two new studies, under contract with Arthur D. Little, Inc.:

An analysis of computer needs of the college in view of expected extensive use of electronic data processing for administrative and educational purposes.

The formulation of a general model of the academic program at Evergreen; including a consideration of the allocation of faculty time for instruction, preparation of materials, regarding counseling, advising, and research, as required to meet the unique problems arising from the innovative programs and educational goals being studied and considered.

The second of these contracts did not operate in a vacuum. It was, rather, coordinated with an academic advisory committee of college and university administrators and students. Establishment of the advisory committee was in response to the charge given Evergreen: the expectation of critical examination of methods and priorities, bold approaches to the problems besetting undergraduate studies at a time when students charge that the traditional system is irrelevant--to later life, to current problems, to the job, to the exercising of their minds. To many the college experience amounts to an obstacle course cluttered with required classes, each for so many credits, leading to a certificate which supposedly qualifies the graduate for a job. All too often, the student discovers his best job training occurs on the job. Moreover, he finds the system for acquiring the job certificate seems to have assured that his learning, except through experience, ceases. Many attributes of higher learning seem, at least to the student, to have become ends in themselves: grades, departments, required courses, lock-step curricula, student "government," for example.



To assist him in planning to meet that charge, the president formed an advisory committee of the following distinguished persons: David G. Barry, former Dean of the School of Mathematics and Natural Sciences, San Jose State College, and now Vice President and Provost at Evergreen; John Bevan, Academic Vice President, University of the Pacific; Ernest Boyer, Vice Chancellor, State University of New York; Stanley Idzerda, President, College of St. Benedict; Warren Martin, Research Educator, University of California, Berkeley; John Stewart, Provost, John Muir College, University of California at San Diego; William H. Warren, Vice President, Antioch College; Roger Malek, planning consultant, Arthur D. Little, Inc.; Robert Jenks, graduate student, University of California at Berkeley; Maarten Ultee, senior, Reed College; Tim Dugan, senior, University of Washington; and Carl Mills, senior, Central Washington State College.

The president and committee, in a series of two-day meetings, wrestled with the problems of instructional climate. Goals were discussed in view of the plight of undergraduate studies, the life of which has been squeezed out by the pressure of vocationalism on the one hand and of the liberal arts-general education pressures on the other. Vocationalism has pretended that an undergraduate could be "trained" to enter professional or semi-professional work. But, the undergraduate has discovered that after receiving the bachelor's degree (in some highly specific occupation), the job expectations had little relationship with what he did in college. The general educationalists, or liberal artists, on the other hand, have claimed that no one is educated unless he has certain predetermined pieces of knowledge in accordance with the myth which someone has put beautifully, that no one comes from high school knowing anything and everyone must know everything by the time he graduates, which of course must be no more or less than four years later.

Some of the thinking in the advisory committee is reflected in the following series of quotations taken from Evergreen's August 1969 progress report:

The college's framers intend to question traditional means which have become machinery that dominates, not to say obscures, learning. We hope to outline an environment which stimulates the learning process, encourages the student to come to grips with his mind and ideas at the beginning of his undergraduate years, expects him to know not only the facts but how they are found, how to deal with them and how to articulate them.

We realize that students and faculty will bring to and leave Evergreen with a variety of backgrounds, experience and ability. We conceive a college which will not attempt to "produce" a "product" as such; that is, someone stamped with the point of view of a particular elite, constituency or narrowly-conceived vocation. We assume that the most valuable service a college can offer a student is to initiate a process of continuing learning: by preparing him with the methods of learning and experimentation, by encouraging independence in pursuing inquiries that interest and motivate him, by providing him with resources to test his knowledge and ability.



Three lines of development appear consistently in Evergreen's planning: (1) provision to allow the student to progress on his own terms in view of his objectives, motivations, learning style and ability, with a resulting emphasis on independent study; (2) provision for a student to get acquainted with vocations through work-study programs that allow him to sharpen his competencies on the job; and (3) provision for taking full advantage of the college's location at the seat of state government.

Realizing that people demand a voice in the running of their community affairs at the same time they demand efficiency, we are working toward a form of college governance which will resolve both needs as finely as possible. Admittedly, we are optimistic. We assume faith in the student and in his fellow learner, the faculty member; but we do not ignore the need to resolve the related and parallel problems of internal academic standards and external recognition. Our study also includes methods of evaluating graduation requirements and of insuring continuous revision and evaluation of student, faculty, and administrative performance.

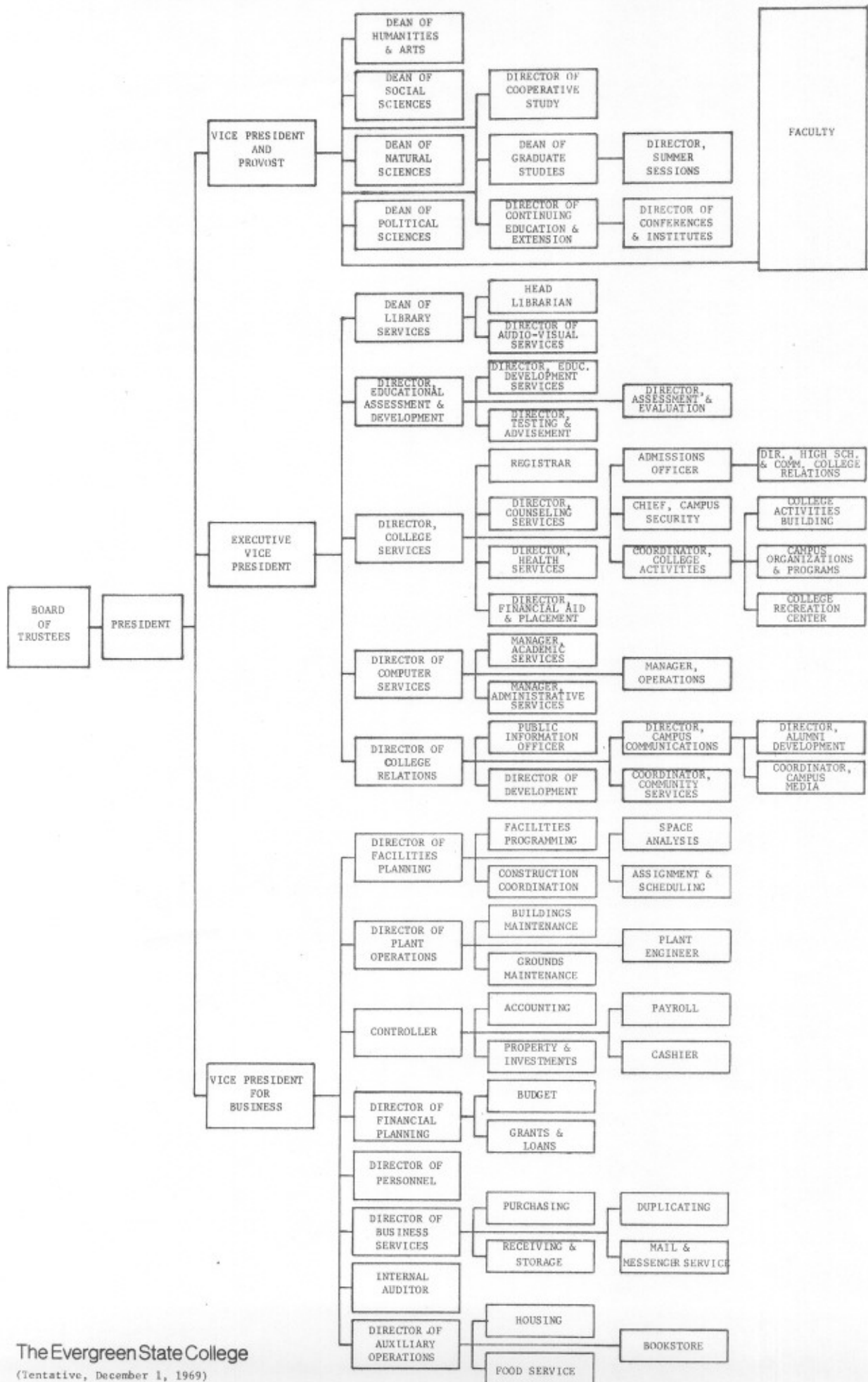
Little really new ever appears on the educational scene. While some new approaches will appear at Evergreen, its essential boldness will lie in the refusal to treat proven but unconventional approaches as expensive experiments rather than as basic components of the college program; and in Evergreen's commitment to provide a fresh, flexible climate in tune with the outside world but not out of step with the college's necessary academic role, which must include criticism and inquiry.

We believe such a community can be achieved, but with utmost difficulty. It will require students willing to work and not have life presented to them. It will call for administrators less concerned with keeping things tidy than with keeping the operating machinery responsive to the environment. It will need faculty responsive to this time, not to when they were students, and sympathetic to undergraduate studies that are not riveted to a narrow discipline. All: students, faculty, administration, and our external constituencies, must be willing sometimes to forgo, if necessary, the security and comfort of familiar structures, willing to remain patient in the continuing debate and willing above all to resist the strong temptation to accept quickly assembled, easily identified packages.

Staffing Plan

The establishment of a basic educational philosophy--albeit generalized, nebulous, and by no means complete--allowed development of a staffing plan, a short and long range capital plan, a base for an operational budget, and led to the initial statement of college goals.

The administrative side of the staffing plan is routinely demonstrated by an organization chart; one follows. However the planning process is not static; it is continuing and flexible--even the chart attached has been modified in several respects and will undergo further changes.



The Evergreen State College
(Tentative, December 1, 1969)



Archives
The Evergreen State College
Olympia, Washington 98505



Selection of top administrators as early as possible was essential. We staffed late in some cases, not because the need didn't exist, but rather because we wanted to take the time to find the right person for each position. Serving with the president are three vice presidents: David G. Barry, Vice President and Provost, formerly acting executive vice president of San Jose State College; Edward Joseph Shoben, Jr., Executive Vice President, formerly director of the Center for Higher Education, the State University of New York at Buffalo; and Dean E. Clabaugh, Vice President for Business, formerly executive director for the board of trustees and Washington State Legislative Auditor.

Other top administrators appointed in 1968 and 1969 include the Dean of Library Services (James F. Holly, former College Librarian at Macalester College); Director of Computer Services (Robert Barringer, formerly director of management services for Arthur D. Little, Inc.); Director of Facilities Planning (Jerry L. Schillinger, formerly director of institutional studies at the Medical Center of the University of Illinois); Coordinator of Media Service (David Carnahan, formerly director of Audio-Visual Services at Seattle Community College); Director of Plant Operations (Donald Parry, formerly assistant director of Buildings and Grounds, University of Illinois); Controller (Kenneth Winkley, former assistant controller at Washington State University); Director of Financial Planning (Buel B. Brodin, formerly senior budget analyst in the Central Budget Agency); and Director of Information Services (Dick Nichols, of newspaper, radio, and corporate public relations background). As calendar year 1969 ended, the staff totalled 25, including secretarial-clerical-bookkeeping personnel.

Facilities Planning and Funding

The capital budget request for the 1969-71 biennium and the capital improvement program for the 1969-75 period were based primarily on research performed for The Evergreen State College by educational planning consultants, Arthur D. Little, Inc., and campus site master plan consultants, a joint venture of Quinton Engineers, Ltd., and Durham, Anderson and Freed, architects.

The projected long range capital plan comprised four stages, the fourth calling for a capacity of 12,000 full time students. The total projected cost of all four phases was \$170,302,757 funded as follows:

Table 1

<u>Source</u>	<u>Amount</u>
General Fund	\$ 97,680,956
Student Housing Bonds	41,226,986
Higher Education Construction Bonds	15,000,000
Student Activity Bonds	9,594,815
Tuition Bonds	2,000,000
Higher Education Facilities Act	<u>4,800,000</u>
Total	<u>\$170,302,757</u>



Since state general fund requirements are of special significance the following table indicates the estimated amount needed from the general fund by biennial period:

Table 2

<u>Biennial Period</u>	<u>General Fund Amount</u>
1967-69	\$ 905,000
1969-71	35,960,803
1971-73	13,284,745
1973-75	9,202,851
1975-77	38,327,557
Total	<u>\$ 97,680,956</u>

Reappropriations and new appropriations requested for 1969-71 were:

Table 3

	<u>Estimated Expendi- tures to 6-30-69</u>	<u>Reappro- priations 1969-1971</u>	<u>New Appro- priations 1969-1971</u>	<u>Total Reap- propriations and New Ap- propriations 1969-1971</u>
<u>Project</u>				
Land Acquisition	\$ 705,000	\$ 200,000	\$ --	\$ 200,000
Buildings	500,000	14,500,000	24,710,523	39,210,523
Roads, Utilities, ect.	--	--	12,925,280	12,925,280
Preplanning, 1971-73	--	--	625,000	625,000
President's Residence	--	--	100,000	100,000
Totals	<u>\$1,205,000</u>	<u>\$14,700,000</u>	<u>\$38,360,803</u>	<u>\$53,060,803</u>
<u>Source of Funds</u>				
General Fund	\$ 705,000	\$ 200,000	\$35,960,803	\$36,160,803
Bldg.&Higher Ed.Acct.	500,000	14,500,000	--	14,500,000
Local Plant Fund (HEFA)	--	--	2,400,000	2,400,000
Totals	<u>\$1,205,000</u>	<u>\$14,700,000</u>	<u>\$38,360,803</u>	<u>\$53,060,803</u>



The \$39,210,523 request for buildings was based on the following table, most of the inputs to which were from Arthur D. Little, Inc.; the spaces projected were to accommodate 3,500 students.

Table 4

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Functional Area	Gross Area, (Ft. ²)	Cost Per, Ft. ²	Construction			Movable Equipment			Total	Grand Total
			M.A.C.C.	Admin. 20% of M.A.C.C.	Total	% of M.A.C.C.	M.A.M.E.C.	Admin. 18% of M.A.M.E.C.		
Classrooms	63,793	\$30.70	\$ 1,958,445	\$ 391,689	\$ 2,350,134	10	\$ 195,845	\$ 35,252	\$ 231,097	\$ 2,581,231
Laboratories	111,271	43.40	4,829,161	965,832	5,794,993	30	1,448,748	260,775	1,709,523	7,504,516
Research Space	4,269	37.00	157,953	31,591	189,544	20	31,591	5,686	37,277	226,821
Archives, etc.	4,475	23.20	103,820	20,764	124,584	5	5,191	934	6,125	130,709
Library	90,805	31.95	2,901,220	580,244	3,481,464	20	1,820,244*	104,444	1,924,688	5,406,152
Perf.Arts, Audit.	32,032	34.75	1,113,112	222,622	1,335,734	20	222,622	40,072	262,694	1,598,428
Gymnasium	53,865	29.30	1,578,245	315,649	1,893,894	10	157,824	28,408	186,232	2,080,126
Health Services	6,370	45.20	287,924	57,585	345,509	20	57,585	10,365	67,950	413,459
Academic Offices	43,211	30.70	1,326,578	265,316	1,591,894	10	132,658	23,878	156,536	1,748,430
Administration	32,340	30.70	992,838	198,568	1,191,406	10	99,284	17,871	117,155	1,308,561
Computer Center	9,240	34.75	321,090	64,218	385,308	10	32,109	5,780	37,889	423,197
Storage	4,043	17.40	70,348	14,070	84,418	2	1,407	253	1,660	86,078
Garages, Shops	8,085	23.20	187,572	37,514	225,086	5	9,379	1,688	11,067	236,153
Heating Plant	25,000	74.90	1,872,500	374,500	2,247,000	1	10,000	1,800	11,800	2,258,800
College Activities	89,232	31.95	2,850,962	570,192	3,421,154	9	256,587	46,186	302,773	3,723,927
Residences	240,625	29.30	7,050,313	1,410,063	8,460,376	5	352,516	63,453	415,969	8,876,345
Food Service	13,266	34.75	460,994	92,199	553,193	10	46,099	8,298	54,397	607,590
Total	831,922	--	\$28,063,075	\$5,612,616	\$33,675,691	--	\$4,879,689	\$655,143	\$5,534,832	\$39,210,523

* Includes \$1,240,000 for initial library collection, to which the administrative percentage was not applied.

The \$12,925,280 figure for roads, utilities and site improvements, developed by Quinton Engineers, Ltd. (now Quinton-Budlong), was comprised of these estimated elements:

Table 5

Project	Amount
Onsite Roads	\$ 1,800,000
Offsite Roads	3,300,000
Onsite Utilities	4,208,280
Offsite Utilities	800,000
Site Improvements (including Landscaping)	2,817,000
	<u>\$12,925,280</u>

The Governor submitted the request for offsite roads (i.e., the parkway entrance) through the Department of Highways budget, rather than as part of Evergreen's request.

Principal factors employed in developing Table 4 were: enrollment projections, an estimate of net space needs, establishment of net-to-gross ratios, pricing of basic gross square footage costs and employment of a construction cost inflation factor, estimation of movable equipment cost as a percent of construction cost, and determination of administrative costs as percentages of construction and movable equipment costs.



Enrollment. Enrollment forecasts were prepared by Arthur D. Little, Inc. and subscribed to by the State Planning and Community Affairs Agency.

Table 6

<u>Year</u>	<u>FTE Enrollment</u>			
	<u>Lower Division</u>	<u>Upper Division</u>	<u>Graduate</u>	<u>Total</u>
1971	1200	0	0	1200
1972	2300	0	0	2300
1973	2600	900	0	3500
1974	2950	1900	50	4900
1975	3325	2200	75	5600
1976	3660	2520	120	6300
1977	3860	2880	160	6900

Space Needs. Estimates of facilities requirements derived from planning guidelines and assumptions by Arthur D. Little, Inc. Statements of need and estimates of net space requirements by functional area were detailed in the 1969-71 budget request, with recognition that the requirements would be further refined and detailed based on more specific program and operating guidelines as planning proceeded.

Net-to-Gross Ratio. Arthur D. Little, Inc. established net-to-gross ratios of 1.54 for instructional spaces and 1.39 for service spaces; the average ratio applied was 1.43. This figure contrasts with the 1.7 standard employed at the other senior institutions of higher learning.

Gross Square Footage Costs. Gross square footage costs by type of space were based on the average of four standard indices for 1968 and accelerated at 5 percent per year.

Movable Equipment. Cost of movable equipment as a percent of M.A.C.C. was based on planning figures used by the California State College system. (These standards have proved to be unreasonably low.)

Administrative Costs. Twenty percent of M.A.C.C. and 18 percent of M.A.M.E.C. were used to accommodate costs of design, testing, special consultants, inspection, sales tax, etc.

Employing the same methodology, Arthur D. Little, Inc. projected a phase 2 request which assumed all phase 1 needs would be met by the 1969 Legislature. The phase 2 request, for submission to the 1971 Legislature, was calculated to accommodate 5,600 students.

Table 7



Archives

The Evergreen State College
Olympia, Washington 98505

(1)	(2)	(3)	(4) Construction			(7)	(8) Movable Equipment		(9)	(10)	(11)
	Gross Area, (Ft. ²)	Cost Per, Ft. ²	Admin. 20% of M.A.C.C.	Admin. 20% of M.A.C.C.	Total	% of M.A.C.C.	M.A.M.E.C.	Admin. 18% of M.A.M.E.C.	Total	Grand Total	
Functional Area	(Ft. ²)	Ft. ²	M.A.C.C.	M.A.C.C.	Total	M.A.C.C.	M.A.M.E.C.	M.A.M.E.C.	Total	Total	
Classrooms	35,531	\$33.90	\$ 1,204,501	\$ 240,900	\$ 1,445,401	10	\$ 120,450	\$ 21,681	\$ 142,131	\$ 1,587,532	
Laboratories	36,286	47.90	1,738,099	347,620	2,085,719	30	521,430	93,857	615,287	2,701,006	
Research Space	3,561	40.80	145,289	29,058	174,347	20	29,058	5,230	34,288	208,635	
Archives, etc.	1,981	25.60	50,714	10,143	60,857	5	2,536	456	2,992	63,849	
Library	48,620	35.30	1,716,286	343,257	2,059,543	20	343,257	61,786	405,043	2,464,586	
Perf. Arts, Audit.	44,831	38.35	1,719,269	343,854	2,063,123	20	343,854	61,894	405,748	2,468,871	
Gymnasium	14,630	32.10	469,623	93,925	563,548	10	46,962	8,453	55,415	618,963	
Health Services	2,803	49.80	139,589	27,918	167,507	20	27,918	5,025	32,943	200,450	
Academic Offices	34,027	33.90	1,153,515	230,703	1,384,218	10	115,352	20,763	136,115	1,520,333	
Administration	14,230	33.90	482,397	96,479	578,876	10	48,240	8,683	56,923	635,799	
Storage	2,425	19.20	46,560	9,312	55,872	2	931	168	1,099	56,971	
Garages & Shops	4,851	25.60	124,186	24,837	149,023	5	6,209	1,118	7,327	156,350	
College Activities	44,330	35.30	1,564,849	312,970	1,877,819	9	140,836	25,350	166,186	2,044,005	
Residences	221,375	32.10	7,106,138	1,421,228	8,527,366	5	355,307	63,955	419,262	8,946,628	
Food Service	9,664	38.35	370,614	74,123	444,737	10	37,061	6,671	43,732	488,469	
Total	519,145	--	\$18,031,629	\$3,606,327	\$21,637,956	--	\$2,139,401	\$385,090	\$2,524,491	\$24,162,447	

For second phase construction, Quinton Engineers, Ltd. projected the following roads, utilities, and site improvement costs:

Roads	\$ 264,000
Utilities	1,461,600
Site Improvements (including Landscaping)	1,900,800
	<u>\$3,626,400</u>

In 1968 The Evergreen State College developed, as summarized above, a capital budget reflecting conservatively the facilities required for an institution opening with 1,200 students in fall 1971 and growing with about 1,000 students per year. The conservatism of the request lay in three areas: an inflation factor less than current price performances indicated, a high net-to-gross ratio, and a failure to distinguish among levels of complexity in movable equipment. The first two factors were brought to the attention of the Governor and Legislature; the third, a fault in planning, was not.

The capital budget request submitted to the Governor asked \$53,060,803; the request was reduced prior to its recommendation to the Legislature to \$38,141,750, a decrease of \$14,919,053. With minor changes (including the usual necessary shifts in reappropriations) and a major reduction of \$225,000 for preplanning, the Legislature appropriated almost precisely the amount proposed by the Governor.

The final 1969-71 appropriation to The Evergreen State College for capital purposes was:

General Fund (preplanning)	\$ 400,000
State Building Authority	22,260,937
Reappropriation	14,936,142
Total	<u>\$37,597,079</u>



In addition, the college qualified for a Higher Education Facilities Act grant of \$555,813, which was later supplemented by \$8,755, to a new total of \$564,568. Of the grand total of \$38,161,647, \$907,155 was expended prior to July 1, 1969, leaving a balance of \$37,254,492 available for disbursement in the 1969-71 biennium.

The board of trustees and administration of The Evergreen State College followed the capital plan for which funds were appropriated in both spirit and letter, with a single exception to the letter: expenditures for site acquisition exceeded original anticipations. The decision to purchase a plot somewhat larger than funded by the Legislature but a good deal less than recommended by consultants, was made after careful consideration of long range benefits to the state and college. The campus planners already realize many of the benefits, and their successors in the future will realize more in potential. The decision to pursue the original campus purchase plan resulted in site acquisition exceeding the budget by \$577,962 (100,000 of which covered court costs, court-ordered attorneys fees, etc.).

Even though the obvious wisdom of the site purchase calls for no apology, every effort has been made to offset these additional land costs by adjustments within the campus plan.

Revisions necessitated by the reduction from the original request, the need to offset excess site purchase costs, and dictates of further program planning decisions resulted in the 1969-71 capital projects plan demonstrated in the following table; note that the table projects overexpenditures.

Table 8

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Project	Gross Area, (Ft. ²)	Cost Per, Ft. ²	Construction M.A.C.C.	Admin. 20% of M.A.C.C.	Total	% of M.A.C.C.	Movable Equipment M.A.M.E.C.	Admin. 18% of M.A.M.E.C.	Total	Grand Total
Library ^a	337,453 ^b	\$23.11 ^c	\$ 7,800,000	\$1,586,269	\$ 9,386,269	14	\$2,323,031 ^d	\$127,012	\$2,450,043	\$11,836,312 ^e
Coll.Act.Bldg., ph.1	62,678 ^f	31.95	2,002,567	400,512	2,403,079	9	180,230 ^g	32,441	212,671	2,615,750
Lecture Halls	14,268	30.70 ^h	438,040 ⁱ	81,941	519,981	13	57,776	10,401	68,177	588,158
Laboratories, ph.1	81,274	43.40	3,527,270	512,498	4,039,768	29	1,009,942	181,790	1,191,732	5,231,500
Gymnasium, ph. 1	58,711	29.30	1,720,244	261,335	1,981,579	10	165,132	29,725	194,857	2,176,436
Res. Halls, ph. 1	113,232	29.30	3,317,710	470,905	3,788,615	5	157,901	29,424	187,325	3,975,940
Roads, Utilities, etc.	--	--	5,049,936 ^j	1,109,880	6,159,816	--	--	--	--	6,159,816
Landscaping	--	--	864,200	159,956	1,024,156	--	--	--	--	1,024,156
Heating Plant	25,000	74.90	1,872,605	411,972	2,284,577	1	10,000	1,800	11,800	2,296,377
Garages & Shops	8,085	23.19	187,467	41,243	228,710	1	9,379	1,688	11,067	239,777
Subtotal	700,701	--	\$26,780,039	\$5,036,511	\$31,816,550	--	\$3,913,391	\$414,281	\$4,327,672	\$36,144,222
Land Acquisition	--	--	--	--	--	--	--	--	--	36,000
Pres. Residence	--	--	--	--	--	--	--	--	--	41,406
Site Planning	--	--	--	--	--	--	--	--	--	55,000
Probst Building	--	--	--	--	--	--	--	--	--	36,000
Offsite Utilities	--	--	--	--	--	--	--	--	--	756,336
Schematics, 1971-73	--	--	--	--	--	--	--	--	--	400,000
Subtotal	--	--	--	--	--	--	--	--	--	\$37,468,964
Less: 1967-69 Library Exp.	--	--	--	--	--	--	--	--	--	(131,501)
										\$37,337,463

a. Includes following functional areas: library, classrooms, faculty offices, administration, temporary health services, computer center site, and storage.

b. Includes 75,901 gross square foot unfinished basement; excludes 29,158 gross square feet in tower, air shaft, walks, entry, bridges, and balconies.

c. \$28.02 for main floors; \$25.00 for penthouse; \$7.00 for basement.

d. Includes \$1,240,000 for initial library collection.

e. \$131,501 of which was expended in fiscal biennium 1967-69.

f. To be reduced by approximately 6,000 gross square feet partially to offset cost overages.

g. Initial estimates suggest equipment allowance for this building will require doubling.

h. To be increased to reflect cost of fixed seating (\$44,250).

i. Initial estimates for this building suggest M.A.C.C. will require increase to \$698,839.

j. Reduced from \$5,399,936 by \$250,000 (shortened utility tunnel) and \$100,000 (eliminated duct bank).



A supplemental request for 1970 special session consideration totalling \$2,918,089 in six projects representing our best estimate of funds needed to complete currently planned capital projects was submitted on November 10, 1969. Except for the first project (fire fighting equipment) which resulted from an external agency's mandate, the request in no way represented an attempt to get a "head start" on capital projects for the next biennium. The list below summarizes the requests in priority order:

\$220,200 for purchase of fire fighting equipment to supplement local fire fighting units and to make necessary additions to local fire stations.

\$781,202 to cover increases in capital budget for College Activities Building and Lecture Halls.

\$82,971 to cover a shortage in the capital projects plan currently developed for the gymnasium, amounting to that part of overexpenditure for site acquisition not otherwise offset.

\$61,895 for storage and moving costs of equipment for new buildings.

\$1,207,253 to cover cost increases for certain buildings to reflect inflationary pressures which exceed allowances appropriated by the 1969 Legislature.

\$564,568 to exchange State Building Authority funding for the Higher Education Facilities Act grant. (The request was contingent on loss of H.E.F.A. funds.)

Operational Budget

Since operational expenditures are primarily for people, the operations request to the 1969 Legislature was a direct function of the staffing plan. We requested \$3,340,732 for the 1969-71 biennium, most of which was planned for administrative and faculty salaries. The greatest emphasis was on faculty needs, since the objective for 1969-71 was to recruit and organize the necessary faculty on a timely basis to allow opening of the college in fall 1971. The faculty, 33 of whom were requested, would spend the year prior opening planning "courses," other academic operations, and facilities.

Substantial reductions were made in the request for 1969-71; the final allocation for the instructional program would provide only 20 faculty positions for the second year. Evergreen submitted a supplemental budget for consideration in the special session of 1970 which would increase the total to 25, a number we consider inadequate to undertake the "firing line" academic planning necessary in the year before students arrive. The supplemental request asked \$90,517 for the instructional program and an additional \$13,200 for a person experienced in fire protection to work under the direct supervision of the State Fire Marshal to assist the Olympia Fire Department and the local fire district in preparing for the increased fire protection responsibilities which Evergreen will generate.



Archives

The Evergreen State College
Olympia, Washington 98505

College Goals

American college catalogs of statements of goals vary from the noble elegantly put to the impossible patently stated. All, however, commonly tend to promise placing the graduate within a millimeter of his proper position on the chain of being. We won't attempt that. We have not completed our statement of goals, but it will go something like this:

This college has collected scholars and experts who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and the past, a source of power with which to help us all meet the future. Students will work as colleagues with faculty and others and together these people will try (that word is emphasized because it involves all of the college's people in continual change) to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world.

We assume that toward this end the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability. Put negatively, we do not intend to stamp a "product" with the brand of a particular academic elite nor of a narrowly conceived vocation.



PROGRESS REPORT

Enrollment

The demographic section of the Office of Program Planning and Fiscal Management accepted and endorsed the projections created for Evergreen by Arthur D. Little, Inc. and published in its Special Report No. III to the Board of Trustees. The College consistently used these projections through mid-April, 1970:

<u>Year</u>	<u>FTE Enrollment</u>
1971	1,200
1972	2,300
1973	3,500
1974	4,900
1975	5,600
1976	6,300
1977	6,900

Prior to and during the 1969 session a series of interchanges took place between the President, OPP&FM and members of the legislative appropriations committees regarding the effect on enrollment if the dollar amount originally requested were reduced. The college was explicit that any reduction from the operational appropriation asked would result in a reduced original enrollment. We presented the thesis that faculty during the first year of operation could not exceed twice the faculty for which funds were provided during the year immediately preceding opening; the thesis was accepted.

The appropriation provided in 1969 was adequate to fund approximately 20 faculty the year prior to opening. An increase in that amount requested at the 1970 special session was disallowed.

These developments suggest the Legislature and the Governor concur in opening with a faculty of about 40-plus members; at a faculty-student ratio of one to eighteen, a maximum of approximately 800 students can be accommodated in the fall of 1971. This figure anticipates, of course, that approximately 44 faculty will be funded for fiscal year 1972.

Clearly, whatever projections are made now will serve for the short run only; the demographic section of OPP&FM will assume the function soon after students enroll. For the nonce, projections must result from compromises between two dichotomous forces: on the one hand, opening with no more than 800 students and limiting the growth rate consistent with orderly development, and on the other, keeping projections high enough to justify the faith--and funding support--of the Governor and Legislature and the expectations of the taxpaying public.

A growth rate "consistent with orderly development" is difficult to define. Subjective in many respects, the desirable rate of growth for a new, innovative institution is lower than we've anticipated even in our revised projections. This is so because the "easy" thing to do if enrollments are unchecked is to follow traditional patterns--precisely contrary to Evergreen's mandate. A



too rapid increase will submerge the initial planning faculty, creating political problems with disastrous programmatic consequences. Too many students too soon will result in other problems as well: we will not, for example, have specialized spaces for science, health services, recreation, the arts and so on when we open (in some cases, not for at least a couple of years after we open). Burgeoning campus population in the absence of these facilities will not only sow seeds of unrest, but will destroy the desired interface between the campus community and planning the new facilities.

The obverse of the coin is the obvious necessity to enroll the greatest possible number of students in the face of large expenditures committed, public expectations, and enrollment limitations imposed at the universities and contemplated at the other colleges. Faced with the necessity of this type of compromise, and after extensive consultation, we have agreed to suggesting projections, at least for immediate budgetary and facilities and staff planning purposes, as follows:

<u>Year</u>	<u>FTE Enrollment</u>
1971	800
1972	1,700
1973	2,700
1974	3,800
1975	5,000
1976	6,300
1977	7,000

Although the revised projections are reduced in the early years from the original, by 1977 enrollments will exceed those previously estimated.

Original plans were that initial enrollment would be all freshmen and an additional class would be added each year until a full undergraduate program was offered. More recent thinking calls for admission of approximately 100 community college transfers and 160 continuing education students in 1971. These changes will necessitate modification of operational plans so as to accommodate a mix of students by course level.

The following table compares original and revised enrollment projections, showing faculty number and growth relations (based on a consistently assumed faculty-student ratio 1 to 18):

Table 9
Revised Enrollment and Faculty Projects

<u>Academic Year</u>	<u>Original Projections</u>			<u>Revised Projections</u>		
	<u>FTE Enrollment</u>	<u>Faculty Number</u>	<u>Faculty Increment</u>	<u>FTE Enrollment</u>	<u>Faculty Number</u>	<u>Faculty Increment</u>
1971-72	1,200	67	--	800	44	--
1972-73	2,300	128	61	1,700	94	50
1973-74	3,500	194	66	2,700	150	56
1974-75	4,900	272	78	3,800	211	61
1975-76	5,600	311	39	5,000	278	67
1976-77	6,300	350	39	6,300	350	72
1977-78	6,900	383	33	7,000	389	39



Facilities Implications of Revised Enrollment Projections

An obvious inquiry is whether the revised growth pattern will affect facilities requirements; we believe not. Evergreen is already "behind" because the request for facilities for 3,500 students was not granted in 1969; only by exceeding space originally anticipated for 5,600 by 1975 in our 1971 request can we recover lost ground in a manner which will finally allow accommodation of the 1977 projection.

The critical relationship of enrollment to facilities for a new campus requires repetition of rationales for space requests leading enrollments by significant quantity. Allowing for lead and lag time in newly constructed facilities is related to a number of operational, procedural and functional factors. These factors must be viewed differently when considering an entirely new campus as opposed to providing for expansion on an existing, well established campus. Among the rationales are:

Existing campuses have "surge" space, Evergreen does not.

Operating colleges have most of their faculty and other users available for involvement in facilities planning. Evergreen, with a minimum of users on the staff, requires extended planning time for involvement in design of specialized instructional and service facilities.

Evergreen is no different from other institutions in requiring adequate lead time; the difference is in the degree of essentiality. Major facilities for which appropriations are made in 1971 can at best be on the line by fall 1974, and in most cases, 1975. This problem is critical for a college growing at the rate of, say, 5 percent per year; at Evergreen, with growth rates of 115, 60, and 40 percent in initial years, it is more than critical, it is absolutely controlling.

Evergreen--with its innovative approach to learning complicating the expected problems of "shakedown"--cannot be expected to develop levels of utilization more appropriate for operating institutions during its first five years of operations.

Evergreen, with virtually all its instructional space in the Library initially, must develop a "surplus" of space in other structures before Library classrooms and offices can be phased out of that building as Library requirements increase.

Most important, Evergreen's greatest need is for new types of facilities. The 1969 appropriation did not provide for health service, first call fire response, and other essential non-instructional space, nor for the specialized spaces required for fine arts, music, drama, and so on.

Facilities Progress

(1) Construction Activity

Hoffman Construction Company of Portland began construction of Evergreen's Library in February, 1970. The project proceeded without delay, even in our normally wet spring weather, because of excavation work completed earlier under



a separate contract. Work on the Library is scheduled for completion in August, 1971, about one month before opening.

Construction contracts for garages and shops and site improvements were awarded in early June, 1970. The latter project includes numerous items: utility distribution tunnels (heating and air conditioning from the central utilities plant, plus electrical and communications services); an electrical substation for campus power requirements; parking lots; outdoor lighting; service roads finishing work; on-campus storm and sanitary sewer systems; water supply system (pipes, pumping station, two one-million gallon ground-level storage tanks for reservoir purposes); sidewalks; and work on a 5,000-foot section of the ring road around the campus. In the latter half of June, contracts will be awarded for the central utility plant and the first unit of residence halls.

We expect to open bids in July for construction of the College Activities Building and Large Group Instruction Center. Science Building and College Recreation Center construction should start next fall or winter; neither will be completed in time for the 1971-72 school year. See the attached table (Appendix I) for anticipated timing on construction of the various projects.

All major building schedules are tight; materials delivery delays, labor slowdowns, or adverse weather could singly or in concert delay opening until October or November 1971. The first academic year at Evergreen may therefore run well into the summer months of 1972.

(2) 1969-71 Capital Budget

Funding sources and scheduling of phase 1 projects are set out in Appendix I. Detailed capital cost estimates for phase 1 construction are set out in Appendix II, attached; the table indicates a current shortage. Receipt of additional bids and other modifications to the capital plan anticipate eliminating the deficit.

(3) Preplanning for 1971-73

Utilizing funds appropriated during the 1969 legislative session, we are completing preplanning for work that must be accomplished during the 1971-73 biennium so that development of physical facilities can keep pace with enrollment. As part of the buildup for 1971-73, the college contracted with architect Robert Durham of Durham, Anderson and Freed, Seattle, to conduct second-phase construction master planning studies. The three-part contract includes development of planning guidelines and tentative site plans; covers Durham's services as leader of the college design team; and provides for preparation of reports and documents after schematics have been drafted for phase 2 buildings. Durham's firm was a participant in the college's initial master planning.

Proposed 1971-73 construction work at Evergreen includes fine arts, drama, and music buildings and an information services center which the 1969 Legislature was unable to fund; second phase science laboratories; a seminar building; central stores and receiving facility; second phase of the recreation building; maintenance shops and garages; health service facilities; addition to the college activities building; second unit of student residence halls; and emergency garage office building (to house an ambulance and first response fire fighting equipment); landscaping; and expansion of roads and utilities systems.



Schematic drawings for submission to the Office of Program Planning and Fiscal Management and the 1971 Legislature for each of these projects are complete.

(4) 1971-73 Capital Budget

Careful projection of both area and types of space depends on acceptability of the revised enrollment projections and the rationales regarding facilities implications of enrollments discussed above. On these bases, together with schematics, preliminary specifications and cost estimates prepared under the preplanning phase, the square footages, priorities, and cost estimates for the 1971-77 capital budget, shown in Appendix III, attached, were developed.

(5) Housing

First phase construction includes housing accommodations for 428 students. Additional student residence will be required by fall of 1972; however, unlike the first units, additional on-campus housing must be funded from student fee and/or revenue bonds. Our financial consultant advises that Evergreen--unrated by the bond rating firms and without fund reserves for housing purposes, a situation especially complicated by high interest rates--will probably be unable to float housing bonds before 1972. These facts will tend to limit our ability to perform the educational function if noncommuting students can find no place to live.

Alternate approaches to funding student housing are being studied; among the several possibilities are:

Direct H.U.D. loan (limited under current regulations to special circumstances and to not more than \$1,000 per projected student).

An interfund loan to be refunded by a bond issue as soon as possible.

State Building Authority financing.

Lease of college land on a long term basis to a private developer for his financing of additional on-campus housing.

Use of existing or contemplated off-campus housing through referrals, guarantee of rates of occupancy, direct leasing, rental and subletting, purchase, or possible combinations of these approaches.

Academic Planning

The 1967 Legislature and the Governor mandated that Evergreen not be a carbon copy of existing institutions. Planning has proceeded based on this mandate for change, that is, providing for new options. We have used a number of consultants--for site selection, site master planning, academic planning, and so on--but the center of activity and direction has been the Board of Trustees and staff.

Our efforts to date have collected scholars and experts who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and the past, a source of power with which to help us all meet the future. Students will work as colleagues with faculty and others, and together these people will try (that word is emphasized because it involves all of the college's people in continual change) to create



a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world.

We assume that toward this end the most valuable service Evergreen can offer is to initiate a process of continuing learning by preparing a student with the methods of learning and experimentation, by encouraging independence in pursuit of inquiries that interest and motivate him, and by providing him with counsel and resources to test this knowledge and ability. Put negatively we do not intend to stamp a "product" with a brand of a particular academic elite nor of a narrowly conceived vocation.

Evergreen's task, then, is to begin a process of continuing learning. We should be pleased if our graduate turns out to be a generalist, or one familiar with one of today's great problems, and satisfied if he's a specialist, even a narrow one. Terms like "breadth and depth requirements" will have no place here, since they assume that the B.A. is, on one hand, the end of all education, or, in a few cases, not even the beginning, but simply a prep school for "real" learning later.

Statements of goals, however, have not defined the college's character so much as a few key specifics of execution. The specifics which characterize Evergreen:

Areas of inquiry will be those generally found under the headings of natural sciences, social sciences and humanities, understanding that this includes the idea of study in interdisciplinary problem areas, and that it excludes the strictly vocational.

Particular emphasis must be given to those areas which can take best advantage of the college's location at the seat of state government.

Only one college requirement for the B.A. degree: 36 units (each roughly equivalent to the level of reading and writing required for a stringent five-quarter credit), with the understanding that these units represent accomplishments, not accumulations of time.

Modes of instruction would probably slant toward seminars for most in the first two years with appropriate weaning, via programmed self-study and tutorials, toward increasing independent work with admixtures of regular classes and large lectures (which would not be "classes"). If fourth-year students aren't doing most of their work independently, we've failed.

A student's program would be individual, developed with the advice (and consent) of a faculty advisor. The advice must be informed, close and careful. A student should be able to progress on his own terms and speed. This does not mean "grooving in the grass." Here much depends on the faculty member, who ought not to be hidden behind row upon row of committees who have given prior approval of what's going on and whose face depends on what happens to him. His status at Evergreen ought to be on the line with every approval.

It must be possible to generate units by work-study; it's extremely important that we have an effective program. The question has been raised as to whether it can be effective if it's not a requirement. The absence of "requirements" is an absolutely basic understanding of the place.



The "grades" will be credit/no credit.

Each faculty member should be responsible for close to 54 students whose work with that particular faculty member represents a third of the student's load, or 18 students whose work with that faculty member is their whole load (the equivalent of three-unit intensive courses).

None of this will be easy. We will have problems both in planning and activation of plans. There is the attitude that we can't do it because it isn't being done. There are naturally negative reactions to that which is not comfortable and doesn't fall into known patterns. Patience and understanding will be required on the part of public, parents, politicians, faculty, administration, and even students who expect the usual.

Curricular Organization

The faculty will be assigned by the Provost and Deans to plan for, and to serve in interdisciplinary (or multidisciplinary) project groups or task forces. The groups could vary in numbers of both faculty and students. Each faculty person will generally be responsible for educational leadership to 18-20 students. The groups will be organized around a limited number of agreed upon central themes which provide the focus for planning educational seminar and discussion groups for interchange between teachers and students. A hackneyed example of themes familiar on most contemporary campuses could be "Crises in Western Civilizations." The theme subject area could call upon leadership from the variety of faculty team expertise available. The groups will utilize as many modes of educational communication as interests and time will allow, including independent study, reading, films, tapes, audiotutorial study, ETV, field trips, etc. Subset groups can be formed from within the theme group as time and interests would indicate appropriate, to pursue acquisition of understanding, special skills and techniques which would lead the individual student to levels of proficiency and competence in specific areas of his personal interest.

Students will be introduced to the campus and to educational track options available to them through an extended orientation and counseling period (one or two weeks) in fall 1971. Students will be counseled and assigned to theme and project groups of their choices as far as possible. Certain of the theme groups might require full time participation while others with slightly different patterns of organization would provide for participation by part-time students. In general, all groups should be open to all age groups.

Other track options will have to be made available for some students whose level of maturity, experience and career interests enable them to move directly into special areas of knowledge and project work with much individualization of program, which could be called "contract" programming. In all cases, advanced work (upper division) in all areas should place as much responsibility on the individual student as possible for fulfillment of his education program.

A model of curricular organization for the fall 1971 beginning program is attached as Appendix IV; a rough portrayal of programmatic directions to the baccalaureate degree at Evergreen is attached as Appendix V.



Operations Progress

(1) Personnel

The deans of academic divisions have been selected. Donald G. Humphrey, who has been Assistant Dean of Faculty and Professor of Biology at Oregon State University, joined us April 1 as Dean of Natural Sciences and Mathematics. Mervyn L. Cadwallader, currently chairman of the General Program at the State University of New York College at Old Westbury, will become our Dean of Social Sciences on July 1. And Charles B. Teske, formerly Associate Professor of English and Associate Dean of the College of Arts and Sciences at Oberlin College, joined us June 15 as Dean of Humanities and Arts. All three have been assisting with planning and faculty recruiting on a part-time basis since their selections earlier this year. They join Vice President and Provost David G. Barry to continue planning curricula.

The first 18 faculty members who will join us this September have been selected. Our search for faculty members is a highly selective and careful effort which seeks people with a threefold commitment: to planning learning strategies, to scholarship, and to treating students as individuals. Planning among the three areas of knowledge proceeds interrelatedly owing to our intent to integrate learning so far as is possible.

At the same time, we pursue and will continue the same kind of selective recruiting in our search for key staff for advance planning in other areas. Here, too, we seek and find imaginative and flexible people, capable of devising operational programs compatible with our academic goals.

Current key personnel are listed in Appendix VI.

(2) Library Collection

To assure availability of adequate library resources on opening day the library staff of The Evergreen State College has been busy for some time and will be occupied until opening day with acquisition procedures. We anticipate an initial collection of 85,000-100,000 units.

Richard Abel and Company, Portland, Oregon, is under contract for most procurement. All books purchased from Abel are fully processed in shelf ready condition and in insured warehouse storage in Portland. Most purchases to date are from basic lists such as Books for College Libraries. Purchase and processing of special collections and journals and media materials have not yet begun.

(3) Operating Systems

Evergreen, as a newly created institution, is in the enviable position of being able to explore, actuate and implement effective administrative systems (administrative in the broader sense, including response not only to traditional budgeting, accounting and reporting requirements, but also to problems of admissions, registration, scheduling, and all the rest). To be able to innovate, or adapt or assimilate already functional ideas, gives the college a unique opportunity in developing operating systems.



Computech Consulting, Inc., under contract to Evergreen, recently completed a three-phase study of systems definition and development. Phase one comprised definition, priority assessment, timetable and costs estimates. The second phase required Computech, in consultation with Evergreen staff, to establish specific tasks involved in the systems and their subsystems, and to create networks for their management and development. The final step utilized computer techniques to establish management control mechanisms for use in measuring progress and performance in development of each operating system.

Systems identified and prioritized to date are listed in Appendix VII, attached.

(4) Computing Services

Decisions remain unmade regarding specific hardware requirements and how Evergreen will meet those requirements. We intend to take maximum advantage of modern computer technology--not only for administrative uses, but for instructional and research programs--but continued study is required before determining whether those needs can best be served by on-campus central processors and auxiliary equipment, by terminals on campus leading to basic hardware elsewhere, or some combination with an appropriate mix by computer size and capability.

Some hardware (card punches and verifiers, sorters, central terminal equipment, etc.) will in any event be required. An information services center in the Library basement to accommodate these items is included in the 1971 capital budget request.

(5) 1971-73 Operating Budget

Following recent receipt of operating budget instructions for the ensuing biennium, we are proceeding with internal budget building efforts. In this preliminary planning process we are approximating gross requirements and identifying problem areas which will have to be considered in our final budget process. Special problems exist for a developing institution which must be recognized in both budget building and budget review processes.

Prepared by
Dean E. Clabaugh
Vice President for Business

THE EVERGREEN STATE COLLEGE
CAPITAL PROJECTS PLAN, PHASE I



Archives

The Evergreen State College
Olympia, Washington 98505

1969-71 Budget Sources

Project	Disbursements 1967-69 Biennium	Project Schedule Start Finish	State Building Authority	St. Bldg. & Higher Education Construction Account	Other Sources	Total 1969-71 Project Budget
301 Land Acquisition	\$ 1,446,962 ^a	5-68 11-69	\$ -0-	\$ 36,000	\$ -0-	\$ 36,000 ^k
302 Library	131,500 ^b	2-70 8-71	8,640,201	2,425,043 ^e	564,568 ^h	11,629,812 ^l
303 President's Residence	58,594 ^b	6-70 9-70	-0-	41,406	-0-	41,406 ^k
304 Site Plan & Design	220,639 ^c	3-69 8-69	-0-	55,000	-0-	55,000 ^k
305 College Act. Bldg.	-0-	7-70 8-71	2,512,946	237,671	-0-	2,750,617 ^m
306 Lecture Hall	-0-	7-70 8-71	494,981	93,177	-0-	588,158
307 Science Labs	-0-	2-71 8-72	4,014,768	1,216,732	-0-	5,231,500
308 Recreation Center	-0-	12-70 8-72	1,831,245	218,857	7,934 ⁱ	2,050,102 ⁿ
309 Residence Halls	-0-	6-70 8-71	2,277,509	1,698,431	-0-	3,975,940
310 Property Line	18,280 ^b	3-69 6-69	-0-	-0-	-0-	-0-
311 Site Improvements	-0-	6-69 8-71	-0-	6,242,051	-0-	6,242,051 ^o
312 Remodel Probst Bldg.	-0-	6-60 10-69	-0-	36,000	-0-	36,000 ^k
313 Landscaping	38 ^b	8-70 10-71	-0-	725,416	-0-	725,416 ^p
314 Utility Plant	-0-	6-70 6-71	2,272,577	23,800	-0-	2,296,377
315 Shops & Garages	-0-	6-70 2-71	216,710	23,067	-0-	239,777
316 Offsite Utilities	-0-	2-70 6-71	-0-	756,336	-0-	756,336 ^q
317 Schematics, 1971-73	-0-	3-70 7-70	-0-	-0-	400,000 ^j	400,000
318 Plastic Bubble	-0-	5-71 8-71	-0-	200,000 ^f	-0-	200,000 ^r
	\$ 1,876,013		\$ 22,260,937	\$ 14,028,987 ^g	\$ 972,502	\$ 37,254,492 ^s

- a. Comprising \$905,000.00 from the General Fund and \$541,962.07 from the State Building and Higher Education Construction Account, with the latter figure constituting \$458,852.40 for land and \$83,109.67 for acquisition expenses (appraisals, title fees, taxes, moving costs, services by Department of General Administration, court costs and attorneys' fees).
- b. From State Building and Higher Education Construction Account.
- c. From the State Building and Higher Education Construction Account, comprised of \$197,662.53 for site planning, \$11,286.75 for site surveys, and \$11,689.43 for soil investigations. (Site planning expenditures totalled \$240,600.00; the \$42,937.47 balance was paid from the 1967-69 General Fund operations appropriation.)
- d. For construction projects, dates represent actual construction projects, exclusive of design time.
- e. Includes \$1,240,000 for original library collection.
- f. Not included in original budget; derived from reductions in Recreation Center (\$118,400), Site Improvements (\$70,000) and Landscaping (\$11,600).
- g. Balance of \$15 million bond issue (\$971,013) expended in 1967-69 biennium.
- h. Higher Education Facilities Act, Title I, funds (\$555,813 original plus \$8,755 supplemental).
- i. Unfunded shortage (added vertically but not horizontally) calculated as follows:
- | | | |
|---|-------------------|----------------|
| Originally projected project costs | | \$37,658,422 |
| Less: 1969-71 funds initially available | \$37,245,737 | |
| Supplemental HEFA grant | 8,755 | |
| 1967-69 Library expenditures | 131,500 | |
| 1967-69 Landscaping expenditures | 38 | |
| | <u>37,386,030</u> | |
| Unfunded shortage initially projected | | \$ 272,392 |
| Less: Savings from Library "works of art" | \$ 75,000 | |
| Savings from Site Improvements | 181,594 | |
| Savings from Offsite Utilities | <u>7,864</u> | |
| | | <u>264,458</u> |
| Unfunded shortage | | \$ 7,934 |
- j. State General Fund.
- k. Not included in original budget; derived from Site Improvements.
- l. Original project budget (\$11,836,312) reduced by \$131,500 expended in previous biennium and by \$75,000 for "works of art," which latter amount employed to reduce previously unfunded shortage (see footnote i).
- m. Original project budget (\$2,615,750) increased by \$134,867 transferred from Site Improvements for underground service entrance.
- n. Original project budget (\$2,176,436) reduced by \$118,400 transferred to Plastic Bubble and by \$7,934 listed as unfunded shortage.
- o. Original project budget (\$6,509,816) increased by \$287,102 transferred from Landscaping and reduced by:
- \$ 36,000 transferred to Land Acquisition
 - 41,406 transferred to President's Residence
 - 55,000 transferred to Site Plan & Design
 - 36,000 transferred to Remodel Probst Bldg.
 - 134,867 transferred to College Activities Bldg.
 - 70,000 transferred to Plastic Bubble
 - 181,594 employed to reduce previously unfunded shortage (see footnote i)
- p. Original project budget (\$1,024,156) reduced by \$38 expended in previous biennium, by \$287,102 transferred to Site Improvements and \$11,600 transferred to Plastic Bubble.
- q. Original Project Budget (\$764,200) reduced by \$7,864 employed to reduce previously unfunded shortage (see footnote i).
- r. Not included in original budget; derived from College Recreation Center (\$118,400), Site Improvements (\$70,000) and Landscaping (\$11,600).
- s. Budget total excludes \$7,934 unfunded shortage (see footnote i).

THE EVERGREEN STATE COLLEGE
CAPITAL PROJECT COST ESTIMATES, PHASE I (1969-71 Only)

	M.A.C.C. (\$)			Equipment (\$)			Other Costs (\$)			Total Project (\$)		
	Budget	Latest Estimate	Difference	Budget	Latest Estimate	Difference	Budget	Latest Estimate	Difference	Budget	Latest Estimate	Difference
301 Land Acquisition ^a	-0-	-0-	-0-	-0-	-0-	-0-	36,000 ^d	32,040	3,960	36,000	32,040	3,960
302 Library ^b	7,800,000	7,883,830	(83,830)	2,375,043 ^l	2,375,043	-0-	1,454,769 ^o	954,287	500,482	11,629,812	11,213,160	416,652
303 President's Res. ^b	31,500 ^d	34,427	(2,927)	-0-	-0-	-0-	9,906 ^d	10,281	(375)	41,406	44,708	(3,302)
304 Site Plan & Design ^a	-0-	-0-	-0-	-0-	-0-	-0-	55,000 ^d	55,000	-0-	55,000	55,000	-0-
305 College Act. Bldg.	2,137,434 ^e	2,281,000	(143,566)	212,671	362,700	(150,029)	400,512	432,354	(31,842)	2,750,617	3,076,054	(325,437)
306 Lecture Hall	438,040	815,676	(377,636)	68,177	68,177	-0-	81,941	133,226	(51,285)	588,158	1,017,079	(428,921)
307 Science Labs ^c	3,527,270	3,527,270	-0-	1,191,732	1,191,732	-0-	512,498	512,498	-0-	5,231,500	5,231,500	-0-
308 Recreation Center ^c	1,612,310 ^f	1,620,244	(7,934)	193,857 ^m	193,857	-0-	243,935 ^p	243,935	-0-	2,050,102	2,058,036	(7,934)
309 Residence Halls	3,177,710 ^g	3,222,500 ^k	(44,790)	327,325 ^g	507,862	(180,537)	470,905	466,842	4,063	3,975,940	4,197,204	(221,264)
311 Site Improvements ^b	5,129,547 ^h	4,989,818	139,729	-0-	-0-	-0-	1,112,504 ^g	1,004,779	107,725	6,242,051	5,994,597	247,454
312 Remodel Probst Bldg ^a	31,073 ^d	34,411	(3,338)	-0-	-0-	-0-	4,927 ^d	4,608	319	36,000	39,019	(3,019)
313 Landscaping ^c	579,722 ⁱ	579,722	-0-	-0-	-0-	-0-	145,694 ^r	145,694	-0-	725,416	725,416	-0-
314 Utility Plant	1,872,605	1,778,000	94,605	11,800	11,800	-0-	411,972	411,972	-0-	2,296,377	2,201,772	94,605
315 Shops & Garages ^b	187,467	166,970	20,497	11,067	100,000	(88,933)	41,243	42,922	(1,679)	239,777	309,892	(70,115)
316 Offsite Utilities ^a	-0-	-0-	-0-	-0-	-0-	-0-	756,336 ^s	756,336	-0-	756,336	756,336	-0-
317 Schematics, 1971-73	-0-	-0-	-0-	-0-	-0-	-0-	400,000	400,000	-0-	400,000	400,000	-0-
318 Plastic Bubble ^c	170,000 ^j	170,000	-0-	1,000 ⁿ	1,000	-0-	29,000 ^t	29,000	-0-	200,000	200,000	-0-
Totals	26,694,678	27,103,868	(409,190)	4,392,672	4,812,171	(419,499)	6,167,142	5,635,774	531,368	37,254,492	37,551,813	(297,321)

- a. Project completed.
b. Contract awarded, but project not completed.
c. Cost estimates not firm.
d. Derived from Site Improvements.
e. Original M.A.C.C. (\$2,002,567) increased by \$134,867 transferred from Site Improvements for underground service entrance.
f. Original M.A.C.C. (\$1,720,244) reduced by \$100,000 transferred to Plastic Bubble and by \$7,934 unfunded shortage.
g. Original M.A.C.C. (\$3,317,710) reduced by \$140,000; original equipment budget (\$187,325) increased by \$140,000.
h. Original M.A.C.C. (\$5,399,936) increased by \$284,478 transferred from Landscaping and reduced by:
 \$ 36,000 transferred to Land Acquisition
 41,406 transferred to President's Residence
 55,000 transferred to Site Plan & Design
 36,000 transferred to Remodel Probst Building
 134,867 transferred to College Activities Building
 70,000 transferred to Plastic Bubble
 181,594 employed to reduce previously unfunded shortage.
i. Original M.A.C.C. (\$864,200) reduced by \$284,478 transferred to Site Improvements.
j. Derived from College Recreation Center (\$100,000) and Site Improvements (\$70,000).

- k. Includes previously let contracts for clearing, grading, roads, electrical switchgear, etc. (\$475,326) plus principal contract (\$4,514,492).
l. Original equipment budget (\$2,450,043) reduced by \$75,000 for "works of art," employed to reduce previously unfunded shortage. Equipment budget includes \$1,240,000 for initial library collection.
m. Original equipment budget (\$194,857) reduced by \$1,000 transferred to Plastic Bubble.
n. Derived from College Recreation Center.
o. Original "other costs" budget (\$1,586,269) reduced by \$131,500 expended in previous biennium.
p. Original "other costs" budget (\$261,335) reduced by \$17,400 transferred to Plastic Bubble.
q. Original "other costs" budget (\$1,109,880) increased by \$2,624 transferred from Landscaping.
r. Original "other costs" budget (\$159,956) reduced by \$38 expended in previous biennium, by \$11,600 transferred to Plastic Bubble, and by \$2,624 transferred to Site Improvements.
s. Original "other costs" budget (\$764,200) reduced by \$7,864 employed to reduce previously unfunded shortage.
t. Derived from College Recreation Center (\$17,400) and Landscaping (\$11,600).



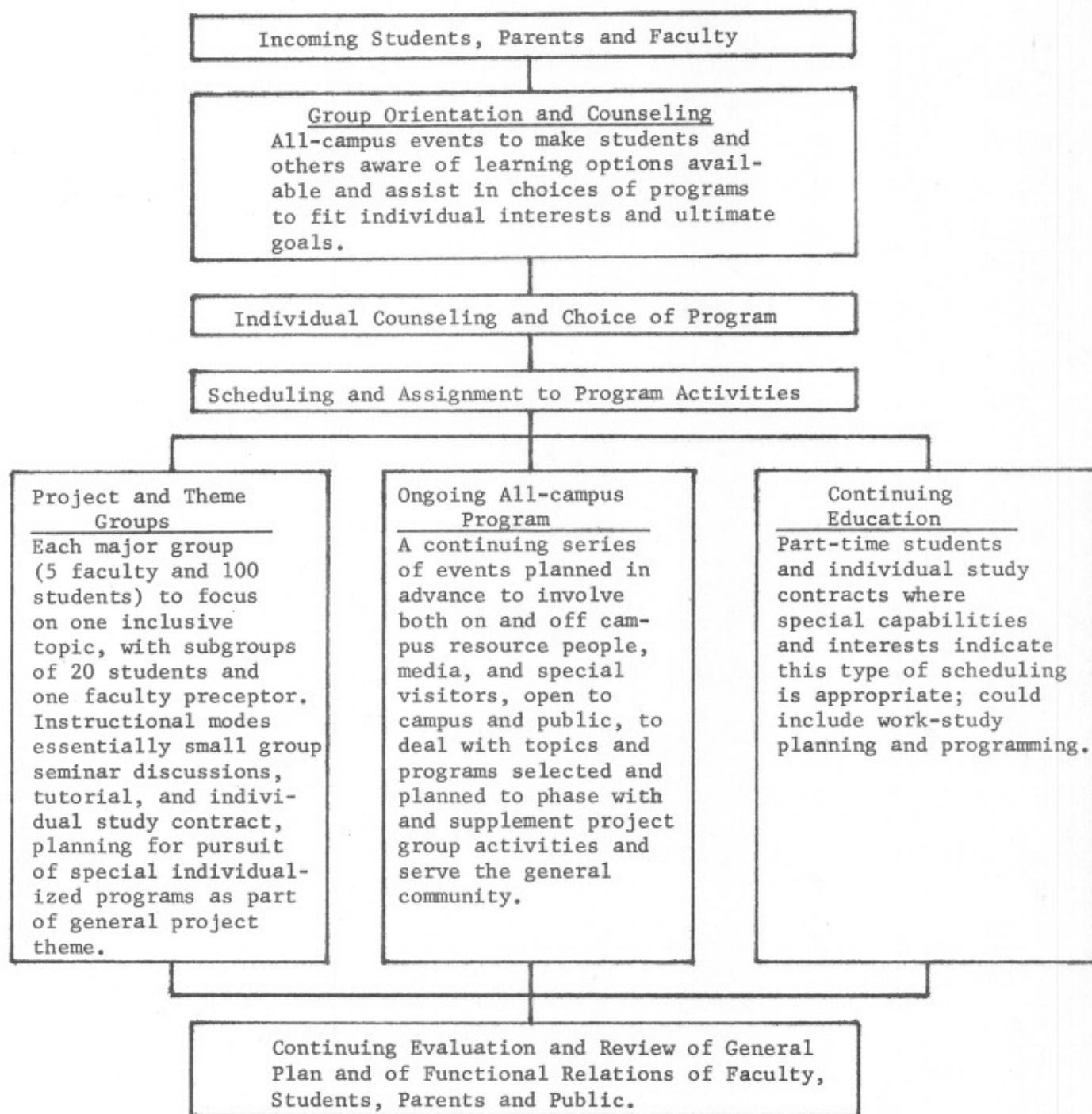
THE EVERGREEN STATE COLLEGE
1971-1973 Capital Budget
Priority Listing with Tentative Costs

<u>Project</u>	<u>Gross Square Feet</u>	<u>M.A.C.C.</u>	<u>Related Costs</u>	<u>Total Construction Cost</u>	<u>Movable Equipment</u>	<u>Total Project Cost</u>
71-1 Seminar Building	139,365	\$ 4,744,058	\$ 920,386	\$ 5,664,444	\$ 835,713	\$ 6,500,157
71-2 Fine Arts, Phase I	65,550	2,118,600	439,225	2,557,825	349,500	2,907,325
71-3 Drama-Music-Instructional, Phase I	57,000	2,740,308	620,990	3,361,298	498,174	3,859,472
71-4 Information Services Center (Library)	10,000	200,000	42,000	242,000	22,500	264,500
71-5 Emergency Services Building	7,313	242,523	61,904	304,427	145,250	449,677
71-6 College Health Services	18,000	991,600	227,078	1,218,678	184,375	1,403,053
71-7 Shops and Garages, Phase II	15,150	375,252	86,611	461,863	112,500	574,363
71-8 Central Stores & Receiving	24,906	496,770	116,832	613,602	200,560	814,162
71-9 Site Improvements, Utilities & Roads	-0-	5,268,150	1,218,238	6,486,388	-0-	6,486,388
71-10 Science Laboratories, Phase II	80,500	3,456,200	730,241	4,186,441	1,187,500	5,373,941
71-11 College Recreation Center, Phase II	79,640	2,429,200	513,933	2,943,133	195,992	3,139,125
71-12 Landscaping	-0-	192,500	60,625	253,125	-0-	253,125
71-13 Drama-Music-Auditorium	72,000	3,017,572	678,831	3,696,403	693,623	4,390,026
Subtotal	569,424	\$26,272,733	\$5,716,894	\$31,989,627	\$4,425,687	\$36,415,314
71-14 Preplanning for 1973-75	-0-	-0-	271,650	271,650	-0-	271,650
Subtotal	569,424	\$26,272,733	\$5,988,544	\$32,261,277	\$4,425,687	\$36,686,964
71-15 Residence Halls, Phase II	102,273	2,647,655	536,475	3,184,130	548,655	3,732,785
71-16 College Activities Building, Phase II	65,029	2,170,000	465,215	2,635,215	384,210	3,019,425
Totals	736,726	\$31,090,388	\$6,990,234	\$38,080,622	\$5,358,552	\$43,439,174



THE EVERGREEN STATE COLLEGE

MODEL OF CURRICULAR ORGANIZATION FOR FALL 1971 BEGINNING PROGRAM





PROGRAMMATIC DIRECTIONS TO THE BACCALAUREATE DEGREE

Entering
Freshman

B.A.

1 Year First
Program in Basic
Studies2 Year Program, e.g., General
Ecology, Human Biology,
Environmental ProblemsSenior Indepen-
dent Study,
e.g., Biology2 Year First Program in
Basic Studies2 Year Second Program,
e.g., Urban Studies3 Year First Program,
e.g., Comparative Civilizations and
Cultural Analysis of Contemporary Problems1 Year Program,
e.g., Conceptu-
al Analysis1 Year Program,
e.g., Life
Sciences1 Year Program,
e.g., Bio-
chemistry2 Year Program, e.g., Problems in
Development of Western Civilization
and Analysis of the Impact of
Technology and Social ChangeTEAM
TAUGHT
PROGRAMSINDEPENDENT
STUDYStudents to Assume Increasing Responsibility for In-
dependent Study under Faculty Guidance & SupervisionWORK-
STUDY

Internships, etc.

SKILLS
WORKSHOPSWriting Skills
PaintingLanguages
Film MakingMathematics
Field ActivitiesStatistics
Research TechniquesPUBLIC
EVENTSLectures
Reports

Films

Exhibits

Concerts



THE EVERGREEN STATE COLLEGE

CHIEF ADMINISTRATIVE OFFICERS

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 Halvor M. Halvorson, Spokane
 Al E. Saunders, Tacoma
 Trueman L. Schmidt, Olympia
 Mrs. Janet P. Tourtellotte, Seattle

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David G. Barry	Vice President and Provost	8- 1-69
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Dean E. Clabaugh	Vice President for Business	12-15-67
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Donald G. Humphrey	Dean, Natural Sciences & Mathematics	4- 1-70
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James F. Holly	Dean of Library Services	7- 1-69
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David J. Carnahan	Coordinator of Media Services	9- 1-69
Richard Q. Nichols	Director of Information Services	9- 1-68
Kenneth W. Paull	Coordinator of Library Systems	4-16-70
Robert A. Sethre	Director of College Relations	7- 1-70
David W. Brown	Director of Admissions	8- 1-70
Larry Stenberg	Director of Counseling Services	8- 1-70
Perrin C. Smith	Registrar	9- 1-70
Buel B. Brodin	Director of Financial Planning	3- 1-68
Donald S. Parry	Director of Plant Operations	7- 1-69
Jerry L. Schillinger	Director of Facilities Planning	4- 1-69
Kenneth M. Winkley	Controller	7-15-68
Ronald A. Hoffman	Director of Business Services	7-13-70
Carl J. Brown	Director of Personnel	7-15-70

THE EVERGREEN STATE COLLEGE
SYSTEMS DEVELOPMENT PRIORITIES



Archives

The Evergreen State College
Olympia, Washington 98505

<u>System</u>	<u>Priority*</u>
Recruiting (Student)	1
Admissions	1
Testing and Counseling	2
Registration	1
Alumni	3
Financial Aids	1
Placement	3
Bookstore Accounting	1
Facilities Inventory	1
Job Cost Accounting	3
Job Scheduling & Control	3
Facilities Planning	1
Library Circulation Control	1
Library Acquisitions	1
Student Accounting	1
Housing	
Dining	
Financial Aids Accounting	
Fee Collection and Distribution	
Payroll and Personnel	2**
Purchasing	1
Inventory (Equipment)	1
Cashiering	1
General Accounting	1-2
Investment Control	3
Police and Security	2
Mailing and Public Information	1
Contract Accounting	3

- * 1. Absolutely must be operational by opening day.
 2. Highly desirably by opening day.
 3. Completion could be delayed until after opening day.

** The Evergreen State College currently has an interim payroll system which will serve the college until the developing interinstitutional system or a new system is completed. The current system is regarded as satisfactory for one year into college operation.