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Central Washington University’s facilities master plan should honor the traditions and values of the past while adapting to current strategic and long-range planning. The goal of this update to the CWU Facilities Master Plan is to do just that: continue the tradition of preserving the university’s unique physical features, while enhancing and developing facilities to accommodate student growth in Ellensburg, at campuses throughout the state, and online.

The Campus Development Committee has overseen a comprehensive process of collaboration and consultation. The process included all university divisions and constituents, as well as city and local business planners. The committee extends their appreciation for the support to the administration, faculty, and staff of CWU.

Respectfully,

Campus Development Committee
Doug Ryder, University Facilities Planning Officer
Greg Poe, Manager, Custodial, Grounds & Motor Pool Services
Jack Bishop, Athletics Director
Kelsey Furstenwerth, ASCWU Vice President, Student Life & Facilities (2013 graduate)
Ken Baxter, Senior Director, Conference & Retail Services
Margaret Reich, Director of Corporate & Foundation Relations
Michael Chinn, Associate Dean, College of Arts & Humanities
Michael Luvera, Director, Public Safety & Police Services
Nancy Jackson, Manager, Information Technology Services/Telecommunication Services
Patricia Cutright, Dean, Library Services
Patrick Nahan, Manager, Engineering Services & Resource Conservation
Richard DeShields, Associate Dean, Student Living
Robert Ford, Director, Campus Life
Sandy Colson, Executive Assistant to the President
Steve R. DuPont, Government Relations Specialist
Committee Chair, Bill Yarwood, Director, Facilities Planning & Construction Services

Consultant Team
Perkins + Will
Brodie Bain, Director, Lead Planner
Kathryn Martenson Planner

Transpo Group
Dan McKinney, Transportation Planner
INTRODUCTION

The purpose of the CWU Facilities Master Plan 2012 is to guide the university's physical development in support of the CWU strategic plan, mission, vision, and core values. This update to the 2005 master plan recognizes significant renovation and construction of university facilities. The master planning process has maintained facilities and supported strategic planning in spite of pressures imposed by a difficult economic climate. This update is an opportunity to interpret a new vision into tangible aspects of growth and development.

STRATEGIC PLAN

The CWU Strategic Plan is girded by five broad themes that manifest essential elements of the institutional mission. These five themes include:
1. Teaching and Learning
2. Inclusivity and Diversity
3. Scholarship and Creative Expression
4. Public Service and Community Engagement
5. Resource Development and Stewardship

Mission
The mission of CWU is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Vision
CWU has a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. CWU is distinguished regionally for the rigor of its curriculum and scholarship, for excellent pedagogy, vibrant co-curricular and residential experiences, a commitment to providing access to higher education, and for work to advance the social and economic health of the region. CWU is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. The university has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

Core Values
CWU exists to advance society through the essential activities of teaching, discovery, and service and emphasizes the integration of these activities. CWU strives to create an engaging learning environment and makes teaching, learning, and student success the university's highest priorities.

As a community dedicated to the principles of academic freedom, CWU must be an environment that promotes reasoned, civil, and enlightened discourse and creative expression without fear of reprisal, ridicule, or exclusion. CWU’s educational environment must empower each person with the freedom to explore, to evaluate, and to learn. CWU promotes undergraduate and graduate student-faculty partnerships that are actively engaged in discovery, creative expression, and engaged learning. As a comprehensive university, CWU must also strive to serve its region by addressing pressing economic, natural environment and social issues. CWU is a place where people gather to live, to work and to enable
Core Values (cont’d)
people to grow and prosper. In keeping with the academic values of shared governance and reasoned dialogue, the environment must be open, transparent, and empowering. It follows, then, that CWU is committed to the following shared values:

Student success
CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in small groups with ample opportunities for individualized instruction, mentoring, advising, and programming.

Access
CWU believes in providing educational opportunities to as many qualified students as possible. Restrictions of place, time, and finances can be overcome through partnerships with community colleges and by effective and efficient use of learning, communication, and social technologies.

Engagement
CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes that it has a responsibility to help address the social and economic challenges faced by our communities.

Inclusiveness
CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally and emotionally safe in order to fully engage in and benefit from the university experience.

Shared governance
CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and that faculty, staff, and students should be empowered to participate in the governance systems.

Facilities
CWU believes that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students.

Safety
CWU has a responsibility to provide a working and learning environment that is both physically and emotionally safe. This responsibility extends to the off-campus activities of full-time, residential students.
CWU adheres to the long-range approach to facility planning the state requires of all public baccalaureates. The state process includes the development of a five-biennium plan for proposed capital spending. The long-range planning identifies future institutional needs and the capital projects required to address those needs. The facilities master plan provides a blueprint for CWU’s 10-year capital plan.

Development of the capital plan is a cyclical process, which develops a prioritized list of proposed capital projects derived from campus-wide requests, the previous 10-year capital plan, and the facilities master plan. This process commences in the fall of each odd-numbered year, is completed by May of the following year, and submitted to the Board of Trustees with the biennial capital budget priorities. As soon as CWU receives its state capital budget for a biennium, the planning for the next biennium starts. The current 10-year capital plan focuses on consolidating programs and activities associated with the College of the Sciences into the campus science neighborhood. This development will continue based on the order in which the state legislature funds the following four major capital projects:

1. **Science Phase II**: This new facility will house the Department of Physics, the Department of Geological Sciences, and the Center for Excellence in Science and Math Education.

2. **Combined Utilities**: This essential infrastructure project upgrades and delivers to Science II and Samuelson steam heat, chilled water, and information technology infrastructure.

3. **Samuelson Communication & Technology Center**: This project, which includes renovation and new construction, will house the Departments of Communication, Multimodal Learning, Public Affairs, and Information Technology Services.

4. **Health Sciences**: This new facility will bring the Department of Nutrition, Exercise, and Health Sciences into the science neighborhood. This department includes the three major program categories: Nutrition and Dietetics, Clinical Physiology and Exercise Science, and Emergency Medical Services.

A copy of the current 10-year capital plan is shown on the following page. It has been developed for long-term campus master planning, and identifies all proposed state and non-state funded projects.
## Central Washington University
### Combined 10-Year Capital Plan ($ in millions)

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# CENTRAL WASHINGTON UNIVERSITY
## Combined 10-Year Capital Plan ($ in millions) - (Cont’d)

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<td><strong>Grand Total</strong></td>
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• CWU will continue to serve the state through scholarly and creative activities.
• This plan will adhere to guidelines of the state “System Design Plan,”¹ which calls for greater access to public higher education by accommodating up to 10,000 FTE students in Ellensburg campus, and up to 4,500 FTE students at other CWU campuses and on-line.
• CWU will continue as a comprehensive university comprised of a residential campus, distributed campuses throughout the state, and virtual campuses. All of these may include on-line and hybridized teaching modalities.
• CWU will continually adjust space functions to support evolving needs, mission and goals. Facility utilization and capacity will be maximized to meet space requirements.
• Planning for long-term space needs will consider re-use and re-purposing of existing facilities in conjunction with strategic development of new space.
• About 37 percent of full-time Ellensburg students will continue to live in on-campus residences.
• Siting of academic facilities in Ellensburg will adhere to the “10-minute rule,” the approximate time necessary to walk from one building to another.

Enrollment Projections
System Design enrollment projections for CWU are based on the fact that, in recent years, CWU has enrolled more than 10,000 FTE and more than 11,000 headcount during fall quarter, the largest enrollment term. About 20 percent of the total enrollment is located at campuses other than Ellensburg.

These numbers were achieved during years of declining numbers of Washington high school graduates. But high school graduation numbers are anticipated to rebound by 15 percent over the next decade. Given that growth, combined with continued rapid growth in online learning, it is reasonable to conclude that CWU could serve more than 12,500 students by the fall term of 2023. State-funded FTE estimates do not include about 10 percent of total enrollments: students in continuing education, auditing courses, or enrolled in Military Science, Running Start, and other programs.

Actual CWU enrollment has been flat in recent years. However several factors are expected to cause enrollment to grow. The Pew Hispanic Center² national report recently found that seven in ten Latino high school graduates in the class of 2012 went to college. That’s a record-high college enrollment rate (69 percent) for Latinos, and, for the first time, it’s higher than enrollment rates for non-Hispanic white students (67 percent). CWU has experienced a 169-percent increase in Hispanic enrollment over the past five years.

¹ The state “System Design Plan” provides structure and process for the expansion of higher education programs, facilities and technology. In 2010, the Legislature passed SSB 6355, which established the System Design Plan as state law. For more information please see http://www.wssac.wa.gov/policy-and-research/master-planning/system-design-plan.

² http://www.pewhispanic.org/2013/05/09/hispanic-high-school-graduates-pass-whites-in-rate-of-college-enrollment/
Demand for online degree programs also has increased dramatically. On-line majors tripled during the 2012-2013 school year, rising to 478. On-line enrollment is up 18 percent over last year, with 2,028 or 20 percent of CWU students—including those who live on campus—taking one or more courses on-line. These increases, combined with CWU’s effective strategic recruitment program, should increase enrollment.
The Campus Development Committee has envisioned the campus in terms of “neighborhoods,” each with its own distinct character, dominant uses, and proximity to related functions. These neighborhoods are largely divided by the main arterials across campus running north-south (D St. and Chestnut Mall) and east-west (Nicholson Boulevard and University Way). New development should complement the neighborhood in which it is located and enhance integrity and connection with the campus as a whole.

Central Campus

Central Campus contains CWU’s historic core with the campus’s original buildings and well-defined open spaces. This neighborhood is distinguished by high-use facilities such as the library, classrooms, student services, recreation, and student programs. The neighborhood has a strong collegiate and student-centered atmosphere that offers multiple opportunities for formal and informal, social and academic encounters. Diverse gathering spaces include study areas, networked computer and other media areas, group/meeting rooms, food-service space, and well-integrated open space and classrooms.

At the north end of the Central Campus, open spaces such as the Campus Green and the Ellensburg Water Company Irrigation Canal are major organizing elements that contribute to the unique character of large, dominant buildings sitting in a field of green. Within the historic core at the south end of campus, forecourts are integral to the design of several significant structures. These spaces provide circulation and gathering areas. They function as an important component of the pedestrian circulation system. Throughout this neighborhood, the high quality pedestrian environment should be maintained and enhanced. Vehicular access should remain restricted to reduce pedestrian conflicts and congestion.

The neighborhood’s close-knit academic core is also conveniently located to adjacent precincts for housing, services, recreation, and athletics. Quality pedestrian connections should continue to be supported. Within the neighborhood, related academic disciplines (and their most frequent service needs) should be consolidated through new construction or renovations. Special residential academic programs, such as living-learning residence halls, also should be maintained. New development should complement the character of the neighborhood.

Valued Elements

- Academics
- Natural Landscape
- Pedestrian-Priority
- University-wide Functions
- Frequently Used Student Services
- Living & Learning Residence Halls
North Campus
This neighborhood contains athletic and recreation facilities, student apartments, open space, and some academic and research functions. The Reserve Officer Training Corps (ROTC) program, along with a drill pad, is located off D Street near Peterson Hall. Academic functions are focused along Dean Nicholson Blvd. between D Street and Walnut Street. The North Campus is a ten-minute walk from the core university functions in the Central Campus Neighborhood.

Student housing is appropriate as a campus-edge function adjacent to neighborhood housing. North of 18th Avenue, campus support facilities such as storage or physical plant functions are appropriate. A research or business park that is associated with CWU programs is also a possibility. Open-space opportunities might include an irrigation-water storage pond, a community garden, or native sagebrush park. Environmental education opportunities also could be incorporated into the outdoor spaces.

Valued Elements
• Athletics
• Recreation
• Student Housing
• Natural Landscape
• John Wayne Trail
• Wilson Creek
• Parking

East Campus
Campus parking and student housing are the predominant uses east of Chestnut and south of Nicholson. Jerilyn S. McIntyre Music Building and Hogue Hall are also in the East Campus on Dean Nicholson Boulevard. The Health Center is located on 11th Avenue south of the Bassetti complex of residence halls. Parking is convenient and accessible in this area of the campus.

This neighborhood has an established network of open space and pedestrian paths along the Ellensburg Water Company Irrigation Canal and Wilson Creek to campus buildings and “The Beach,” a popular open space at Barto Hall. For the long term, a large amount of surface parking in the East campus will define the character of the area, although surface parking could be replaced with structured parking when viable, either at the same location or north of Nicholson. Pedestrian connections at that time should be further strengthened.

Campus edges and identity could be enhanced with the relocation of Wilson Creek along 9th Avenue and the development of the John Wayne Trail. The eastern edge of campus along Alder Street could be strengthened with tree plantings and signage.

Valued Elements
• Student Housing
• Jerilyn S. McIntyre Music Building
• Future Performing Arts facility
• Recreation
• Parking
• Frequently Used Student Services
• Ellensburg Water Company Irrigation Canal
• Wilson Creek
South Campus
This neighborhood lies south of University Way and is comprised of a mix of uses and buildings. In contrast to the distinctive character of the campus across the street, buildings are typically less notable, with the exception of Munson Hall, the first men’s dormitory, and the Old Heating Plant, which are historically significant buildings.

South Campus should be developed with the classic collegiate CWU style, yet also be functionally tied to public uses and downtown Ellensburg. Mixed-use buildings, more like Ellensburg’s downtown zoning, will be encouraged by combining business, parking, and residential functions, with pedestrian-oriented uses at the street level. Self-supporting public uses such as hospitality/conferencing should be encouraged. Other functions with high public access (and/or less frequently used by campus community members) such as Alumni Relations, admissions, Conference Services, and ticketing are other good uses for this neighborhood.

Valued Elements
- High Public Access or Less Frequently Used Campus Services
- Parking
- More Independent Student Housing

West Campus
This neighborhood is largely focused on physical plant service, ranging from the boiler plant and trash compactor, to the maintenance shops and facilities administration. The president’s residence is in this neighborhood and part of the Railroad Addition Historic District. The president’s residence provides a transition between campus and private property. Except for environmentally sensitive Englehorn Pond and its immediate surroundings, West Campus will continue to serve campus support services and parking.

Heavy buffering should continue to be used to mitigate the impacts of support-type uses on the directly adjacent historic neighborhood.

Valued Elements
- Physical Plant Services
- Parking
- President’s Residence

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3 Englehorn Pond lies southwest of the intersection of 14th Avenue and D Street, north of Jongeward. The pond became a nature preserve in 1968 when an Ellensburg resident gave it to CWU to further research and conservation of the wildlife habitat. The CWU Biology department has been the custodian of the pond since 1976. Since then, the pond has been enhanced by the additions of a native plant garden and an observation dock. The pond is used for many biology classes, tour groups and individual research projects.
From its founding in 1891, CWU has experienced substantial change in enrollment and the focus of instruction. The surrounding community has also changed. The goal of this Facilities Master Plan is to provide a framework within which the university can change and grow as needs evolve and funding becomes available for the projects identified in the 10-year capital plan. The plan reinforces and improves upon existing patterns of use by integrating buildings, circulation, parking, infrastructure, sustainability and open space.

The Campus Development Committee is a standing committee of the university that reports to the Vice President for Business and Financial Affairs. This committee is responsible for overseeing and updating the CWU Facilities Master Plan, which is updated in coordination with the biennial state budget cycle. During each update the committee considers major revisions to the plan, presents updates to the campus and community for comment, and submits the plan to the president’s cabinet and the Board of Trustees for consideration and approval.

An important function of the Campus Development Committee is to sponsor open forums that allow the university and local community to provide input into the university’s master planning process. Since the Campus Master Plan 2005, the following public forums have been held:

- 2006 Planning Rendezvous (Exhibit E.4)
- 2009 Project Planning Rendezvous (Exhibit E.5)
- 2010 Winter Campus Planning Rendezvous (Exhibit E.6)
- 2013 CWU / City / County / County Planning Forum (Exhibit E.7)

Previous Campus Planning Studies
Since the 2005 Master Plan, the Campus Development Committee has overseen the following two partial campus planning studies to explore viable options to strengthen specific areas of the campus:

South Neighborhood Planning Study 2007
The purpose of the South Neighborhood Planning Study (Appendix A.1) was to study the best future use of the vacated Samuelson Union Building (SUB) and to identify strategies to centralize student services. The preferred option calls for Information Technology Services (ITS) to be located in the SUB and a “two-stop” student services center in Bouillon and Lind Halls. The Samuelson Communication and Technology Center Pre-design study investigated options for the SUB in further detail and resulted in a plan to locate the Department of Communications, ITS, multi-modal learning, and the Department of Public Affairs in the SUB in an integrated Technology and Communications Center.

Science Neighborhood Planning Study 2010
The Science Neighborhood is located in the southwest corner of campus and includes Dean, Science, and Hertz Halls. The purpose of the Science Neighborhood Planning Study (Appendix A.2) was to analyze and optimize the use of existing facilities and consolidate fragmented science departments into a science neighborhood.
Setting
The CWU campus is located in the City of Ellensburg, in Kittitas County, in the center of Washington State. Ellensburg, a town of over 17,000, is the largest city in Kittitas County and the county seat. Ellensburg is located at the junction of Interstate 82 and Interstate 90. The Cascade Mountains block rain from the Puget Sound area, which results in a dry, mild climate with less than 10 inches of precipitation per year. The city’s terrain is generally flat with an elevation between 1,500 and 1,580 feet above sea level. The CWU campus is located within walking distance of Ellensburg’s historic downtown. CWU owns 380 contiguous acres of land, 255 of which are developed. The campus has 94 facilities totaling about 3.2 million gross square feet (GSF). Fifty-nine buildings are non-residential facilities (2.1 million GSF) and 35 are residential facilities (1.1 million GSF.)

Historical Development
The City of Ellensburg was established in 1872. In 1890, during the Washington State Legislature’s first session, Ellensburg was chosen as the site of the Washington State Normal School with a mission of educating public school teachers. Classes began in 1891 and were held at the Washington Public School until the normal school’s first building, Barge Hall, opened in 1893. The normal school became Central Washington College of Education in 1937, Central Washington State College in 1961, and Central Washington University in 1977.

The original campus, comprised of about two acres between University Way and 10th Avenue and D Street and Chestnut Street, possessed and still possesses an architectural character with a coherent style, scale, and quality of spaces between buildings. The oldest portion of campus is denser than the rest of the campus, and includes academic, administrative and student residential buildings. Large building setbacks from University Way and D Street with mature trees provide an attractive soft edge for the community.

Classical facades on Shaw-Smyser Hall and McConnell Auditorium along with Barge Hall’s neo-gothic style provide visitors with an immediate sense they are entering a campus environment. Well defined courtyards and intimate outdoor spaces act as meeting places, transition zones, and weather shields. The entire area is interconnected with walkways lined with buildings or trees. The historically significant buildings with generous set-backs, many entry points, and courtyard spaces welcome visitors, faculty, and staff with a collegiate environment.

During the early 1900s, the northern boundary of the campus abutted the right-of-way of the Chicago, Milwaukee, and St. Paul Railroad. This rail line, which extended in a northwest-southeast direction, was heavily used throughout the mid-1900s. As the university grew, it was necessary to develop property located north of the railroad corridor, which became an obstacle to coordinated campus development.
The layout of the campus shows evidence of the effect the railroad had on the development of the campus: parking lots abutted the corridor, walkways were located to avoid it, and buildings were situated to face away from it.

Following World War II, agricultural land was acquired north of 14th Street for married-student housing and physical education activities. Smaller parcels were acquired for single-student housing. The result was a campus without a cohesive pattern of development. University properties are intermingled with private properties, the functions of which range from mixed use to railroad warehousing and agriculture.

In the 1960s, campus master planning was influenced by Congress’s adoption of a series of fair housing policies designed to outlaw discrimination in the rental or purchase of homes and other housing transactions. The university, in cooperation with the City of Ellensburg, launched the North Campus Urban Renewal Project to draw these properties together into approximately 40 acres, split by the railroad tracks. Benefits of the project included
- rerouting and extending city utilities,
- rerouting streets around the campus and closing other streets that bisected the campus,
- demolishing obsolete private structures, and
- installing parking areas, pedestrian walks, malls, and landscaping.

In 1986, after the railroad abandoned the right-of-way through campus, CWU developed the 1986 Master Plan to address the development of the corridor and the campus north and south of the railroad tracks. Funding during the 1980s and ‘90s brought about many renovations and general-improvement projects, including a new boiler plant and parking lot expansions. The preservation and restoration of historic academic, administration, and residential buildings became the priority over building new.

Finally, the decade from 2000 to 2010 marked the construction or renovation of academic and student-life facilities. Notable projects included the renovation of Dean Hall and the construction of Jerilyn S. McIntyre Music Building (with state funds) and the SURC, which is student funded. CWU restored two of the campus’s original residential halls, Kamola Hall and Sue Lombard Hall. The university also demolished two 1960s-era residential high-rise structures, Courson and Muzzall Halls.
The Long Term Development Plan synthesizes the relationships among potential new development, open space, and circulation with the existing elements of the campus environment. The plan aims to preserve and enhance areas that are strong contributors to a sense of place, while improving areas that are weaker by comparison. The plan is intended to visualize how the campus might appear with increased density, within the current boundaries and in accordance with the general master plan goals and objectives. The interrelationship between the campus, the community and downtown Ellensburg is also an important aspect of the plan. In addition, improvements to interaction, and thus sense of community, are proposed by increasing pedestrian linkages, improving existing facilities, siting new development where appropriate, and strengthening open space.

The CWU Facilities Master Plan seeks to complement goals and objectives of the Ellensburg Comprehensive Plan. Increased integration of capital planning focuses on strengthening the link between CWU and historic downtown Ellensburg, which is the heart of the community’s commercial, civic, social, and cultural life.

The Long Term Development Plan identifies the development potential between 1.1 and 1.4 million gross square feet (GSF). Total office, research, teaching and study pace are approximately 2.8 million gsf, including the existing buildings. The plan also includes the long-term replacement of the International Center, Hertz Hall, and Button Hall for their challenged building systems and/or their core functionality for necessary uses.

The Central Green, which provides structure and identity to the campus environment, should be preserved and enhanced with future development. The Campus Development Committee has considered a number of suggested outdoor functions, such as an outdoor amphitheater. The committee will be conducting a focused planning analysis to identify future functions in this area and propose projects to address those needs. Much of the surface parking is replaced with structured and some of their sites are shown as future development for academic and/or housing space. Alternates are shown for various areas to convey potential varying uses, while still preserving the overall character of the campus.
Campus-wide Planning Guidelines
Following are capital planning guidelines that apply to all neighborhoods:
- Using uniform building design and materials
- Screening or softening of utility and materials-handling areas on buildings.
- Providing pedestrian and bicycle access along arterial pathways will be provided. Circulation paths that flow with overall campus circulation will continue through buildings.
- Locating functions and facilities to minimize the need for vehicle travel on campus. Uses which serve both the university and the larger community will be accessible to the community.
- Promoting design consistent with campus setting and regional climate.
- Implementing energy conservation through low maintenance and operating costs is promoted.
- Using spaces fully, adding new gross square footage only when necessary.
- Operating facilities efficiently and maintaining them properly for maximum building life.
- Developing new facilities with sustainability in mind, keeping a focus on energy use and consequent emission effects.
OPEN SPACE

CWU maintains about 325 acres of open space in Ellensburg. The open space layout offers a clear hierarchy with the Central Green and multiple smaller spaces of varying character and scale. Examples include a number of native gardens, the fountains in Barge Square, Donald L. Garrity Japanese Garden, and the tree-lined Ellensburg Water Company Irrigation Canal flowing across the heart of campus, Wilson Creek at the eastern edge, and the open lawn spaces. Athletic fields and informal recreation areas are also included. The arboretum and the continuation of tree plantings along primary roads and pathways provide arboreal habitat and weather protection, and reinforce a collegiate atmosphere. Outdoor art throughout the campus is varied. Several places along each waterway have shaded banks and benches, perfect for socializing or introspection and helping to integrate these natural features into the campus environment.

Several enhancement projects have centered on Wilson Creek, which runs from the northeast corner of campus southwest to the old heating plant on University Way. More than a century of development around the stream has paved over it more than once. Enhancement projects for the stream, which runs above and below ground, will improve habitat, water quality, aesthetic value, and flood protection. For example, the 2008 demolition and removal of Courson and Muzzall Halls on University Way, allowed the university to return a portion of Wilson Creek to the surface and to create a small park.

In 2006 the university completed an inventory of campus trees, which addresses tree planting, enhancement, and maintenance. The 2010 Landscape Design Plan (Appendix A.3) addresses campus turf, edges, bridges, lighting and furnishings. Planting treatments are also addressed with a focus on indigenous and site-adaptive plant species that promote drought-tolerant landscaping.

Central Green
The Campus Development Committee is considering the short and long-term future of the Central Green. The 2005 Campus Facilities Master Plan identified the Central Green as a no-build area. Campus planning consultants, who conducted that South Neighborhood Planning Study 2007 (Attachment A.1), identified the scale of the Central Green as a long-term planning challenge. The fact is CWU has significantly more central green space than other state campuses. However, rather than suggesting that the Central Green needs to be reduced in the future, the purpose of the analysis is to identify future development and enhancement potential.

Planning Strategy
Maintaining the variety of open spaces on campus is a goal. In addition to the many opportunities open spaces provide, they should link buildings and increase connections between indoor/outdoor and on/off campus. The Town Ditch and the Central Green provide structure and identity to the campus environment and should be preserved and enhanced.
Landscape zones should correspond with the architectural character of the different neighborhoods on campus, as described in the Landscape Plan (Appendix A.3). For example, the historic core will continue to have formal planting beds, while just north of the Town Ditch, planting’s will be less formal.

Campus grounds can continue to be enhanced by using a broad range of native plant materials and increasing diversity. Where open spaces are not regularly used for relaxation or other recreation, non-turf landscaping should be designed for aesthetic interest and habitat enrichment. The establishment of additional wind blocks around campus will help create more intimate, protected outdoor spaces. Several of the “front yards” around residential areas also can be improved by breaking up large spaces to create intimate nooks and providing minor elements like benches, inviting paths or flowers. Other places may require minor maintenance, such as tree removal or landscaping improvements. Unsightly areas, such as service and loading docks, should continue to be screened.

Goals
- Preserve the open space character of the campus when locating new buildings and utilities. Consider multiple factors in landscape development, including weather, topography, building design and their effects on plant material, microclimate and the outdoor enjoyment of the campus.

Objectives
- Use landscape treatments to soften and blend architecture, direct pedestrian flow, link campus facilities together, and provide a safe setting that creates a natural connection to the environment.
- Continue to provide a variety of spaces to meet program needs: formal/casual, natural/manicured, large/intermediate/intimate.
- Provide wind and sight buffers through strategic plantings.
- Improve and develop natural habitats.
- Balance budgetary constraints with maintenance and operation responsibilities when selecting vegetation.
- Increase cooperation between campus interests and other agencies.
- Establish a systematic approach to tree maintenance, succession and replacement.

Related Planning Efforts
An Irrigation Plan is in development with a focus on prioritized use of water as a limited resource. Assistance strategies for new capital irrigation installations, and help with open space maintenance and water conservation measures are also in development.
Campus circulation retains and improves major east/west and north/south pedestrian corridors, including the Walnut Mall, the Chestnut Mall, the E Street Mall, the 9th Avenue Mall, the 10th Avenue Mall, and the 11th Avenue Mall. The Campus Development Committee is committed to collaborating with the City of Ellensburg to develop campus entries, gateways, and edges in support of a pedestrian-focused campus and strengthening connections between the campus and the adjacent neighborhoods.

Five previous Campus Master Plans support the vision of a pedestrian-friendly campus. Strategies for implementing this vision have included removing parking from the center of the campus, creating major east-west and north-south pedestrian walkways, and reducing service and vehicular traffic on the campus. The CWU Circulation Plan 2011 (Attachment A.4) and the CWU Master Plan Parking Analysis 2013 (Attachment A.5) were developed under the auspices of the Campus Development Committee and in collaboration with the City of Ellensburg Comprehensive Plan, Non-motorized Transportation Plan, and John Wayne Pioneer Trail Reconnection Study Final Report (Appendix A.7). Miles of mixed-use primary and secondary pedestrian walkways spread across campus. The flat terrain of the compact campus and well maintained sidewalks encourage walking or bicycling. Two important pedestrian corridors within the campus are the Walnut Mall between University Way and 14th Avenue and the Chestnut Mall between 11th and 14th Avenues, which used to be part of the city street system. These wide pedestrian malls lined with shade trees provide primary north/south routes for pedestrians and bicyclists.

The Science Neighborhood Planning Study 2010 (Appendix A.2) recommended strengthening the north/south pedestrian axis between University Way and the Science Neighborhood and Central Green via the E Street Mall. Hertz Hall, which currently houses a variety of programs and departmental offices, is a barrier to pedestrian traffic. The South Neighborhood Study 2007 (Appendix A.1) assumes the removal of Hertz Hall, opening up the north/south pedestrian axis from 7th Avenue, south of the old steam plant, to the center of campus. The study also proposes to create a bicycle corridor from campus, across University Way to 7th. This path would connect to the city’s bike path, which crosses Interstate 90 and connects Irene Rinehart Park, on the Yakima River with the downtown and the Rodeo.

On campus there is significant pedestrian flow along both Dean Nicholson Boulevard and University Way; other congestion points exist on campus as shown on the following circulation diagram. The Campus Development Committee is committed to addressing these issues in order to develop a pedestrian-focused campus and strengthen connections between the campus and the adjacent city neighborhoods. Collaboration with the City of Ellensburg will continue to be a high priority, particularly when creative solutions to pedestrian flow involve city rights-of-way.
Parking and Transportation
Objectives of previous campus master plans included relocating existing parking lots from the central core to the periphery of the campus, thereby reducing vehicular traffic on campus. Some primary and secondary pedestrian and bicycle routes still double as service and emergency access. Campus Circulation Plan 2011 (Appendix A.4) provides guidelines for the development of the campus transportation and circulation within the context of the wider community.

Parking Management and Strategic Planning to address campus intermediate and future goals and objectives are outlined in the Campus Parking Analysis 2013 (Appendix A.5) CWU Master Plan Parking Analysis 2013, which identifies general management strategies to address campus intermediate and future parking goals and objectives.

Campus Entries and Gateways
The symbolic entry to campus is at the historic corner of University Way and D Street. However, the most significant pedestrian entrance is a few blocks east, where Old Heat sits on University Way. The corner of Dean Nicholson Blvd and Walnut Street also is a heavily used access point for pedestrians.

A number of vehicular entries exist around the perimeter however only one, an access drive between Hertz hall and Science, extends to the campus core. Chestnut and University Way is the most commonly used vehicular entrance. The intersection of Vantage Road and Alder Street also is frequently used for vehicle entry. The main housing growth in the city of Ellensburg is to the north of campus and vehicular traffic to campus from the north has increased significantly.

Directional signs west of campus are at the west I-90 interchange and at the intersection of Main Street and University Way. The signs are consistent and direct traffic to a clearly defined campus edge at University Way and D Street. New signs along I-90 direct travelers to exit 109 at Canyon Road, which has new permanent and temporary directional signage.

For travelers arriving from the east along Vantage Highway or north along Chestnut Avenue, the campus edge is indistinct and relatively unmarked. The Campus Way-finding project will address this issue and will coordinate with city signage. The Wilson Creek day-lighting project will also help to improve the east entry.

Planning Strategy
Access to campus should be both as direct as possible and immediately evident. Entry locations are important visual connections to the campus as a whole. It is essential to ensure proper signage from major transportation routes (in collaboration with the City of Ellensburg and Washington State Department of Transportation) and improve weak campus borders and entries. The Master Plan also will introduce incentives to reduce on-campus driving and parking.

Goals
- Provide safe pedestrian, vehicular and bicycle traffic patterns to and around the campus.
- Improve signage and way finding (Appendix A.6)
- Provide adequate and safe parking.
Objectives

- Focus entry and border improvements along the south and east portions of campus.
- Provide a definitive entry at the north end of campus to greet the traffic along 18th Avenue.
- Expand and maintain functional and attractive directional signage, both vehicular and pedestrian oriented.
- Maintain the central campus core as strictly pedestrian and bicycle traffic with service/emergency access only as needed.
- Improve pedestrian/bicycle congestion points with “walk/bike” zones, dedicated bike lanes, and/or widened paths when feasible.
- Provide mid-block crosswalks at high-traffic pedestrian areas along Dean Nicholson Boulevard and University Way.
- Convert Walnut Street and/or Dean Nicholson Boulevard to pedestrian malls in the long term.
- Consider phasing campus functions south of University Way into uses requiring fewer pedestrian crossings.
- Place additional bicycle storage near core of campus.
- Improve the appearance of parking lots with landscaping, balancing safety and security concerns.
- Continue to relocate parking away from the central core.
- Continue the John Wayne Trail reconnection plans along Alder Street, Dean Nicholson Boulevard, and the northeast section of campus, as funding permits.
- Improve pedestrian connections between the campus and downtown Ellensburg (see Figure).

Related Planning Documents
Campus Circulation Plan 2011 (Appendix A.4)
CAMPUS BUILT ENVIRONMENT

The campus is composed of buildings of varying age and styles. In most buildings, the primary material is brick. The historic core of campus is most harmonious architecturally through materials and architectural language consistent with the original college. The clustering of buildings in the central campus also creates comfortable proximity between related functions. Historic and archaeological surveys are now being completed across campus to identify valuable resources above and below ground.

Many buildings throughout the CWU campus are in good condition, needing only minor improvements, if any. Results of the 2011 Facility Condition Index (FCI) are shown in the following diagram. The FCI focuses only on state-funded buildings and rates the physical condition of all building systems. Hertz and Peterson Halls were identified for demolition/replacement. Samuelson, Old Heat and the International Center require major improvements.

The International Center is also sorely inadequate for its functions as a one-story academic building in the center of campus and is planned in long-term for replacement. Farrell, Language and Literature, Hebeber, Randall, and Munson are also identified for physical and/or functional upgrades to meet current and future functional needs.

Smaller renovations and upgrades are continually required for multiple interior and exterior spaces as funding becomes available. For older buildings and out-of-date classrooms across campus, this is an ongoing need. Existing buildings are considered valuable resources, and retaining as many as possible is often the most sustainable approach. Samuelson Union Building, and Bouillon and Lind Halls are all planned for renovation and reuse.

Planning Strategy
The Facility Conditions Index highlights the need of several buildings for replacement and/or upgrade, because of their physical condition (see previous section). Before embarking on any major change to the built environment, CWU considers the full range of resources, including surplus buildings and open space. When replacement is the best option, the next step is a strategic approach to the replacement structure.

Goals
- Plan the strategy that best meets the university’s needs while maintaining the aesthetic beauty of the campus.
- Incorporate historic preservation strategies for significant historic buildings.

Objectives
- Replace Hertz Hall in the near term and develop a new Health Sciences building in the Science Neighborhood.
- Develop a long-term strategy to replace Peterson Hall and the International Center.
- Develop strategies to upgrade Farrell, Language and Literature, Hebeber, and Randall Halls.
- Develop a strategy to restore Munson Hall with an approach similar to Kamola and Sue Lombard Halls.
In order to provide the highest quality academic and student-life experience, CWU must maintain modern and efficient facilities. In many instances, current laboratory and faculty spaces are adequate. However, a number of vital programs and departments have outgrown their facilities and are either fragmented across campus, space-constricted, or under-equipped for instructional and laboratory functions that support modern curricular needs. The need for responsive programs will continue to require updated space and technology through new or redesigned facilities. Space utilization studies show that there is opportunity to reconfigure and adapt existing classrooms and laboratories to increase efficiency of use. Space adjustments would correct issues related to fragmented departments and space deficiencies. Academics have received much of the construction focus of the past several decades.

Most of the characteristic or historical buildings have academic or administrative functions. Many represent the iconic feel of campus in their size, setbacks, and distinguished architecture. Academic and administrative buildings are located toward the center of campus.

While the Ellensburg campus will remain residential, the university as a whole aims to extend the reach of teaching through on-line learning technologies and additional collaboration with community colleges. In order to bring all instructional spaces up to appropriate technology standards, renovations are necessary, ranging from minor updates to major renewal projects.

**Goals**
- Enhance space utilization and functionality to provide facilities of high quality and sufficient quantity to meet academic and administrative program needs and support the strategic planning priorities of the university.

**Objectives**
- Consolidate fragmented departments and programs. Strategically establish proximity between departments to foster curriculum integration and support interdisciplinary programs.
- Expand opportunities for instructional facilities to keep pace with technological innovations. Integrate and continue to develop technical opportunities and infrastructure.
- Keep classroom types compatible with current instructional needs and design flexibility into new and renovated spaces.
- Provide solutions for departments with identified space compaction problems.
- Provide public spaces for reading, computer use, and informal meetings, as well as displays that showcase the intellectual heritage of the academic disciplines.
- Continue to provide academic programs in proximity with residential spaces in support of the living learning communities.
• Renovate and upgrade public areas and older academic spaces, including classroom and laboratory furnishings and equipment, so that the overall environment is conducive to academic success and promotes academic initiatives.
• Develop spaces to support the delivery and administration of mentored undergraduate and graduate research, externally funded projects, and interdisciplinary programs.
• Generally provide greater flexibility in design of space in support of redesigned educational programs that suit the needs of diverse learners and a changing economy

Further Planning Considerations
• Accommodate programmatic growth for enrollment capacity and technology.
• Coordinate academic, administrative and facilities planning with planning for support functions.
For more than 30 years, CWU has delivered academic programs on community college campuses in Des Moines, Lynnwood, Moses Lake, Yakima, Fort Steilacoom, and Wenatchee. University Centers are located on community college campuses and owned by the community college system.

Students have access to amenities such as food services, library, gym, childcare, study lounges, etc. Shared classrooms, distance education facilities, and computer labs allow the buildings to exceed utilization standards. Interactive Television (ITV) has been combined with face-to-face instruction to meet the needs of students whose commitments to jobs or family prevented enrollment on the university’s residential campus in Ellensburg.

In June 2013 CWU launched the Portal Project, which turns static University Center campuses into doorways to regional education network. The campuses, or portals, reach out to area community colleges to deliver higher education programs to under-served communities in King, Pierce, and Snohomish counties, and in central Washington.

A significant shift in the need for baccalaureate degrees and in the capacity of educational technology compelled the change in CWU’s unique and long standing approach to educational outreach. The new approach will support the state’s goal of increasing baccalaureate degree production by 27 percent. Meeting that goal will require placing educational programs within reach of more non-traditional students and individuals who do not live near a college campus.

Delivering educational content online will dramatically reduce the cost to the university and the students. ITV classrooms will remain in use for some courses. CWU online technology advances will allow for virtual classes with appropriate faculty support, though face-to-face communication will still be a key part of the CWU educational experience, particularly for academic advising. The change also will meet the need for education that is not linked to a bachelor’s degree by expanding access to credit and non-credit certificate programs and courses that meet local business and community needs.

The new approach reduces administrative overhead and will streamline transfer pathways for community college students through enhanced dual admission and transfer/articulation planning.

**Goals**
- Leverage strategic positions of four university center campuses to grow enrollments and partnerships at community colleges regionally. Expand the vision of university centers as site-specific phenomenon to regional hubs for enrollment development.
Objectives

- Expand and intensify work with community colleges to provide academic programs when and where they are needed.
- Repurpose and rethink co-located facilities to adapt to satellite mission.
- Create meeting spaces with appropriate design and technology to allow for regular virtual meetings among Ellensburg and partner campuses.

Completed Objectives

CWU piloted the Dual Admission program in the 2009-10 school year and launched it in fall 2011. The program allows qualified students to be admitted to CWU when they are admitted to a community college. The program provides a smooth and successful transition to CWU. They enjoy access to resources at both institutions throughout both degree programs and are better prepared to transition into their baccalaureate program.
CWU is in the process of developing a short- and long-term strategic plan and implementation process to upgrade education/information technology.

This strategic planning and process is being developed with the purpose of optimizing technologies and services to support the delivery of online and virtual learning modes and initiatives. The development of this plan and decision-making process used a collaborative approach to determine what types of technology and infrastructure should be used, including the platform and software. The plan also helped determine how to incorporate the information/education technology and infrastructure into the university’s ten-year capital plan.

**Goals**
- Use information and education technology to deliver rich content anywhere at any time.
- Meet student virtual needs.

**Objectives**
- Develop delivery of content on-line to reduce the cost of delivering education.
The mission of the CWU libraries is to provide resources and services to stimulate intellectual curiosity and facilitate learning and research. Critical library services include:

- Acquire and preserve information;
- Instruct users about accessing references and performing research;
- Provide information retrieval and evaluation;
- Provide on-line access to library and information resources around the world;
- Collaborate with faculty for instruction and developing programs and collections;
- Maintain federal depository documents; and
- Promote multimodal learning.

The library fulfills this mission by providing a welcoming, user-friendly environment for research and study, an organized collection of materials and equipment, and information services of the highest quality. Fundamental to these services are excellent staff and facilities.

Instructional faculty drive the nature of library services through their evolving research and assignments to the students. Library faculty and staff must be flexible and innovative in the use of library space and creative in developing and modifying programs over time.

The archives collection, which became a priority in 2004, contains an overwhelming accumulation of university records and requires a large, secure area with appropriate temperature and humidity controls. The collections are held in secure areas, but lack climate controls required protecting the holdings. The library also lacks modern sound-control features. The atrium allows noise to travel between the floors, requiring the need for more sound-restricting, group-study rooms with electronic connectivity.

Significant renovations in the library are essential to accommodate the pedagogical transformations brought about by digital technologies. Some renovations include academic research centers and space for individual study and collaborative learning. These concerns were addressed in the strategic planning process completed by the library staff in January 2011. That process determined that the main library needed to meet these new demands by establishing a Learning Commons, combining human, material and equipment resources to address both student and faculty research and academic support needs. Librarians, information technology staff, writing and math tutors, and others would provide a team approach to excellence in academic support.

Significant capital outlay will be needed to structure an area on the first floor that meets the needs of students and faculty. Part of the Library’s vision statement says the “libraries will be the hub and academic town square of the university by being an essential component of the academic and creative life of the institution.” This concept articulates a vision for combined academic and social space where students can meet for a cup of coffee, group study, or do individual research, all within the main library.
The recently completed Learning Commons includes improved visibility and service to the circulation department and computer lab.

**Goals**
- Provide information resources and services that support the university’s teaching/learning, research and service missions.
- Provide space—real and virtual—for the gathering of people and ideas to enrich the entire community.

**Objectives**
- Evaluate the collection, programs, and facilities to improve the effectiveness and efficiency of services.
- Provide a welcoming, comfortable physical and virtual environment for all users.
- Promote wired and wireless electronic connectivity throughout the library as appropriate.
- Provide comprehensive orientation and instruction enabling all users to locate, evaluate, and effectively use needed information regardless of the location of the user or the information.
- Promote cultural and intellectual activity by offering programs, facilities, and services to the community through appropriate channels when possible.
- Provide continuous improvement in library services by sharing resources, services, and ideas and collaborating with all areas of the university as well as professional, public, and private organizations and institutions in the community and region.

**Further Planning Considerations**
- Continue to improve the archives by providing a secure area with controlled temperature and humidity.
- Create a Learning Commons to provide a collaborative space for research and academic support in conjunction with IT and the Writing and Math Centers.
- Exchange the space of the Circulation Department (room 101) with the Computer Lab (room 154) to begin the phased renovation required to develop the Learning Commons.
- Provide space for academic research, individual study, collaborative learning and storage. Create more sound-restricting group study rooms with adequate electronic connectivity.
- Improve furniture and signage building-wide.
- Create areas for lectures, performances, exhibits, and study hall.
- Reconfigure the 4th floor stacks for more efficiency.
- Develop the mezzanine space for archive storage.
- Convert the soft-wall archive area on the 1st floor (SE corner of the reference area) to a media technology lab for faculty and staff training.
- Assess demand for library services.
Much of the time students spend on campus is outside the classroom. Informal spaces for students to read, work on laptops, or meet in small groups are an important part of the learning environment. CWU encourages learning and the exchange of ideas through spaces that allow for planned and unplanned interactions. It is a priority to further develop facilities and spaces that enrich the student experience outside the classroom, supporting social, cultural, recreational and educationally diverse programs and services.

**Student Union and Recreation Center (SURC)**
Student life programming requires significant space in specific types of facilities. In 2006 the opening of the Student Union and Recreation Center (SURC) provided a state-of-the-art center for student life. The facility, now in its sixth year of operation, is a successful financial and management partnership that includes Housing and Dining, Student Union, Wildcat Shop, and Recreation. The SURC houses traditional student union programs including:
- A theater, ballroom, meeting spaces, office complexes, and three tenant spaces;
- A recreation center including strength and fitness space, four courts, a fifty-five foot climbing wall, exercise rooms and support services;
- Residential and public dining services; and
- Retail space for educational materials and other student needs.

Event and other specialized spaces are located throughout the campus. Centralized scheduling allows for efficient use of these shared spaces.

Site and facility issues affecting Student Life include but are not limited to the need for
- Additional meeting rooms/programming space and storage,
- Improved loading dock and parking access to the SURC,
- Additional intramural and collegiate sport club fields, and
- Improved child-care facilities, student club offices, and student government offices.

**Goals**
- Develop student facilities and spaces that support social, cultural, recreational and educationally diverse programs and services to enrich students’ experiences outside the classroom.
Objectives
- Support campus activities programs through the construction of programming space.
- Improve lighting control systems throughout the SURC.
- Modify existing loading dock to support standard sized trucks.
- Replace loading dock stairs with ramp access to accommodate the loading and unloading of materials and supplies.
- Enhance facilities for student service and educational programs.
- Develop facilities that serve current demand for intramural and collegiate sport clubs.
- Enhance student facilities to support student diversity awareness and contribute to the development of a sense of university community and belonging.

Completed Objectives
- Opened SURC in 2006.
- Updated SURC electrical and lighting needed to provide the campus with a functioning shelter during emergency situations.
- Updated wall surfaces to reduce maintenance.
- Completed the recreation challenge course in 2008.
- Improved outside lighting of the SURC for safety of patrons entering parking lots and accessing the building.
- Completed signage at east and west entrances of SURC to enhance school pride and a sense of belonging.
- Updated exterior campus signage to the building at east and west entrances.

Further Planning Considerations
- Evaluate the potential for expanded storage space as an add-on to the SURC.
- Create a long-term solution to loading dock for the SURC.
- Consult with lighting specialist to improve light quality in the SURC.

CWU Student Medical and Counseling Center
Student Medical and Counseling Center, located on the corner of 11th and Poplar across the street from Meisner Residence Hall, provides important student medical and counseling services. Required improvements to the Student Medical and Counseling Clinic were completed in 2012.
University Housing and New Student Programs develops premier residential communities and programs that promote student learning and personal development. The Housing program is committed to providing quality service and responding to student needs and ensuring a strong community living experience. The program provides an orientation program that acclimates students to campus while augmenting student learning. Staff help students develop cultural and academic competence. The program also promotes diversity and tolerance, and challenges students in the areas of personal wellness, integrity, and responsible citizenship. Housing and New Student Programs offer a safe, clean, comfortable and academically enriched living environment and collaborate with other departments to ensure seamless service, while providing co-curricular experiences that engage students.

Twenty-one residence halls and three apartment complexes house more than 3,100 students. The historical core of the campus includes residential structures that date to 1911. In the 1960s, student enrollment increases created a need for additional housing. During that decade, the university constructed a majority of the residential space still in use.

Renovating and replacing the dated residential spaces will pay dividends in lower maintenance and operation costs, as well as in attracting and retaining students. Currently the 2,750 beds in residence hall and 432 apartment units can house up to 900 students. Faculty and staff also may live in on-campus apartments if space is available. Over the next five years residence halls are projected to be at 89 percent capacity with about 37 percent of FTE students living on campus.

Kamola Hall was renovated and reopened in the fall of 2003; Sue Lombard was renovated and reopened in fall of 2005. Wendell Hill Hall, south of the Student Village apartments, was completed in 2010. It provides 476 beds and was built to replace the Courson and Muzzall residence halls, demolished in 2008. The university demolished and reconstructed Barto Hall in fall 2012. The new residence hall, constructed on the same footprint, doubled the capacity of the original structure.

In 2009, University Housing and New Student Programs completed a Comprehensive Housing Master Study, which indicates an almost complete renovation or construction of the university housing inventory between the years of 2009-2040. University Housing and New Student Programs will review the housing master plan annually with the Board of Trustees to determine building renovation and construction plans. The housing plan will be evaluated along with the Facilities Maintenance Department Facility Audits.

Goals
- Provide safe, clean comfortable and academically enriched living environments that promote social connections, student learning and personal development.
Objectives

- Create opportunities and dedicated centers for formal and informal learning and teaching in campus residences; foster increased student-faculty contact, active learning, and enhanced interactions in a social context.
- Collaborate with departments on joint renovations and construction activities that will connect the living and learning environments.
- Maintain rental rates that are competitive with those at other institutions in the State of Washington.
- Strengthen the character and attractiveness of the residential living communities.
- Maintain a variety of housing choices that provide variety and meet diverse student needs.
- Continue soliciting feedback and including students in making decisions about University Housing and New Student Programs.
Dining Services is part of Auxiliary Services and is a self-operated, self-funded entity. The Ellensburg campus provides two dining centers. The Holmes Dining Room in the SURC offers a traditional residential meal plan program. The Central Market Place features seven specialized venues: Lion’s Rock Broiler, Pan Asia, Pizza, Totally Tossed, Taglianno’s Pasta, El Gato, Wrap & Roll, and a hot dog cart. During the 2010 fiscal year, meal plans supported 2,630 students with more than 1.1 million meals.

Dining Services also provides several espresso locations and athletic concessions, and features a “Freshens Smoothies” bar in the SURC. To provide sundries and take-home items, Dining Services operates a convenience store (C-store) in the SURC. In an effort to serve north campus residents, Dining Services also runs the North Village Café, a unique dining operation featuring a café and convenience store in Green Hall.

Goals
- Provide first-class food to the campus community offering quality nutrition and convenience as well as competitive pricing.
- Provide exceptional customer service to the campus community.

Objectives
- Ensure that service operations satisfy and exceed customer demands.
- Ensure that dining outlets, kitchens, and support facilities are properly maintained, adequately sized, and equipped to provide support for quality food services.

Current Considerations
- Evaluate products and facilities to meet customer selections for location and menu variety, and to maximize financial stability.
- Continually access and define customer desires and locations in connection with the Long-Range Housing Facilities plan.
Recreational sports facilities contribute to the development of a strong campus community and support recruitment and retention. Enrollment growth on the Ellensburg campus requires the university to respond to an ever-growing variety and quantity of student recreation needs and wants. The facilities master plan update proposes to provide more and better spaces, both indoor and outdoor, for a variety of recreational and sporting activities.

The opening of the Student Recreation Center in January 2006 addressed the lack of indoor recreation and activity space for the campus community. Since opening, this membership-base facility has been a main attraction for recruiting students and has created a hub for social, recreational, and fitness activities. In turn, University Recreation has connected with students not previously engaged in campus activities. The Recreation Center is currently at capacity during peak hours (daily 3 pm – 10 pm). This shift toward a more active culture has created an increase in users in both new and traditional facilities and programs. Additional space would relieve many of the scheduling conflicts that currently stand in the way of further program growth while optimizing opportunities for collaboration between student life, academic programs, and varsity athletics.

In the summer of 2007, University Recreation broke ground on the Challenge Course facility located in the northeast corner of campus just south of Brooklane. This high ropes facility resulted from a collaboration between academic and student life. Then-president Jerilyn McIntyre supported the facility through her “Spheres of Distinction” initiative. The facility is now a self-support facility.

In the winter of 2009, University Recreation partnered with Kittitas Valley Junior Soccer Associates (KVJSA) and the Ellensburg Parks and Recreation Center to address a growing need for indoor soccer. Annual agreements with KVJSA and Ellensburg Parks and Recreation are not considered permanent solutions. This indicates the ongoing need for additional indoor synthetic field space.

On-campus, indoor field space must be a priority as demand for both intramural and collegiate sport clubs continues to increase particularly during the months of November to March. Currently, the only indoor surface able to accommodate the activity for these programs is Nicholson Field House. Due to high demand for this space by varsity CWU athletics and academic programs, availability for other groups and activities is limited to 9:00 pm and weekends. The surface also is not ideal for many of the activities that use this space and it is difficult to maintain. New synthetic field surfaces would reduce maintenance needs and provide more consistent quality. Nicholson Pavilion has limited storage space and restricts the use of the upper gym and main gym in order to protect the gym surfaces.

CWU’s central location and state-of the art facilities coupled with its location make it a regional resource for conferences, collegiate club and intramural tournaments and activities. CWU also hosts numerous interscholastic high school athletic events in a variety of sports, from archery and cheerleading, to
basketball and volleyball. Expanding and upgrading athletic facilities could improve service to academic programs and generate revenue. However, increased use requires the acquisition or addition of certain facilities, particularly outdoor recreational resources and indoor field space which can be used during the five months of inclement weather.

The fields located on the corner of 18th and Alder, previously known as the “Community Recreation Fields,” have reverted solely to use by the university. Aside from a small restroom, which is open only seasonally, this field space is void of support facilities that are essential to enhancing academic offerings and hosting additional events on campus.

Goals
• Develop student facilities, spaces, and locations dedicated to accommodating social, recreational, and competitive sport activities; that support academic goals; and that create friendly campus boundaries.

Objectives
• Partner with academic programs to create co-curricular spaces with shared functions (e.g. military science, PESPH, and Recreation and Tourism).
• Add artificial and natural playing surfaces and additional storage and support facilities to the campus inventory of field space, particularly in demand in the northeast zone of campus).
• Enhance spectator/participant amenities: full restrooms, changing rooms, and designated seating near outdoor events.
• Improve boundaries of existing fields to optimize use (e.g. installation of lights).
• Incorporate walking/jogging paths to improve commuter time for off-campus and Brooklane residents, as well as to enhance the experience for on-campus joggers, academic activity classes, and other recreational users.
• Continue to address the shortage of indoor space during winter months for field sports by collaborating with other agencies to identify space resources until CWU develops new facilities.
• Provide safe and adequate parking through lot expansion and improvement at the Alder recreational fields.
• Raise awareness about pedestrian access issues from Brooklane and off campus housing north of 18th.
• Collaborate with site and development, grounds, parking and housing to enhance existing and propose future footpaths to reduce wear through Nicholson playfields, Challenge Course, and the existing Alder recreation complex, as well as unimproved land south toward Jerilyn S. McIntyre Music Building.
• Promote exercise for all students in various activity centers and programs.
• Become a regional resource for hosting collegiate club and intermural tournaments and activities.
• Create opportunities and develop facilities for collaborative learning and teaching on campus. Facilities will increase student-faculty contact and experiential learning.
• Collaborate on the planning and development of joint expansion of facilities. Increase efficiencies, enhance program offerings, and support student recruitment and retention.
• Renovate and/or replace inventory of tennis courts on campus.

Completed Objectives
• Recreation Challenge Course and launched challenges programming. (2008).
• Phase I of Challenge Course site renovations: add shade structures and 6,000 square feet of grass space (spring 2013).
• Commenced renovation of recreational fields in order to meet current program needs in the spring of 2013.
Related Planning Considerations

- The University Recreation department is developing a University Recreation Plan that will be addressing the recreation program changes and facility's needs.
- Continue to develop the challenge course site which includes: expansion of grass field space, planning for potential collaborative meeting/classroom space, and development of low challenge elements.
- Create a connective walking/jogging path through undeveloped space East of Alder and North of Dean Nicholson Blvd.
- University Recreation has, in an ongoing effort, considered and utilized other facilities both on and off campus in order to meet short-term demands and has determined current “overlap” or alternate facility options including, McIntyre lawn, Nicholson upper gym, Nicholson weight and cardio, Rotary Park, Mt. View Park, and Magnuson Park in Seattle).
- Increase revenue by filling facilities during off-peak hours.
- Serve alternate and traditional summer programs and increase revenue through additional field and indoor space.
- Continue to provide and promote facilities to support gender equality.
VARSIY ATHLETICS

Students earn credit for participating in varsity athletics. The learning value of these experiences is accepted as part of the students’ education and growth. The university community also benefits from athletics as a natural outlet for enthusiasm and energy, school pride, and opportunities for a wide range of professional experiences (coaching, sports medicine, band, journalism, etc.).

The quality and availability of facilities vary. Fields for baseball, softball, and soccer are excellent. The football stadium needs improvements, mainly to add seating capacity and to add lighting for night games. Renovations to Nicholson Pavilion have been ongoing in phases. Improvements have upgraded the coaches and administrative offices, concession stands, restrooms, lobby, locker rooms, team rooms, the basketball courts, and stands. A new field for softball and soccer has also been added. Together, Nicholson Pavilion and the Student Recreation Center now provide adequate space for athletics, physical education, and intramural sports.

An additional phase of renovations to Nicholson Pavilion would improve office spaces and the track facility, now inadequate for hosting a conference meet. Teams must travel for every competition. Furthermore, the campus needs facilities to host high-attendance events like commencement, state high school tournaments, concerts and various fundraising activities. The revenue from these events, in turn, will help fund athletics scholarships, which the Athletic Department now is only able to fund at 40 percent of the levels allowed by NCAA Division II rules.

Goals
• Maintain or develop high quality facilities to support athletes, faculty, and coaches.

Objectives
• Create a self-funded athletic program to provide full scholarship offerings according to NCAA Division II rules.
• Provide solutions to compacted and divided office spaces.

Related Planning Documents
CWU Sports and Event Center Strategic Plan 2010 (Exhibit E.1)
The CWU Conference Program currently has three residence halls available for year-round lodging of conferences and visitors to campus. These halls supply about 300, twin-sized beds for use during the academic year. When most of the other halls are available in summer, conference inventory expands to about 2,000 beds. Additional bed capacity during the academic year is dependent upon housing occupancy every fall.

The Conference Program supports the housing and dining systems by filling some of the vacant capacity during the year. This generates revenue as well as helping recruitment by hosting numerous youth groups on campus.

The SURC has become a primary facility to help market the campus to groups during the academic year. The quality dining, meeting facilities, equipment, and the Wildcat Shop all help recruit conferences. Departments can now host regional association meetings during the academic year.

**Goals**
- Fill vacancies and maximize use of the auxiliary buildings and other campus facilities.
- Help to maintain and improve all auxiliary buildings for conference needs.

**Objectives**
- Maintain and improve auxiliary facilities to better meet conference group’s requirements.

(For more information please see the Conference Program Task Force Report 2011, Exhibit E.3)
As CWU looks increasingly to its 80,000 alumni for service, advocacy, and financial support, an attractive and conveniently located alumni office/center becomes a vital goal. Such a space also could house the Office of Alumni Relations and the Alumni Association.

**Goals**
- Connect alumni to the university with a common gathering space in Ellensburg.

**Objectives**
- Establish a conveniently-located alumni center that would provide information, space for meetings, entertainment, displays of historic artifacts, and a place to engage university services, programs and activities. Such a center would also house the Office of Alumni Relations and the Alumni Association.

**Further Planning Considerations**
- Evaluate the suitability of sites for appropriateness in meeting the objective.
- Examine alumni needs, construction and remodeling costs, and various alumni and university uses for the facility.
- Evaluate and pursue fund sources.

(For more information please see the Old Heat Plant Pre-Design Study 2009, Exhibit E.2)
CWU has operated a facility for early childhood education since the inception of the institution as the Washington State Normal School in 1891. The model elementary school allowed teachers to work directly with children to learn about behavior, psychology, pedagogy and other aspects of early childhood education.

Several programs support family needs, including childcare, learning, and resource information. These programs are located in two different areas on campus and funded separately. The existing programs are:

- Rainbow Center provides childcare for infants and toddlers aged one month to 28 months. The Rainbow Center is housed in 2377 square feet of Michaelson Hall, with a secure outdoor play area.
- Early Childhood Learning Center provides childcare for children ages two through eight. It is located at Brooklane Village in 5148 square feet with a secure outdoor play area.
- Family Resource Center offers educational programming to support families, coordinates family related research and civic engagement opportunities, serves as a clearinghouse of information for resources of interest to families in the region, and advocates for the needs of families.
- Developmental Preschool is available through the Ellensburg School District for children with behavioral issues or learning disabilities.

CWU needs a facility to meet the overwhelming demand for child care for the children of students pursuing degrees in Ellensburg. University employees are also greatly aided by on-campus child care, as CWU is one of very few organizations that provides child care in Kittitas County. The scarcity of child care in the area combined with tremendous enrollment increases on the Ellensburg campus has created an unprecedented need for child care.

CWU's early learning programs are fragmented and operate in two locations more than a mile apart. Currently, there are efforts to bring together decentralized functions and programs into one facility. Other programs exist in Ellensburg which may be coordinated into one functioning center on campus. These include Head Start, private child care, and private care for senior citizens and persons with disabilities.

**Goals**

- Continue to serve the needs of children, adults, and families on the CWU campus, the City of Ellensburg, and Kittitas County.
Objectives

• Provide affordable, high-quality dependent care for students and staff.
• Coordinate community and academic resources, and provide opportunities for university service learning activities, and student and faculty research.
• Formalize relationships with community service providers to establish a central point of contact for individuals and families in the community who are seeking services or enrichment opportunities.
• Work with community providers and leaders in seeking grants and services for children, teens, families, and seniors.
• Coordinate efforts on campus and in the community to plan, develop, implement, and evaluate educational programs to improve skills of child care providers at all levels.
• Promote the planning, development and implementation of family life education programs for students, staff, faculty, and community residents’ at all developmental stages and across all stages of the family life cycle.
• Support interdisciplinary research activities relative to child and family issues and facilitate dissemination of that knowledge in a meaningful way for practitioners and service providers in the community.
• Integrate existing academic and service programs on the Ellensburg campus and increase community awareness of those programs.
Property
East Helena Street
CWU owns 52.28 acres east of North Walnut Street and north of East Helena Street. This property is currently leased as cattle pasture. The future use is of this large parcel of property is still to be determined.

Leases
CWU has the following active leases for space or property off campus, a description of each is as follows:

- The High School Equivalency Program has two leases in Yakima for a total space of just over 2,850 square feet. One lease provides space for their academic program and the other provides space for the administration of the program.
- Seattle office space lease is for just over 3050 square feet of space and is used by a combination of programs from the President’s Office, Enrollment Management, Financial Aid, and Alumni and Foundation programs.
- The Welcome Center building is located three blocks west of CWU on University Way. The facility is just over 1,500 square feet of office space and includes parking for visitors. It is used by several departments including Parking Services and Enrollment Management.
- Kittitas County Airport lease provides almost 7.5 acres of space both inside and outside the local airport fences for the Department of Aviation. The lease includes building space adjacent to the airport tarmac where many aviation classes are held.

Gladmar Research & Education Area
In 2007, CWU entered a 50-year lease of the 38-acre Gladmar Research and Education Area (GREA), located south of the Yakima River and north of I-90 near Exit 101. This site encompasses the interface of the river environment and its floodplain, including the main stem and a side channel of the Yakima River, a backwater slough, and littoral habitats.

The site provides an extremely diverse aquatic environment: pools, riffles, and braided channels; a variety of graded and un-graded substrate; still, slow- and fast-moving water. CWU has a tradition of providing field-based programs and has connections to municipal, county, state, federal, and tribal governments. Yet CWU hasn’t been able to take advantage of federal and state funding opportunities because the university did not own a natural-area field site.

River habitat has been difficult to find as private ownership and residential development increases access to undisturbed habitat. Other nearby land cannot be used during the fall because of the timing and length of hunting season. Inclement weather often deters access to many other sites during the winter and spring.
Gladmar provides an accessible alternative. Its proximity to campus helps reduce transportation costs otherwise incurred by travelling to more distant field-sites. GREA’s motto, “Let nature take its course,” allows this field site to provide dynamic learning experiences. GREA encourages long-term interdisciplinary research, promoting understanding, conservation, and stewardship of the natural world. Undergraduate and graduate students as well as K-12 students and community members explore the biodiversity at Gladmar and embrace opportunities for study across disciplines.
SUSTAINABILITY AND ENERGY CONSERVATION

CWU is committed to complying with the design and construction industry’s best practices for sustainable buildings through the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) Program. This includes commitments to resource conservation, reducing and managing solid waste, and sustainable building development and operations.

Energy Conservation
CWU has significantly reduced electricity and natural gas consumption through the “Trilogy Program,” which conserves energy in three ways:
- Conserve to reduce demand;
- Meter all buildings and central plants for electricity and gas usage; and
- Use metered data to maintain savings and identify new strategies for conserving energy.

Several projects have taken place since 1998 to reduce resource consumption. These have reduced in campus-wide electricity and natural gas use by about 14 percent, despite a 12-percent increase in building square footage since 2005. Additionally, replacing traditional bulbs with long-lasting, low-wattage florescent bulbs in fixtures across campus has reduced both electricity and labor costs. To date, the university has implemented over $20 million in energy-related projects, saving $6 million in capital construction projects and more than $4 million in energy, operations, and maintenance costs. At current utility rates, conservation improvements will save $1.5 million a year.

Water
CWU is reducing water use and installing low-flow and flush plumbing fixtures. As developments are tested in the use of irrigation water supplies, low water-need landscaping, and interior fixtures, these lessons will be applied to future campus changes to further reduce overall water consumption.

Goals
- Continue to reduce utility expenditures and the use of natural resources through conservation programs and incentives.

Objectives
- Design all new and renovated building projects for certification to the LEED Silver level, at a minimum.
- Make timely investments to conserve electricity, heating, and water in existing buildings.
- Target conservation measures for high-intensity water and energy uses (such as irrigation, residential, and laboratory) as a first priority.
- Develop educational and conservation programs with on-campus groups, off-campus non-profit organizations, and governmental agencies.
- Engage the faculty, students, and staff in performance operations to promote more proactive and efficient behavior toward resource conservation.
Further Planning Considerations
Create a university-wide sustainability plan that articulates measurable goals and is focused on identifying, prioritizing, and implementing actions and initiatives to achieve those goals.

The capacity of the utility infrastructure for energy and resource distribution has been a concern with increased campus square footage. Each project that adds square footage results in additional load on the existing systems. For example, CWU requested from the state and received a third “chiller” in 2011 to accommodate increased air conditioning demand, generated by the SURC in 2006 and new residence halls.

Gradual expansion of utility and infrastructure support systems to the northeast portion of campus has increased the distance to service targets. The need for a new plan that serves the northeast portion of campus should be considered.

Service / Utility Infrastructure
Aging boilers, now 30 years old, need sequenced replacement to maintain reliability. CWU has made a significant effort to slow this impending need through an aggressive and award-winning program in energy efficiency and conservation, but the time has come for expanding the heating and cooling plant.

New development should incorporate three significant plans: the Climate Commitment Action Plan, the Chilled Water Plan, and the Steam Plant. Irrigation, storm water and sanitary sewer impacts should also be considered in a capital project setting.

Goals
- Provide efficient utility infrastructure to gain capacity for future facility growth.

Objectives
- Consider the impacts on the utility infrastructure distribution systems in any major capital project.
- Improve and/or expand utility systems as necessary.
- Increase and improve the central plant operating capacity to provide for new buildings and renovations.
- Coordinate utility upgrades with other capital projects and developments.
- Coordinate underground utility lines with other developed features. For example, place steam lines under sidewalks to avoid grassless patches and reduce the need for winter ice removal and snow shoveling.

Further Planning Considerations
- Create an infrastructure plan that will include the existing Chilled Water and Steam Plant, the forthcoming Irrigation Plan, other utility plans, and the feasibility of developing a new combined heat and power plant.

Solid Waste
Currently, solid waste issues are being addressed by the Conservation, Waste Minimization, and Recycling Committee. This group is made up of several members representing the three different divisions that manage solid waste: Facilities Management; Housing, Dining, and Conference; and Environmental Health and Safety. The various viewpoints and needs are considered in major waste-disposal system decisions.
Goals
- Maximize the efficiency of the solid waste and recycling collection and disposal across campus, and be proactive in recycling amounts and types of product.

Objectives
- Reduce solid waste tonnage; reduce garbage production through recycling, reuse, surplus sales, and composting.

Further Planning Considerations
- Develop a centralized management system.
- Consider sharing garbage collection resources and facilities.
- Produce a solid waste plan that addresses the risk and disposal of all types of waste, including hazardous and food.
- Anticipate more restrictive universal waste requirements with increased storage on campus.
Since 2005, Central Washington University has acquired the following properties, all of which are contiguous to the Ellensburg campus:

- Former site of the College Courts Trailer Park, located west of Maple Street between 10th and 11th Avenues, has been developed into Parking Lot I-19.
- Former site of the Lankford Apartments, located at 911 East 10th Street adjacent to the I-19 Parking Lot, has been developed into a landscaped park area until a future permanent use of the site is determined.
- Three residential lots located on the northwest corner of D Street and University Way have been developed into a landscaped park until a future permanent use of the site is determined.
APPENDICES AND EXHIBITS

The following referenced appendices and exhibits can accessed online at http://www.cwu.edu/facility/master-plan.

Appendices
A.1 South Neighborhood Planning Study 2007
A.2 Science Neighborhood Planning Study 2010
A.3 Campus Landscape Plan 2010
A.4 Campus Circulation Plan 2011
A.5 Campus Parking Analysis 2013
A.6 Signage and Wayfinding Plan 2010
A.7 John Wayne Pioneer Trail Reconnection Study

Exhibits
E.1 CWU Sports and Event Center Strategic Plan 2010
E.2 Old Heat Plant Pre-Design Study 2009
E.3 Conference Program Task Force Report 2011
E.4 Project and Planning Rendezvous 2006
E.5 Planning Rendezvous 2009
E.6 Winter Campus Planning Rendezvous 2010
E.7 CWU / City / County / Community Planning Forum