

SUSTAINABLE EVERGREEN

Comprehensive Plan for Strategic Areas

EVERGREEN'S VISION FOR A SUSTAINABLE FUTURE:

“The Evergreen State College will be a laboratory for sustainability as demonstrated in its operations, curriculum, and quality of life for employees and students. We will nurture values and practical skills that motivate a lifetime commitment to a sustainable, intergenerationally just, way of living on a healthy planet.”

1) Curricular Pathways in Sustainability

Reasoning/Justification:

Currently sustainability is scattered throughout the Evergreen curriculum in a piecemeal fashion. We need to pull together and make more coherent a sustainability curriculum grounded in three fundamental precepts: (1) A healthy and diverse ecosystem is necessary for the viability of human, as well as non-human, life; (2) Resources and access to opportunities must be distributed equitably; (3) All humans must have meaningful work without jeopardizing the health of the ecosystem. To enable our students to foster these values upon graduation, we recommend creation of a curricular pathway in sustainability, firmly rooted in the liberal arts, which would be both practical and predictable.

The goal of a sustainability curriculum would be to offer graduates comprehensive opportunities to explore and develop:

- values and skills that will motivate a lifetime commitment to a sustainable and equitable way of living on a healthy planet;
- a strong theoretical grounding in concepts of sustainability that provides preparation for engaged citizenship and community service;
- practica that put theories of sustainability into cutting edge practice;
- plans for meaningful and satisfying work

Key features of a curriculum in sustainability will be to:

- make available the opportunity for all Evergreen students across all campuses to develop and strengthen their skills in theoretical and practical sustainability studies;
- Provide a concentrated opportunity to employ systems thinking *within* a strong **liberal arts** context;
- offer a clear sequence for study, featuring sustainability-based programs that are linked, complementary, and offered on a *regular and predictable* schedule;
- build in a **practical liberal arts education** where theories of sustainability are connected to practice. This practical education will:

- emphasize connections among the ecological sciences, economics, social equity and public health that form the central organizing network of academic areas of study within sustainability.
- emphasize methods and tools for students to understand the consequences of their individual actions and the impact those actions have on others locally and globally.
- explore institutional operations, both at Evergreen and at other organizations, with respect to sustainability.
- incorporate long-term projects such as green construction, renewable energy, or land management for sustainability (such as the organic farm) that will be built into the curriculum.
- afford strong support for internships and independent contracts for upper-division students. Interns will be regularly placed within the college itself (*e.g.* in facilities, purchasing, or food services), as well as with local and regional community organizations.

STRATEGY #1 – Develop and Implement a Curriculum in Sustainability

Recommended Organizational Structure(s):

- **The Provost and Academic Deans are to work with appropriate faculty members, through appropriate governance structures, in the development and implementation of a curriculum in sustainability based in the practical liberal arts. The Sustainability Task Force provides support and collaboration in this endeavor.**

- **Purpose:** to develop support for implementing and maintaining a sustainability curriculum that will be an identifiable, regular, and predictable part of the overall curriculum and offer students clear pathways from entrance to graduation.

The Provost, Academic Dean, and Faculty should consider the following options:

- the creation of a set of criteria for inclusion in the sustainability curriculum together with a review procedure;
- the creation of a cohort structure that draws from several Planning Units;
- the creation of a new Planning Unit;
- developing an ongoing assessment of a sustainability curriculum; *i.e.* in subsequent years, program review and maintenance of the sustainability curriculum will be assigned to a small, cross-planning unit working group of faculty as a minor governance assignment;
- the feasibility of incorporating into the sustainability curriculum various projects such as an energy outreach center, a more sustainable campus food system (perhaps by involving a reconfiguration of the farm and various construction projects such as green lab/greenhouse at the farm), a conference center with the purpose of highlighting Evergreen's successes in green building and other sustainable initiatives

as templates for others, and for partnering opportunities; and, faculty/staff co-housing or an on-campus eco-village.

- developing and strengthening connections between sustainability dorms and the curriculum;
- ways to support the continuity of effort for multi-year sustainability projects (both on and off-campus);
- investigate and identify opportunities to increase the practical applications of sustainability at Evergreen and within our communities (such as creating sustainability internships that work in close cooperation between staffing needs and sponsoring faculty);
- examining the potential need and feasibility for additional courses and programs emphasizing:
 - a systems approach to problem solving,
 - the establishment and measurement of sustainability indicators. Indicators need to be applicable on a variety of scales, including the individual, the campus community, the wider regional areas, and the national and global scale. They should include indicators of physical, biological, and social wellness.

Since sustainability is not only interdisciplinary but also interdivisional in nature, the Sustainability Curriculum Working Group will include faculty from all Planning Units, including Tacoma, the Reservation-based program, and Evening and Weekend Studies.

- **Timeline:** 2006-7
- **Person(s) Responsible:** Provost, Academic Dean, Faculty, Sustainability Task Force.

Milestone(s):

- *Full Implementation and Recognition of a Sustainability Curriculum at Evergreen:*
 - **Timeline:**
 - by the end of 2006-7, the faculty will approve a sustainability curriculum and oversee the creation of a sustainability curriculum Working Group;
 - 2007-8: the sustainability curriculum will be inaugurated;
 - 2009-10: the sustainability curriculum will be implemented in full.
 - **Person(s) Responsible:** Provost, Academic Dean, Faculty, Sustainability Task Force.

Measurable(s):

- *Add Systems Approach Program or Course in Systems Science:* create at least one other program or course that incorporates systems thinking/science approaches and methods for developing or determining indicators, in addition to the Introduction to Environmental Studies program.
 - **Timeline:** Fall Quarter 2006

- **Person(s) Responsible:** Academic Dean.
- *Create Sustainability Internships:* work with staff to create more campus sustainability internships.
 - **Timeline:** Fall Quarter 2006
 - **Person(s) Responsible:** Provost, Academic Dean, Faculty, Sustainability Task Force.
- *Sustainability-based Projects are suggested during Faculty Planning Institutes:*
 - **Timeline:** Summer 2007 – attend faculty-planning institutes with suggestions of sustainability projects that might be included in 2007-8 curriculum.
 - **Person(s) Responsible:** the new planning unit, or the cohort, whichever model is selected by faculty
- *Link Sustainability Dorm to Curricular Programs:* increase the presence and effectiveness of the sustainability dorm, and create linkages with our curriculum.
 - **Timeline:** Winter Quarter 2007
 - **Person(s) Responsible:** Vice President of Student Affairs, Provost
- *Make practica an essential part of the student experience in a sustainable curriculum:* investigate the possibility of a work requirement for sustainability students on campus so that students get practical training in hands-on sustainability, and depart with practical skill to serve the larger society.
 - **Timeline:** June 2007
 - **Person(s) Responsible:** Provost, Academic Dean, Faculty, Sustainability Task Force.
- *Incorporate Multi-year Sustainability Project(s) into the Curriculum:* build support for faculty and staff continuity to commit to at least one multi-year sustainability project.
 - **Timeline:** June 2007 – provide final report on plan and feasibility of fully implementing multi-year sustainability-based student-led projects.
 - **Person(s) Responsible:** Provost, Academic Dean, Faculty, Sustainability Task Force.

STRATEGY #2 – Publicize the Education in Sustainability at Evergreen

Recommended Organizational Structure(s):

- **Create a Sustainability Awareness Working Group of Sustainability Task Force that works closely with the Sustainability Curriculum Working Group and appropriate college staff (i.e. Admissions):**
 - **Purpose:** the working group exists under the assumption that communication to the campus and wider community concerning curricular programs, course offerings, and sustainability-based projects will not be an afterthought, but be a central part of a curriculum in sustainability. Specific objectives would be:
 - to create publicity material, both print and web-based, outlining the sustainability programs and courses offered at Evergreen. This should encompass the daytime program, the Evening/Weekend Studies program, the Tacoma, Grays Harbor, and

Reservation-Based programs, and should include a list of faculty committed to teaching about sustainability.

- Create or augment an orientation program for students, staff and faculty in order to more clearly develop awareness of campus sustainability features and practices.
 - **Timeline:** summer 2006
 - **Person(s) Responsible:** The Sustainability Task Force, in collaboration with appropriate college staff, such as Admissions, will work to develop appropriate materials.

Milestone(s) and Measurables:

- *Implementation of Sustainability Orientations:* incoming freshman student orientation, and orientation for Evening/Weekend students, includes a strong sustainability focus. Offer orientations to campus sustainability in the form of tours for current faculty and staff.
 - **Timeline:** Fall 2006
 - **Person(s) Responsible:** Sustainability Awareness Working Group of Sustainability Task Force will collaborate with Academic Advising and other entities responsible for orientation.
- *Distribution of Sustainability Brochure highlighting Curricular Offerings*
 - **Timeline:**
 - Fall 2007– complete an initial brochure and web-presence that highlights existing courses and programs in sustainability ultimately offering students a curricular pathway that leads interested students to graduate with a strong background in sustainability and systems thinking.
 - Fall 2008 – Produce a brochure highlighting new curricular pathway in sustainable studies as a tool that attracts potential students and guides them through a sound education in sustainability and systems thinking.
 - **Person(s) Responsible:** Sustainability Awareness Working Group of Sustainability Task Force

2) Student Participation and Education in Sustainability

Reasoning and Justification:

During our Task Force engagements, students emphasized a strong desire to practice theories of sustainability. Many Evergreen students also want to actively participate in making Evergreen and the surrounding community a more socially just, environmentally responsible, and healthier place to live. Evergreen’s existing sustainable practices are an extreme source of pride for the student body. At the same time, students overwhelmingly expressed a deep sense of urgency that more needs to be done.

The Sustainability Task Force believes that by creating further opportunities for practical, Evergreen would move closer towards a comprehensive model of sustainability. This model would cultivate practical learning, foster community relationships, and elevate campus spirit. Most importantly, these practical experiences would better qualify students for meaningful employment by developing first hand experience in working through today's complex and integrated challenges that are evident in Evergreen operations and in our surrounding community.

STRATEGY #1 – Increase Practical Educational Opportunities in Sustainability

Recommended Organizational Structure(s):

- **Create 6-12 permanent student positions (graduate & undergraduate)**
 - **Purpose:** to better the educational experience of graduate and undergraduate students through practical learning and work that focuses on the wider goals of the college. This would be aided through work study finances (which are rarely awarded) and/or credit opportunities that are in line with Evergreen's educational goals. Initially, the idea would be to create between 6-12 job opportunities in areas such as institutional research, purchasing, facilities, budgeting, etc... that would have sustainability objectives. These positions would be announced to graduate program directors and appropriate faculty members who would advertise to and identify interested applicants. These prestigious awards and paid positions would be offered to those most qualified. Benefits of this program would include:
 - Meeting student desires for a practical educational experience in sustainability;
 - Aid students financially while doing important work of the college;
 - Aid students academically by doing work that is associated with their scholarly interests (some of this work would likely turn into thesis projects);
 - Using student talents to aid Evergreen in meeting its sustainability objectives;
 - Strengthen community relationships by providing opportunities where staff and students are working closely together towards common sustainability goals.
 - **Timeline:** Identify and get authorization for specific positions, write up description of work, and communicate these positions with program directors and interested faculty members by the end of Fall Quarter 2006.
 - **Person(s) Responsible:** Human Resource Services will work with the Vice Presidents and The Sustainability Task Force to create a list of job descriptions. They would then communicate with the Graduate Program Assistant Directors and undergraduate faculty to identify which jobs can be directly linked to an Evergreen academic expectation.
- **Create a Sustainability "Liaison" position (an MES or MPA Graduate Service Appointment/Internship):**
 - **Purpose:** to support the sustainability coordinator and facilitate the development of practical student plans that connects the curriculum with individual undergraduate interests. This

would enable students to gain real world sustainability-based experience through their contributions in the greater work of the college or surrounding community. The liaison's primary responsibility would be to assemble potential student projects and facilitate the necessary interactions between interested students, staff, and faculty. The student plan must consist of work that has academic importance and helps the college meet its sustainability objectives.

- **Timeline:** Fall Quarter 2007 – the first graduate student accepts and fills this position.
 - **Person(s) Responsible:** Graduate Program Directors and the Sustainability Task Force create a job description and plan for this permanent position.
- **The Sustainability “Liaison” and Task Force Coordinator will identify potential sustainability-based projects. This project “list” will be communicated with Graduate Program Assistant Directors, appropriate faculty and staff, and Human Resource Services who will then advertise and appoint internships and learning contracts:**
 - **Purpose:** to increase the opportunities for graduate and undergraduate students to receive a practical education in sustainability while working to meet the broader goals of Evergreen in particular and society in general.
 - **Timeline:** Fall Quarter 2007: first sustainability-based internships and learning contracts are appointed
 - **Person(s) Responsible:** Sustainability Liaison; the Sustainability Coordinator; appropriate faculty and staff; Human Resource Services.
- **Expand Center of Community Based Learning and Action to facilitate accomplishment of their current mission and later for on-campus objectives:**
 - **Purpose:** Expand the Center for Community Based Learning and Action in order to better serve their existing mission. Once the Center is considered successful by its founders, broaden the Center mission to increase the number of students, faculty and staff who are actively involved in on-campus sustainability-initiatives and in the broader work of the college. Increase center staff to facilitate this and avoid increasing mission until staff are allocated.
 - **Timeline:** Fall Quarter 2007
 - **Person(s) Responsible:** Vice Presidents; the Sustainability Task Force; Center for Community Based Learning and Action.

STRATEGY #2 – Increase Student Involvement and Participation in Sustainability-based Planning

Recommended Organizational Structure(s):

- **Students are represented on all Evergreen Disappearing Task Forces’:**

- **Purpose:** to more actively involve students in governance issues. This would foster student participation in sustainability-based planning while deepening their educational experience. Furthermore, lines of communication would be tightened by working closer on practical solutions with faculty, staff, and administration. Students serving on Disappearing Task Forces' would be required to report the findings of the DTF to the Evergreen community. Disappearing Task Forces' should be given to the Student Union from the Vice President for Student Affairs every time a new DTF is created.
- **Timeline:**
 - Fall Quarter 2006, the Student Union is given a list of all current and active Disappearing Task Forces' for student involvement
 - Winter Quarter 2006, student representation on Disappearing Task Forces' is initiated, coordinated and monitored by the new Student Union leadership in partnership with the Vice President for Student Affairs.
- **Person(s) Responsible:** Vice President for Student Affairs; Student Union.

Milestone(s) and Measurables:

- *Examine possibility of students earning academic credit for governance work.*
 - **Timeline:** by Fall Quarter 2006 results are reported
 - **Person(s) Responsible:** Sustainability Task Force

3) Resource Strategies

Reasoning/Justification

Resource use, from purchased goods to fuel and energy, is essential to and at the heart of sustainability. Sustainability requires that the harvest and extraction of raw materials is at a rate that assures the ability of our planet to regenerate them. Only then can we provide adequately for future generations. The expression “intergenerational justice” embodies this concept.

Sustainable thinking must inform future decisions. Energy use and conservation, for example, are subject to analytical tools that are invaluable in decision-making. College purchasing decisions should involve collaborative methods (among students, staff, and faculty), based on community values, science, existing certifications, and independent analyses. Good business practices that enhance the mission of the college should be viewed through the lens of sustainability.

Furthermore, resource use at Evergreen, should consider competing interests, many of which are not mutually exclusive, but include: cost-effectiveness, budget implications, performance of the product, life span, waste production/disposal, and social justice, including support of local communities. This effort must yield policies that inform purchasing and use practices. Although some purchasing costs will increase, some

should decrease. Paper purchasing and use is a case-in-point. It is possible the cost of some paper, such as 100 percent post-consumer recycle, will rise per unit purchased, but the use of it will decrease through more efficient practices, such as print and copy management. This, in turn, reduces the volume going to the landfills, which reduces costs for the college. This leads to cost-effective and sustainable practices that become standard policy, resulting in a win-win scenario. Cost savings can be redeployed to meet other campus needs and sustainable purchases. Eventually, Evergreen could become a regional and national model of best sustainable purchasing and practices.

Ultimately, the Evergreen community is striving to become a zero-waste college by 2020. Achieving this ambitious and highly challenging goal is fraught with uncertainty. Yet, it is a fundamental pillar of Evergreen's sustainability ethic to be a functioning institution without burdening society and future generations with a harmful, linear, cradle-to-grave waste stream. Therefore, we must consciously consider all of Evergreen's resource and material inputs in relation to its outputs and ask, "How can we eliminate waste destined for landfills?" Achieving some of the objectives within this section will continue moving Evergreen towards that all-important objective.

Recommended Organizational Structure(s):

- **Best Sustainable Practices/Purchases Working Group:**

- **Purpose:** to complete a systematic review of Evergreen's resource use, use of raw materials, and purchasing habits and policies. The goal would be to implement policies and practices that streamline operations by eliminating purchasing habits that are ineffective, inefficient, unsustainable, and excessive. Members of the Sustainability Task Force are especially concerned with excessive and/or inefficient use of copiers, printers, computers, paper, energy, and water. Additionally, this review should focus on academic purchasing habits and policies and explore more cost-effective and sustainable alternatives for supplying Evergreen with bookstore items.
- **Timeline:**
 - Fall Quarter 2006: Vice Presidents establish work plan, assign tasks and begin obtaining baseline indicator data (i.e. quantities and expenditures of resource use, raw materials, and material resourcing).
 - Fall Quarter 2007: baseline indicator data is procured
 - Fall Quarter 2007: purchasing and expenditure standards are reexamined and reestablished (i.e. Evergreen will reduce paper consumption by 15 percent by 2010 saving X amount of dollars).
 - Spring Quarter 2008: purchasing policies and best practices are fully implemented enhancing Evergreen's operations and moving the college towards a more cost-effective and sustainable future.
- **Person(s) Responsible:** Evergreen Vice Presidents.

- **Expansion of Clean Energy Committee objectives:**
 - **Purpose:** to investigate and identify opportunities for energy use efficiency and conservation. Continue to identify and implement opportunities for clean energy production on Evergreen campus(es). Use our advances in energy conservation, efficiency, and production as demonstrations for educational opportunities for both the Evergreen community and outside interests. Use savings to invest additional opportunities to advance educational and infrastructure that further promote conservation and efficiency.
 - **Timeline:** Fall Quarter 2006
 - **Person(s) Responsible:** Vice President for finance and administration.

- **Expansion of existing Paper Purchasing Policy:**
 - **Purpose:** to investigate and identify opportunities for paper use efficiency, reduction, and sustainable purchasing. Use our advances in sustainable and cost-effective paper purchasing as a model for educational opportunities for both the Evergreen community and outside interests. Use savings to invest in additional opportunities to advance education and infrastructure that further promote a sustainable and cost-effective paper purchasing policy.
 - **Timeline:** Fall Quarter 2006.
 - **Person(s) Responsible:** Vice President for finance and administration.

- **Computer Inventory and Use Assessment:**
 - **Purpose:** to investigate purchasing policies, acquisition, expenditures, necessity, and alternative options for computer, printer, & copier resources. The objective would be to identify cost savings opportunities by potentially reducing the amount of computer (and associated electronics) purchases, examining alternative options for more cost-effective and sustainable electronics purchasing, and, ultimately, reducing the amount of outdated and unnecessary electronic equipment.
 - **Timeline:** Fall Quarter 2006.
 - **Person(s) Responsible:** Vice Presidents; Director of Computing and Communications; Academic Dean for Budgeting

- **Permanent Sustainability Liaison:**
 - **Purpose:** identify appropriate sustainability resource indicators, determine where informational gaps in metering and baseline data are lacking, and foster the collaborative work between appropriate faculty/staff/students to begin obtaining baseline resource data. Serve as liaison to other universities and colleges, organizations, and municipalities engaged in sustainability work and studies.

- **Timeline:** Fall Quarter 2007; the Sustainability Task Force fills this role until then.
- **Person(s) Responsible:** the Sustainability Task Force investigates ways and presents options for obtaining recurrent compensation for this position.

Milestone(s) and Measurables:

- *The Evergreen State College reduces energy consumption by 30 percent, on a per FTE (full-time equivalent) basis, by 2015.*
 - **Timeline:**
 - Present – Fall 2007: complete energy inventory;
 - Fall 2007: Establish reduction standards and offer work plan and action steps to move campus towards energy use reduction;
 - 2007 – 2010: continue to reassess and capitalize on energy reduction initiatives.
 - **Person(s) Responsible:** Vice Presidents; Director of Facilities; Sustainability Task Force

- *Evergreen establishes procedures and policies for analyzing the ecological effect of purchasing goods and services and has implemented the indicated purchasing practices.*
 - **Timeline:**
 - Fall 2008: identified purchasing practices are implemented
 - **Person(s) Responsible:** Vice Presidents; (Names of particular staff and positions responsible for purchasing), Sustainability Task Force

- *Evergreen reduces paper consumption to 50 percent of current use (2005-06) by January 2010.*
 - **Timeline:**
 - Present – Fall 2006: complete paper-use inventory;
 - Fall 2006: Identify areas and begin implementing measures and action steps to move campus towards paper-use reduction;
 - Fall 2010: paper consumption objectives are realized.
 - **Person(s) Responsible:** Vice Presidents; Names of particular staff responsible, Sustainability Task Force

- *Evergreen reduces the number of individual desktop printers by 50 percent and photo copiers by 10 percent by June 30, 2010.*
 - **Timeline:**
 - Present – Fall 2006: complete desktop printer and use inventory;
 - Fall 2006: Identify areas and begin implementing measures and action steps to move campus towards desktop printer reduction;
 - Fall 2010: desktop printer objective is realized.
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force, Names of particular staff responsible

- *Evergreen reduces the number of computers per capita by 15 percent by June 30, 2010.*
 - **Timeline:**
 - Present – Fall 2006: complete computer and computer use inventory;
 - Fall 2006: Identify areas and begin implementing measures and action steps to move campus towards computer reduction;
 - Fall 2010: computer inventory objective is realized.
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force, appropriate staff who are in position to influence these decisions.

4) Communications

Reasoning/Justification:

Evergreen's sustainability commitments and practices should become widely visible to both the campus community and the wider community via a multi-faceted communications strategy. For the past three decades, coordinated studies have been models of interdisciplinary study related to environmental sustainability; many have also embraced sustainable development and social justice. Evergreen has long demonstrated strong commitment to sustainable campus practices such as low-to-no use of toxic pesticides and solid waste recycling. Student groups have also developed model projects ranging from their leadership with the early creation of the organic farm in the 1970s, to the current student-led Green Energy Tags and regional Synergy sustainable living conference. These and other notable practices need to be highlighted throughout the Evergreen community and to the residents of South Sound. Stronger internal communications among faculty, staff, and students will also help us to build stronger academic programs and better sustainability-related projects.

Recommended Organizational Structure(s):

- **Communications Working Group of Sustainability Task Force:**
 - **Purpose:** to oversee planning and delivery of educational materials, programs, online information, and physical structures that educate the Evergreen community and residents of South Sound about the sustainable objectives, accomplishments, and practices at Evergreen; and also serve to inform prospective students, staff, and faculty about our work and practices.

STRATEGY #1 – Internal Physical Communications Features

Milestone(s) and Measurables:

- *Interactive campus kiosks report and interpret sustainable features and practices of the campus and announce sustainability related events.*
 - **Timeline:**

- June 2007 – 1st interactive kiosk(s) appear in Seminar II highlighting the many architectural and other sustainability features of the building and its environment. If at all possible, these kiosks should have an interactive component.
- June 2008 – kiosk(s) in Seminar II display energy and water-use data
- **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force, in addition to, and in collaboration with, Facilities. This Working Group should solicit participation from faculty who teach art or woodcraft that may be able to make this part of their classroom focus.
- *The Evergreen campus becomes a “teacher” of sustainability through additional signage and self-guided campus tours that explain the sustainable features of campus landscaping, the built environment, the organic farm, and the natural area.*
 - **Timeline:**
 - Fall 2007 – self-guided tour for Seminar II designed by facilities in conjunction with academic program(s) becomes available.
 - **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force and Facilities. This group should solicit participation from faculty teaching art and woodwork programs that may be able to help with design and production.

STRATEGY #2 – Educational Public Relations Features

Milestone(s) and Measurables:

- *A robust website describes Evergreen’s visions, commitments, practices, and curriculum related to sustainability, as well as the opportunity to share data sets and research. This website also houses brief histories of sustainability work at Evergreen and a “virtual rolodex” that fosters a meaningful network for community members.*
 - **Timeline:**
 - June 2006 – prototype web site available through Communications Working Group.
 - June 2007 – a permanent robust website is realized and plans to maintain/update it is completed.
 - **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force in an advisory capacity to the staff person(s) reporting to the Vice Presidents, and in collaboration with Computing Staff responsible for the college web page.
- *Evergreen’s print materials (viewbook, catalogue, brochures, alumni communications, and press releases) feature Evergreen’s distinctive approaches to sustainability.*
 - **Timeline:**

- October 2006 – Environmental Studies brochure complete and available for student recruitment.
- June 2007 – First annual update highlights student and campus projects related to sustainability.
- **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force and Facilities in collaboration with faculty from the Environmental Studies Planning Unit, Tacoma, the Reservation-based program, and Evening and Weekend Studies.
- *Widely shared and interpreted data of metered energy and water usage and other measurements deepen our research and implementation strategies as a learning community.*
 - **Timeline:**
 - June 2007 – Energy and water use data-to-information on website for Seminar II.
 - June 2007 – plan for public data-to-information of other buildings and facilities is completed.
 - June 2008 – Energy and water use data becomes available by kiosk in Seminar II.
 - **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force and Facilities, in collaboration with Facilities and faculty teaching (or planning to teach) in programs that may incorporate this work.

STRATEGY #3 – Institutional Memory

Milestone(s) and Measurables:

- *Orientations for new faculty, staff, and students introduce Evergreen’s sustainability features and work and invite participation.*
 - **Timeline:**
 - January 2007 – First “Sustainability tours” are given by volunteer guides from developed templates.
 - **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force and Facilities, in collaboration with Admissions, Academic Advising, and others responsibility for orientation tours.
- *The college archive captures historical information about Evergreen’s work in this arena as one means of compiling the stories of the college’s sustainability work and practices, as well as minutes of the sustainability task force.*
 - **Timeline:**
 - June 2006 – initial meeting with Evergreen Archives (or appropriate staff) to establish permanent archive.

- October 2006 – Work of the Sustainability Task Force is submitted to archives.
- **Person(s) Responsible:** the Communications Working Group of Sustainability Task Force and Facilities, in collaboration with and in support of the college Archivist.

5) Evergreen Land Stewardship

Reasoning/Justification:

Evergreen will take full advantage of using lands under its stewardship for practical educational purposes related to sustainability, and to strengthen the sustainability of the larger community that it serves. Our land is a part of a larger ecosystem that we must recognize and strive to protect, and a privilege that provides a living laboratory for learning and monitoring in conjunction with sustainability. We will make visible efforts, both academically and administratively, that effectively and measurably honor these values.

STRATEGY #1 – Strengthening Biodiversity and Ecosystem Health

Recommended Organizational Structure(s):

- **Expansion of Campus Land Use Committee Objectives:**
 - **Purpose:** to oversee a complete inventory and create an official catalogue of Evergreen's natural resource base and species diversity. With increasing biodiversity as the frame, the goal would be to re-evaluate the use of Evergreen's natural land trust, re-examine potential benefits, and offer recommendations to the College Master Plan. Areas of Focus should include:
 - identification of wildlife corridors, conservation easements, and other steps that will improve the overall health of the ecosystem in which Evergreen resides;
 - identification of lands that may be traded or sold for other lands that are more critical to biodiversity and a vibrant ecosystem;
 - development of a central process by which areas that are used for experimentation are identified and protected;
 - identification of areas that might be most effective for educational recreation for our neighbors, e.g. birdwatching trails, walking and biking paths on all peripheries.

Milestone(s) and Measurables:

- *Develop and implement a land use management plan that maintains or increases Evergreen's biodiversity while increasing the use of our land for educational purposes.*
 - **Timeline:**
 - June 2007 – complete inventory and census of plants and animals on Evergreen property.
 - October 2007 – submit land management recommendations to Campus Master Plan Committee.

- **Person(s) Responsible:** the Campus Land Use Committee; the Sustainability Task Force, and interested faculty that may incorporate parts of this work into academic programs.

STRATEGY #2 – Develop a land ethic educational program that collaborates effectively with our immediate neighbors.

Recommended Organizational Structure(s):

- **The Sustainability Task Force collaborates with interested faculty, staff, and students which makes connections throughout our region:**
 - **Purpose:** We will make use of our many land-based sustainability issues to work collaboratively and effectively with our immediate neighbors, and will use these efforts as a template for our students to learn to work well across significant differences in land use values. Help our neighbors to understand the Evergreen model of a land ethic through offering clear opportunities to understand and appreciate green space.
 - **Timeline:**
 - April 2007: In the reconfiguration of the farm, a collaboration of faculty, staff and students will build a model program for stakeholder involvement that provides educational opportunities for our students and educational events and deep appreciation of Evergreen by our neighbors;
 - April 2008, create an annual event at Evergreen which invites neighbors and neighborhood associates to learn about mutual ecological and other sustainability-related issues. Bond this event to a “farm-to-table” model that also augments our goal of strengthening our own farm and other local farms. Foci of community events might also be renewable energy and/or green building;
 - April 2008, create an annual meeting for neighborhood organizational leaders with the Sustainability Task Force to raise issues of mutual concern;
 - April of 2008, consider establishing a self-guided nature trail and interpretive walk that is available to our neighbors and regional grade school classes to acquaint them with ecological features and also acquaint them with Evergreen. If the decision to move forward is affirmative, set a 2010 deadline for completion, and use academic programs as a home for planning in conjunction with staff.
 - **Person(s) Responsible:** Vice Presidents; the Sustainability Task Force; Environmental Studies Program and other interested faculty; organic farm manager.

STRATEGY #3 – Strengthen the Academic role of the Center for Ecological Learning and Living

Recommended Organizational Structure(s):

- **Center for Ecological Learning and Living Working Group of Sustainability Task Force:**
 - **Purpose:** to develop an overall plan for the organic farm that includes the following:
 - Faculty, staff and student involvement in the planning and design of a locally adapted food procurement systems involving annuals and perennial plants;

- design and construction of a green lab/greenhouse;
- an expanded compost facility;
- effective collaboration with neighbors throughout this process;
- determine the feasibility of a demonstration project for sustainable timber management in those areas which will be cleared for farm reconfiguration;
- strengthened staffing at the farm, budget supporting the farm, and academic support for the farm and compost facility;
- determine feasibility of creating a renewable energy outreach center as part of this endeavor.
- **Timeline:** April 2007 (or Campus Master Plan deadline)
- **Person(s) Responsible:** Vice Presidents; Director of Facilities; Sustainability Task Force, Environmental Studies Planning Unit

STRATEGY #4 – Carbon Neutrality

Recommended Organizational Structure(s):

- **Carbon Neutral Working Group of Sustainability Task Force:**
 - **Purpose:** to oversee a project that determines Evergreen’s current carbon budget and develops an action plan that begins moving Evergreen towards carbon neutrality.
 - **Timeline:**
 - September 2007: complete study of Evergreen carbon sources and sinks and provide an inventory of campus carbon budget;
 - December 2007: establish reduction standards and develop a carbon budget for the college that will ensure the college is Kyoto Protocol-compliant and aims to be a carbon sink. Make this budget visible and understandable to the larger community so that the ecological services of the Evergreen forest base will be recognized, and so that we can provide a useful template for others wishing to build a carbon budget.
 - 2007 – 2020: continue to reassess and capitalize on carbon neutrality initiatives in transportation, energy use, forest resources, etc...
 - **Person(s) Responsible:** Vice Presidents; Director of Facilities; the Sustainability Task Force, Environmental Studies Planning Unit and faculty that are interested in incorporating this work into academic programs.

STRATEGY #5 – Significantly reduce single occupancy vehicle travel.

Recommended Organizational Structure(s):

- **Vice Presidents collaborate with Commute Trip Reduction, Carbon Neutral Working Group of Sustainability Task Force, and Evergreen Parking Services:**
 - **Purpose:** Reducing single occupancy vehicle travel to and from Evergreen campus would improve our carbon budget, encourage ingenuity for other viable travel options, and educate

our culture by serving as a working model for alternative travel options. The first step may be to raise parking fees. Currently, Evergreen has the lowest parking fees in Washington State and the 3rd lowest parking rates of any four year institution in the country. Raising parking fees would allow the parking office to have a better chance of being self-sustaining and serve as a continuing and powerful disincentive for SOV travel. Increased revenue could also allow for more incentive based programs for alternative commuters who carpool or use mixed transport modes to get to campus. This should be a high priority in any transportation management plan or proposal at Evergreen.

- **Timeline:**
 - September 2007: parking fees are increased to a rate which is more reflective of current parking rates and of the true environmental and social costs of gasoline powered vehicle travel.
- **Person(s) Responsible:** Vice Presidents collaborate with Commute Trip Reduction, Carbon Neutral Working Group of Sustainability Task Force, and Evergreen Parking Services.

6) College Communities Collaboration

Reasoning/Justification:

The college will make more integral the needs and work of the Tacoma Campus, Reservation-based programs, Evening/Weekend Studies, and Grays Harbor program.

Recommended Organizational Structure(s):

- **College Communities Collaboration Working Group of the Sustainability Task Force:**
 - **Purpose:** to oversee and implement an effective outreach plan that strengthens Evergreen's relationships with sister campuses and associated programs.

Milestone(s) and Measurables:

- *Evergreen's Olympia Campus will collaborate more effectively with Tacoma Campus, Reservation-based programs, Evening/Weekend Studies, and Grays Harbor program.*
 - **Timeline:**
 - October 2006: Ensure that members of each of the above communities are represented on the Sustainability Task Force;
 - April 2007: Highlight the sustainability and community-related achievements of these parts of our campus on the Sustainability website.
 - June 2007: Create an annual event on the Olympia Campus that highlights the work of Tacoma, Reservation-based, Evening/Weekend, and Grays Harbor in relationship to sustainability and community vibrancy. Build participation in this event into academic programs and staff work time.

- **Person(s) Responsible:** the College Communities Collaboration Working Group of the Sustainability Task Force.

- *We will use our sustainability challenges to build a strong community among ourselves, providing and supporting opportunities for faculty, staff and students to collaborate.*
 - **Timeline:**
 - August/September 2006: continue to offer summer sustainability institutes for faculty, staff and students that allow for time to build practicum and sharpen Focus on sustainability initiatives;
 - 2006-7: build support for biannual sustainability institutes for staff, and ensure release time for staff to participate, with two such institutes in 2006-07;
 - Summer 2006: build in opportunities for academic programs and staff to participate in the student-led annual Synergy Conference, beginning with explanation and presentations in faculty planning institutes during summer of 2006.
 - **Person(s) Responsible:** the College Communities Collaboration Working Group of the Sustainability Task Force.

7) Campus Neighbors and Greater Community Region

Reasoning/Justification

Evergreen views itself as part of the greater communities it resides in—ecologically, culturally, socially, and economically. Our mission includes using our academic programs and educational facilities to support and strengthen these local communities in each of the above areas.

STRATEGY #1 – Explore the feasibility of several unique and distinguished project ideas that will serve the multiple purposes of exciting the Evergreen community, increasing regional and national recognition, and enhance invaluable educational opportunities. These include:

- Constructing an Evergreen *forest canopy walk*;
- Augment and further provide infrastructure and financial support to fully realize the potential and benefits of our *Center for Ecological Learning and Living*;
- Evergreen assumes responsibilities formerly fulfilled by the *Energy Outreach Center*;
- Develop an Evergreen *regional conference center* that highlights our work in ecological agriculture and gardening, and alternative building and housing and offers mentoring opportunities for local communities, non-profit organizations, individuals, and businesses.

- Remain open to other ideas and suggestions proposed by community members that enhance community relations and educational opportunities.
- **Person(s) Responsible:** Vice Presidents; Sustainability Task Force; advocates of various projects.

STRATEGY #2 - Increase efforts to buy and source locally in order to strengthen the local economy and reduce the ecological consequences of purchasing from further distances. Of particular importance, Evergreen should plan appropriate infrastructure to support local purchasing especially when planning major construction projects such as the Campus Activities Building redesign.

Milestone(s) and Measurables:

- *Evergreen academic programs such as Ecological Agriculture and Ecological Design work with local farms to develop plans and infrastructure needed to be able to make reliable, sizable sales to large purchasers such Evergreen.*
 - **Timeline:**
 - Fall 2006: list of local growers is compiled; initiate contact with potential and existing growers;
 - Winter 2006: work out logistics, e.g. delivery dates, products, payments, etc., of business partnership with local growers;
 - Spring 2007: Report is complete detailing action plan to increase business partnerships with local growers;
 - Summer 2010: local/local organic/organic food purchases increase to 40 percent.
 - **Person(s) Responsible:** Vice Presidents; Director of Food Services; Sustainability Task Force
- *Campus Activities Building redesign team continues to seriously consider options that would allow for increased local food purchases.*
 - **Timeline:**
 - Present: continue collaboration with appropriate faculty, staff, administration, food service employees, students, and architects on CAB redesign with serious consideration of increasing local food purchases;
 - **Person(s) Responsible:** Vice Presidents; Director of Food Services; Sustainability Task Force
- *Increase local purchases of goods and services by 10 percent (2005-2006)*
 - **Timeline:**
 - June 2009
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force

STRATEGY #3 - Work more closely to support local Tribes recognizing that for the sovereign nations of indigenous peoples, sustainability is about survival and cultural survival, especially with the growth projections in the region.

Milestone(s) and Measurables:

- *Native Americans have a seat at the table both in regional growth issues and international issues such as global warming.*
 - **Timeline:**
 - Fall 2007: Reservation-based Program Faculty and Northwest Indian Applied Research Institute develop a plan wherein Evergreen can advocate for Native Americans to become actively involved in regional growth issue and international issues such as global warming.
 - April 2008, the faculty and institute will identify strategies to advocate for inclusion of this plan in regional, national and international settings.
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force

STRATEGY #4 - Become a leader for local communities to look on such things as ecological agriculture and gardening, and alternative building and housing.

Milestone(s) and Measurables:

- *Evergreen assumes responsibilities formerly fulfilled by the Energy Outreach Center.*
 - **Timeline:**
 - April 2007
 - **Person(s) Responsible:** Vice Presidents; Sustainability Staff, deans, appropriate faculty, Facilities

- *Evergreen has a regional conference center that highlights its work in ecological agriculture and gardening, and alternative building and housing and offers mentoring opportunities for local communities, non-profit organizations, individual, and businesses.*
 - **Timeline:**
 - April 2008
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force

STRATEGY #5 - Promote a regional land ethic. Collaborate and learn in reciprocity with neighbors adjacent to the Evergreen borders to build ecological strength such as habitat, while recognizing recreational and other human needs.

Milestone(s) and Measurables:

- *Academic programs measure the ecological health of the campus and surrounding watersheds in an ongoing way that informs all local communities as they continue to plan for growth and offers mentoring opportunities for local communities.*
 - **Timeline:**
 - June 2007: Academic programs as part of the sustainability curriculum complete first measurements of identified ecological indicators.
 - September 2007: data is uploaded to robust Evergreen Sustainability website, distributed to appropriate members of the local community, and distributed to appropriate media outlets (i.e. Olympian, KAOS, etc...).
 - **Person(s) Responsible:** Vice Presidents; Sustainability staff; Curricular Pathway in Sustainability

STRATEGY #6 - Through administrative and academic efforts, consult regularly with local and regional entities, both governmental and non-governmental, with portfolio for growth and other sustainability-related issues.

Milestone(s) and Measurables:

- *Academic Evergreen hosts a conference for community planners to consider mutual growth concerns such as water abundance and shortage, energy needs, watershed health, and air quality.*
 - **Timeline:**
 - April 2007
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force
- *Evergreen begins hosting annual events with local neighborhood associations and others that features the college's focused work on sustainability issues affecting all of us. The event includes opportunities for presentations by local neighborhood associations and non-profit organizations.*
 - **Timeline:**
 - April 2007
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force

- *Evergreen becomes a leader in community planning, establishes community liaisons and establishes a plan for continued administrative and academic association with regional planners and others identified with growth issue in the Puget Sound region.*
 - **Timeline:**
 - April 2007
 - **Person(s) Responsible:** Vice Presidents; Sustainability Task Force

8) Campus Spirit -- Internal Wellness/Health

Health is an indicator of our community's sustainability—if we are not healthy, we are not sustainable. It is an integrating factor that takes into account all parameters. We need to establish “feedback loops” so that we as a community can recognize when we are not healthy.

Reasoning/Justification (e.g. current state giving rise to this area of concern)

Faculty, staff, and students who are active community members expressed a strong and pervasive view throughout our engagements that the way we manage our collective and individual time has led to community exhaustion. Collectively, we feel overextended, overworked, underpaid, and under-appreciated. Simply stated, we “want to be everything to everyone” which leads to stress, reduced quality of work, and disappointment when objectives are not being met according to expectations. We must have a vibrant and valued workforce to be able to succeed at other sustainability initiatives. Our dispiritedness is affecting our physical, psychological, and spiritual well being.

Perhaps the most troubling issue that faculty and staff raised is a growing recognition of “class distinctions” that are perpetuating structures and beliefs which are further breaking down Evergreen’s notion of community. This has set an unhealthy tone in our campus that is resulting in some members of our community feeling less important, less valued and generally like second-class citizens. This concern exists not only between faculty and staff, but within the faculty--day and evening/weekend as well as staff groups, such as, management and staff. We must find ways to address these areas of concern quickly.

Campus Spirit – Internal Wellness/Health – Indicators of a healthier institution:

- The Evergreen State College is a desirable place to work where students, faculty, and staff create and maintain active and collaborative learning, and enriching educational experience, and a supportive campus environment for student-faculty-staff relationships. Multiple venues for improving the campus climate are in place and functioning well.
- Every student, faculty and staff is engaged and supported in their ability to contribute to the public good through multiple partnerships within the college and with local, regional, national or international communities, organizations or institutions.

- We have created a process to collectively sharpen our focus that provides the campus with a clear sense of what's important and have adequately resourced our collective actions.
- The Evergreen State College is known for its fair and equitable practices in providing competitive compensation levels and programs for all of its employees that takes into consideration contributions in contracts with students, governance, community outreach and "other duties" as assigned.
- Evergreen's biennial campus climate survey indicates that all members of the community feel that their work is directly contributing to a better Evergreen community and their individual contributions are both encouraged and well supported by all members to the college community. The survey indicates that issues "class-distinctions" are non-existent in terms of our working and learning relationships. All members of the community feel welcome, valued and have an equal voice in the campus dialogue in areas of governance and decision-making.

STRATEGIC PLANNING FOR A HEALTHIER COMMUNITY

STRATEGY #1 – Reduce community workload and employee overextension by clarifying and prioritizing important objectives of the college and by appropriately valuing the work that is done. Several areas are in urgent need of attention:

- Eliminate policies and practices that unnecessarily increase work loads and exacerbate overextension;
- Build and clarify a more reasonable campus agenda specifying priorities and building work around those priorities;
- Emphasize (and in some cases require) training in project, time, and stress management for community members especially for managers, supervisors, and chairs of various work groups;
- Explore mechanisms for increasing recognition and value of important community work, governance work for faculty and staff, and for individuals who oversee individual contracts and internships;
- Clarify both the boundaries and expectations when charging the work of Disappearing Task Forces and other workgroups.
- Establish structures to capture "best practices" regarding efficient and effective methods of accomplishing committee work. Stop re-inventing the wheel and learn from successes of others.

Recommended Organizational Structure(s):

- **Establish incentive programs around community work, contract/internship sponsorship, and governance work.**

- **Purpose:** to increase participation in community and the broader work of the college through vehicles such as special assignment, payment for service, or through creating conditions that would allow students to earn credits.
 - **Timeline:** September 2007
 - **Person(s) Responsible:** Vice Presidents; human resources department; appropriate academic governance structures.

- **Initiate a “Rewards & Recognition Program” to acknowledge the distinctive efforts of community members for their governance work and accomplishments.**
 - **Purpose:** investigate opportunities and programs that would recognize and reward faculty, and staff for their governance efforts and active students who contribute to a better community.
 - **Timeline:**
 - Spring 2007: awards are identified and program details are established.
 - Fall 2007: appropriate suggestions/programs are implemented
 - **Person(s) Responsible:** Provost and appropriate faculty governance structure.

- **Introduce new theme during faculty institutes of reducing overextension:**
 - **Purpose:** Focus an element of the upcoming faculty institutes on reducing overwork, e.g. faculty might have to sacrifice some individual autonomy and move towards a vision of collective good, repeat courses, see section on curriculum.
 - **Timeline:** Summer 2006 (then continued and refined on an annual basis)
 - **Person(s) Responsible:** Provost and organizers of faculty institutes.

- **Institute and expand objectives of organizational development program:**
 - **Purpose:** institutionalize an expectation for increased participation in organizational development programs focusing on time, stress and project management training provided through our Human Resource Services Office.
 - **Timeline:**
 - Fall 2006: participations are identified
 - Spring 2007: training is completed
 - **Person(s) Responsible:** Vice Presidents and Human Resource Services Office.

- **Develop a college priority work plan.**
 - **Purpose:** to more clearly communicate with the Evergreen community what the most important college objectives are. This will assist community members in prioritizing daily activities and for decision-making as new opportunities for self-improvement and/or community involvement emerge. To help accomplish this the President and Vice Presidents establish a community wide

agenda setting committee to better manage the campus workload and to identify what the most important college objectives are in the context of both the “maintenance level” activities as well as new important objectives that must be addressed in the coming year.

- **Timeline:**
 - Fall 2006: First engagement and priorities list is developed and distributed to the campus community.
 - Each Quarter the above team revisits progress and adjusts plan.
 - Summer 2007 (and thereafter): articulate to the campus the top priorities for of the college in the year ahead in the form of the college annual goal statement.
- **Person(s) Responsible:** President and Vice Presidents

STRATEGY #2 – Improve community relationships by eliminating tensions around class/power distinctions. Adopt a language of genuine appreciation and a campus culture that recognizes the unhealthy aspects of conflict avoidance.

Recommended Organizational Structure(s):

- **Introduce major new theme into objectives of summer institutes:**
 - **Purpose:** to focus a major element of the upcoming summer institutes on topics of power, class and community to improve our campus spirit in areas of trust, equity, and appreciation.
 - **Timeline:** Summer 2006 (then continued and refined on an annual basis)
 - **Person(s) Responsible:** Vice Presidents and organizers of summer institutes.
- **Examine and address issues of pay equity differentials between faculty groups, professional exempt, and civil service employees.**
 - **Purpose:** to begin the process of creating a competitive salary compensation structure.
 - **Timeline:** Fall 2006
 - **Person(s) Responsible:** the President and Vice Presidents.
- **Expand and promote our Conflict Resolution Center so that students, staff and faculty can come together to work out conflicts proactively.**
 - **Purpose:** to increase awareness, invite participation, and ultimately to improve relations and overall health of community members.
 - **Timeline:**
 - Fall 2006: Plan is developed by the end of Fall Quarter
 - Spring 2007: Center begins implementing, expanding, and practicing their college conflict resolution plan.
 - **Person(s) Responsible:** Conflict Resolution Center

STRATEGY #3 – Begin collection of community health/wellness information.

Recommended Organizational Structure(s):

- **Expanded collaboration between the Human Resource Services Office and Academic Deans.**
 - **Purpose:** to develop and initiate a college spirit and community well-being improvement plan with two specific charges:
 1. Institute a biennial campus climate survey and dialogue to improve the overall spirit and well being of Evergreen as a community.
 - **Timeline:**
 - Fall 2006: begin identifying indicators and developing a campus survey which evaluates state of campus spirit and well-being.
 - Spring 2007: survey is made available
 - Fall 2007: survey results are collected and evaluated
 - 2008: practices are developed and programs initiated that will help improve overall community health.
 2. Survey faculty and staff that have left/are leaving for feedback on ways to increase retention.
 - **Timeline:**
 - Fall 2006: develop a voluntary campus questionnaire to determine the reasons for faculty and staff departure.
 - Spring 2007: survey is made available
 - Fall 2007: survey results are collected and evaluated
 - 2008: survey results are evaluated and practices are developed to improve job satisfaction rates.
 - **Person(s) Responsible:** Human Resource Services Office and Academic Deans.

Milestone(s) & Measurables

- **Spring 2006:**
 - Interview Sylvie McGee before leaving with respect to her vision of expansion of the Center for Community Based Learning and Action to increase the number of Students, Faculty and Staff. Expand the staffing levels of the Center for Community Based Learning and Action as quickly as possible. Consider fundraising or grant writing strategies if funds are not readily obtainable from our state funded operating budget.
- **Summer 2006:**

- The upcoming summer institutes focus on topics of power, class and community to improve our campus spirit in areas of trust, equity, and appreciation. Conflict resolution takes a higher profile as a positive way of decreasing conflict
- Upcoming faculty institutes focus on evolving curriculum structures that might reduce overwork.
- Survey current staff and faculty with respect to well-being; survey faculty and staff that have left. Implement the first campus climate survey by January 2007 and make informed steps to improve the campus working and learning environment. Each survey will be followed with appropriate actions to address areas of concern that emerge from the survey results.
- Charge the Faculty Agenda Committee to make recommendations on ways of valuing governance time for faculty.
- Institutionalize through the President and Vice Presidents new practices that examine and address issues of pay equity differentials between faculty groups, professional exempt and civil service employees as a first step in creating a competitive salary compensation structure. Include in our 2007-09 legislative budget request that Faculty and staff compensation levels be increased to appropriate benchmarks.
- Charge existing task force to examine feasibility of student work program at Warren Wilson College for Evergreen.
- **Fall 2006:**
 - Determine recommendations on how to best provide incentives to increase participation in community and the broader work of the college.
 - Establish methods to more effectively measure the level of quality of faculty and staff candidates seeking employment at TESC. Increase the qualified applicant flow in the employment pools to be 10 percent greater than comparable institutions by January 2009.
- **Summer 2007:**
 - Institutionalize through the college planning and budgeting processes ways in which existing capacity deficiencies are addressed when considering the potential for adding new programs, enrollment growth or expansion of service expectations.
- **Fall 2007:**
 - The President and Vice Presidents establish guidelines that vastly improve the deans and directors ability to clearly prioritize the long list of tasks that emerge daily in the life of the college.
 - Adjust faculty and staff workloads to enable their increased participation and satisfaction in campus activities, governance, community service, and professional development.
 - Re-define work to include participation in campus activities, governance, community service and professional development.

- Increase the resource level to ensure that one hundred percent of funds earmarked for sabbaticals and professional development are awarded each year.
- **June 2008:**
 - Establish practices to increase student, staff and faculty retention to levels that surpass comparable institutions by 10 percent.
- **2010:**
 - The President and Vice Presidents will ensure that the normal Accreditation cycle, strategic plans, operational budgets, annual goals and assessment programs will have become institutionally aligned and TESC's condition and progress is well understood by the campus community.