

## The Campus Land Use Committee Introduction

The 1998 Master Plan proposes formation of a standing committee to review designated proposals for uses of the college's land, excluding uses within buildings (see *Recommendations*, page 11). The Campus Land Use Committee is not intended to replace the entities currently involved in land use planning; instead it is meant to become a focal point for campus planners. The CLUC would provide oversight, support, and encouragement for the development of land use proposals from all segments of the campus population. Members of this committee would be locatable and accountable to the Board of Trustees and the members of the Evergreen community.

The Campus Land Use Committee (CLUC) would also provide oversight for the land use review process and ensure consistent and expedient review of proposals. The CLUC would employ specific procedures, outlined below, in order to ensure that the goals and policies of the Master Plan are considered during the review process and brought to bear on all activities that affect the physical character of the campus. Creation of the CLUC would allow the college to better carry out the procedures regarding the land use planning process itself (see page 54).

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

## Membership of the Campus Land Use Committee

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

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

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

The CA/P's other responsibilities on campus would augment his or her work for the CLUC. He or she works with the Office of Facilities, the Space Management Committee, and the Budget Officer in the preparation of the Ten Year Capital Plan and Capital Budget Request and also aids the Office of Facilities in their responsibilities for construction and operational management of the campus. These responsibilities and contacts give the CA/P an overview of land use

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plans and thus he or she should be an excellent resource for people with new ideas for the campus.

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

## Operations and Authority of the CLUC

The proposed functions of the CLUC include the following:

- review of land use proposals and applications
- assist with development of ideas for land use into formal proposals
- publicize land use proposals and decisions made following the review
- develop a Resource and Land Use Inventory (page 97) and Land Use Activities Map (page 110)
- coordinate the process of updating the Campus Master Plan (see page 111)

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

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

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

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

## Developing Proposals and Applications

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

Before an idea will be reviewed by the CLUC, it must be developed into a formal proposal. The CA/P or appropriate administrative official can aid in the development of the proposals gener-

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ated by students, DTFs, faculty, staff, administrators, and other groups by giving comments and advice to the idea generators. The CA/P should also aid idea generators in the application of the Master Plan to the particular proposal or issue raised and in attaining compatibility with approved land use designations. References to the Resource and Land Use Inventory (page 97) or the Land Use Activities Map (page 110) may help project development best fit into the context of past and present activities on campus.

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

All requests are subject to review through the procedures delineated in this chapter.

### Types of Land Use Proposals

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

Ecological studies can be manipulative or observational. Observational applies to descriptive studies of plant communities, bird identification, field plant identification, or animal behavior studies. These academic activities do not seriously disrupt ecosystems and should be able to take place anywhere on campus although travel off of improved trails should be limited whenever possible. Manipulative ecological studies have some impact on the nature of the ecosystem. Some examples of this would be timber management, animal collecting and trapping, trampling of delicate vegetation communities, and agriculture activities.

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

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

### The Content of Proposal Applications

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

The application for Permanent Educational Facilities or Land Uses by Non-college Entities shall consist of full documentation about the proposal including but limited to the applicant's name and affiliation, a project description, justification, duration, cost and funding information,

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