

Washington State University

Meyer's Point Environmental Field Station Stakeholders and Partners Workshop Summary November 8–9, 2017



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Executive Summary

On November 8–9, 2017, a total of 26 Meyer’s Point Environmental Field Station stakeholders and partners convened in Olympia, Washington, to identify goals, outcomes, and processes that support research, education, and outreach initiatives on a 95-acre tract that was bequeathed to Washington State University in 1990.

Workshop attendees developed a set of guiding principles for management of the site, emphasizing conservation, stewardship, restoration, and community as well as minimizing the development footprint. Attendees discussed past, current, and desired uses of the site, and considered the unique qualities of the site in the context of local and regional land uses and activities. They discussed the multi-use aspects of the site and its ability to create space for cutting-edge research, education, and outreach, including the sciences, arts and humanities.

Building on initial major and minor themes developed during a July 2016 stakeholder meeting, attendees developed goals, outcomes, and processes for activities in seven primary areas—Collaboration, Public Engagement, Messaging, Funding, Facilities, Program Delivery, and Site Administration.

Attendees described two phases of infrastructure development for the site. Phase I includes lower-cost, short-term renovations and upgrades to existing infrastructure. Phase II is a longer-term vision that would include a more significant financial investment that could expand the ability of the site to accommodate enhanced research, outreach, and education programming.

Throughout the 2-day workshop, attendees emphasized the desire to engage the community, neighbors, local educators, tribes, and others to collaboratively develop and deliver research, outreach, and formal and non-formal educational programs and activities, highlighting the unique natural features of the site and showcasing responsible human use of the unique ecosystems found in South Puget Sound.

Background

Meyer's Point Bequest

Bequeathed to Washington State University in 1990, Meyer's Point consists of 95 acres of undeveloped land that includes 2,100 feet of Puget Sound shoreline and extensive terrestrial, wetland, and aquatic habitats. The property is located on the shores of South Puget Sound, several miles north of Olympia, the state capitol, in an area that is growing and urbanizing rapidly. The unique geology, climate, and nutrient-rich waters of Puget Sound produce and sustain biologically productive coastal habitats.

Understanding and managing environmental changes, such as how to balance growth and development with environmental sustainability, pose significant challenges for all communities. Numerous environmental issues associated with sustainable development at the urban/rural interface apply not only to Puget Sound, but to many other growing coastal areas of the state and nation. Meyer's Point could become a regional and national model for a coastal field station dedicated to environmental research, education, and outreach focused on the urban/rural interface.

Protecting and Preserving

Since 1990, Meyer's Point has been the site of significant activities in environmental research, training, and outreach by several WSU campuses and many partners. Given its proximity to the rapidly growing Puget Sound region, Meyer's Point is well-suited for studying a range of environmental issues at the urban/rural interface.

In keeping with the Meyer family bequest to "promote environmental education, research, and the arts," WSU is committed to responsibly developing world-class research facilities, providing extensive educational opportunities for a wide range of students, from K-12 to undergraduate to graduate, and to offering outreach and non-formal educational programming for the public. Currently, the vision is to transform Meyer's Point into a leading environmental research, education, and outreach center that will benefit the greater Puget Sound region, the state of Washington, and the nation.

As the state's land grant research university, WSU faculty and researchers have significant expertise in three important areas relevant to Meyer's Point: Water science, the interface between agriculture and ecosystems, and "People and Place" in the arts, humanities, and sciences.

Resources and Facilities

For the past 27 years, in keeping with the intended uses stated in the bequest, WSU and its partners have used the property and its assets for a range of environmental research, education, and outreach activities.

In addition to the terrestrial and aquatic natural resources on site, there are currently four buildings on the Meyer's Point property (Figure 1):

- **Office**

A cinder block, A-frame building on a rough concrete slab with a total of 900 square feet of usable space on two levels. The lower floor is used for storage, processing of biological/ecological samples, and general operations. The upper floor can be configured for a variety of uses (office space, sample processing, and storage), although infrastructure improvements, such as replacement of the stairs, needs to occur before the second level of this structure is suitable for use.

- **Barn**

A wood-framed structure with a metal roof and a concrete slab foundation, the barn is 2,000 square feet in size, with a 300-square foot loft. The barn is used for storage and as an indoor facility for students and volunteers working on various science projects (e.g., forest restoration and oyster harvest activities).

- **Caretaker's house**

Built in 1991, the main house is a large two-story, single family dwelling of about 3,350 square feet, with a small daylight basement apartment. The large deck provides views of Henderson Inlet, one of the southerly extensions of Puget Sound. The house includes its own well and septic system. Infrastructure improvements need to be made to this facility before it can be used for programming.

- **Garage**

A two-car garage on a concrete slab that is connected to a concrete entry drive includes a storage area of 570 square feet.

Upgrades to the septic system are needed to accommodate increases in programming and research onsite.



Figure 1. Aerial view of the Meyer’s Point property (yellow dash depicts property boundary), located several miles north of Olympia, WA, including the four buildings (located within the blue oval).

Planning Process

A steering committee, which reports to the Dean of the WSU College of Arts and Sciences, is charting the course for the future use of Meyer’s Point.

The steering committee members are:

- **Stephen Bollens** (chair), Director of Multi-Campus Planning and Strategic Initiatives for the College of Arts and Sciences; Professor in the School of the Environment and the School of Biological Sciences; and Co-director of the Aquatic Ecology Lab at WSU Vancouver.

- **Stephanie Hampton**, Director of the WSU Center for Environmental Research, Education and Outreach (CEREO) and Professor in the School of the Environment.
- **Larry Hufford**, Associate Dean for the College of Arts and Sciences; Professor of the School of Biological Sciences; and Director of the WSU Conner Museum of Natural History and the Ownbey Herbarium.
- **Gretchen Rollwagen-Bollens**, Associate Professor in the School of the Environment and the School of Biological Sciences; Co-director of the Aquatic Ecology Laboratory at WSU Vancouver.
- **John Stark**, Director of the Washington Stormwater Center and Professor of ecotoxicology at the WSU Puyallup Research and Extension Center.

July 2016 Stakeholders Meeting

In July 2016, stakeholders convened at Meyer's Point to identify themes that resulted in a series of two-page documents solicited by WSU College of Arts and Science Dean Daryll DeWald (Appendix A). The major and minor themes identified at the 2016 meeting helped to inform initial discussions and the development of goals and outcomes at the November 8–9, 2017 workshop.

2017 Workshop Format

On November 8–9, 2017, a total of 26 Meyer’s Point Environmental Field Station stakeholders and partners (Appendix B) convened in Olympia, Washington, to identify goals, outcomes and processes that support research, education, and outreach initiatives to inform the development of a 5-year strategic framework for the field station. The workshop was facilitated by Lisa DeBruyckere, President of Creative Resource Strategies.

The agenda for the two-day workshop (Appendix C) included a visit to the Meyer’s Point site (Figure 2), which consisted of sharing information on the background of the original bequest, and discussions about existing facilities, anthropology/history field work conducted on site, and work with local groups to restore native vegetation. Workshop attendees then participated in three breakout sessions (research, education, and outreach) to develop goals and outcomes/processes for potential Meyer’s Point activities. Attendees were encouraged to use the SMART (specific, measurable, achievable, realistic, time-framed) framework for goal development, and were shown one example of a potential goal statement for each category. Steering committee members distributed themselves among the three groups to assist with facilitation and notetaking. After each breakout group developed a list of draft goals, workshop attendees participated in other groups to review, comment, and add their perspectives to the goals in each theme. Workshop attendees then convened in one large group to review the draft goals. A similar process was then used to develop outcomes and processes.

Workshop attendees were encouraged to think about what makes the site unique.

The second day of the workshop (a half-day session) was focused on site infrastructure—facility needs that would allow the university to advance programmatic interests as well as incorporate the interests of the County and neighbors.



Figure 2. Some of the 26 workshop attendees that participated in a field site visit to Meyer’s Point in November 2017.

Results

Guiding Principles for Meyer's Point Environmental Field Station

- Avoid duplication of effort when developing Meyer's Point programming. Several other entities locally and regionally provide hiking trails, conduct research, and deliver environmental education outreach and education services.
- Conservation and natural resource stewardship should be underlying considerations among all Meyer's Point themes and activities.
- Research, scholarship, and creative work at Meyer's Point are equally important, incorporating effort and perspectives from the sciences, arts, and humanities.
- Any infrastructure enhancements to the site, including renovations to existing structures or new facilities, should consider:
 - Tradeoffs relative to replacing existing structures;
 - The viewscape and open space values of the site;
 - Neighbor and neighborhood considerations and values;
 - Avoiding development and heavy use in sensitive natural resource areas;
 - How best to mitigate for existing structures; and
 - Incorporating a perimeter policy.
- All activities onsite should seek to lower the human footprint, include energy sustainability, and promote extensive reuse of materials.
- Avoid trail construction until an assessment of lowest impact pathways is determined.
- Consider the conservation gradient that exists from the least developed coastline area to the most human-influenced hayfield when considering locations for new infrastructure.
- Model and demonstrate sound ecological practices, and encourage the continued presence of responsible agriculture, i.e., working landscape concept.

The following information represents a compilation of research (R), education (E), and outreach (O) goals, outcomes and processes nested within categories developed during and immediately after the workshop. Categories include Collaboration, Public Engagement, Messaging, Funding, Facilities, Program Delivery, and Site Administration.

Original notes from each of the breakout sessions and large group discussions can be found in Appendices D, E, and F.

Goals, Outcomes and Processes

I. Collaboration

1. R—Create increased collaboration through shared data resources (baseline data and long-term monitoring), comparative studies across sites, and local partnerships (academic, nonprofit, tribal, municipalities).
 - a. R—Establish monitoring stations, such as water quality monitoring buoys, stream sensors, and a met station.
 - b. R—Identify and initiate discussions with partnering institutions with whom complementary resources/objectives suggest a need for a Memorandum of Understanding (MOU), then create such MOUs to enable research (e.g., onsite use by non-WSU entities, dormitory use at St. Martin’s University); ensure MOUs contain expectations for collaboration on joint grant proposals.
2. O—Network and collaborate with other outreach organizations/stakeholders in the area, e.g., the WET (Water Education and Technology) Science Center in Olympia.
3. E—Collaborate with educational institutions (K-12 and higher education) and community members (Non-governmental organizations, agencies) on programming, as well as access and opportunities for community education.
 - a. Develop a directory of stakeholders, including the Thurston EcoNetwork (Appendix H).

II. Public Engagement

4. O—Capitalize on the proximity of Meyer’s Point to the state capitol to engage lawmakers (civic involvement as a message, socio-environmental connections).
 - a. Find the nexus points among science, humanities, arts, and other disciplines.
 - b. Bring lawmakers and policy people to the site.
5. O—Include all stakeholders early in site use, planning, access issues, and community identity, soliciting assistance from WSU Extension to assist with public perceptions and input.
 - a. Conduct a county-wide survey to obtain perspectives and opinions of local stakeholders.

- b. Engage with the local Thurston “EcoNetwork,” a group of environmental educators that meet monthly.
- 6. O—Engage and consult with tribes early and in pre-planning stages, particularly as it relates to culturally important topics, such as burial sites.
- 7. O—Develop a framework to allow for responsible public involvement/engagement on and offsite (e.g., volunteers, school groups).
 - a. Develop a community group, called “Friends of Meyers Point,” to participate in activities on site.
- 8. O—Consider allowing free and well-contained public access (i.e., gates, open hours), with corresponding infrastructure enhancements that meet ADA standards.
- 9. E—Enable stakeholders to participate in the design, implementation, and outcomes of educational opportunities.

III. Messaging

- 10. R— Consider defining the site identity narrowly, highlighting the site’s unique properties. Site identity can help to establish the big visionary questions that shape enhanced collaboration, e.g., Puget Sound land-water stewardship; potentially emphasizing both restoration activities and scientific themes such as carbon and nutrient flows across residential, agricultural, and natural environments as well as coastal areas, and mapping the land-water interface.
 - a. E—Coordinate closely with researchers to develop themes to inform site identity.
- 11. O—Develop an outreach strategy that balances natural science uses/focus with cultural/community uses/focus.
- 12. O—Showcase site uses, such as research, education, art, music, natural resource stewardship and other assets.

IV. Funding

13. O—Identify funding sources/donors to sustain site use and operations long term (field school should support low-cost lodging on site, art, gallery, music events, larger gathering spots).
 - a. R—Initiate WSU seed funding to encourage WSU faculty and students to discover and use the site for research and teaching.
 - b. R—Write proposals, fundraise for monitoring equipment, and coordinate data/metadata standards with other field stations and marine laboratories.
14. O—Consider selling a conservation easement to provide partial funding for needed infrastructure improvements.
15. Incorporate a diversified approach to fundraising, pursuing federal, state, and local grant opportunities, including tuition dollars as part of the funding model.

V. Program Delivery

16. R—Implement restoration ecology programs to enhance both restoration/conservation and research.
 - a. Conduct a certain number of environmental research projects/year.
 - b. Conduct a certain number of creative/scholarship projects/year.
 - c. Conduct a certain number of interdisciplinary projects/year.
17. R—Team-teach a multi-disciplinary course focused onsite that illustrates “power of place,” which gives faculty spanning multiple disciplines an opportunity to understand and explore research ideas together.
18. R—Encourage/coordinate individual and team-oriented research.
 - a. R—Establish a research oversight group to identify specific needs and opportunities.
 - b. R—Host a Meyer’s Point conference for researchers/stakeholders to share research being conducted at the site. Consider focusing the first conference on baseline data.
 - c. R—Develop baseline data and information to inform responses to changes in Puget Sound (e.g., climate change, urbanization, shoreline hardening) and publish these on a web portal.

19. R—Highlight strong gradients that exist onsite within a relatively small area, such as land-water interface, land use, freshwater-marine, and changes across different time scales (from geological to archaeological to short-term).
 20. O—Implement programs that highlight urban/rural/environmental connections.
 - a. Make portions of the septic system visible.
 - b. Create a natural history/archeological artifacts museum, including exhibits on indigenous use.
 - c. Develop and interpret demonstration gardens, agricultural practices in the hayfield, connecting stormwater to shellfish resources and water quality issues, and striving for harmony between natural and cultural resources.
 21. O—Enhance digital outreach on site via a website, webcams, site videos and teacher lesson plans.
 - a. Develop a “gut” connection program - shellfish harvest to people – through food and food uses/preparation.
 22. E—Offer educational programming that provides unique opportunities for diverse students, including historically underserved, non-traditional, at-risk, youth populations.
 23. E—Increase collaborative environmental educational use of the facility onsite incrementally and sustainably during the next five years, maintaining year-round programming (take advantage of what different seasons allow).
 - a. Engage tribes in program implementation.
 - i. Seek out examples of tribal colleges and Washington institutions.
 - ii. Develop tribal liaisons through existing programs, such as Evergreen Longhouse Programs, Washington State University, Northwest Indian Treatment Center, and South Puget Sound Community College.
 - b. Offer complementary courses at multiple institutions that are taught at Meyer’s Point – students could enroll from their home institution without having to transfer credits.
 - c. Build an educational program in phases.
 - d. Create one or more undergraduate courses.
 - e. Initiate development of K-12 programming with a smaller pilot group that targets at-risk, diverse audiences – identify one or two schools.
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- f. Host summer field studies and a summer archaeology camp (and/or other disciplines) for graduate students.
 - g. Develop programming for K-22.
24. E—Create opportunities for coursework, research, and information gathering through time by overseeing the completion of a student-produced multi-disciplinary manual of the site that describes its archaeological, historical, ecological, and other attributes and resources.
25. E—Promote service-learning opportunities for students as well as pre-service teachers that seek to gain practical experience.

VI. Site Administration

26. E, O, R—Establish governance and basic policies for site use.
27. O, R—Hire an on-site program coordinator to facilitate site use.
- a. The onsite program coordinator could be a clinical faculty member who teaches online courses to augment their other duties related to MP.
 - b. Develop a relationship among the IHEs/NGOs to create the program coordinator and take responsibility for funding and supervising the position (consider having this position report to a collaborative group).
28. E—Have the on-site program coordinator work under the auspices of WSU and collaborating educational institutions.
- a. Spatially distribute activities onsite.
 - b. Conservation should guide research – think about the coastal zone to emphasize conservation, the forest zone to emphasize restoration, and the hay field for any future new infrastructure facilities.
 - c. R—Establish a minimal research facility as soon as possible.
 - d. E—Design and offer courses consistent with the mission of the field station, WSU, and participating stakeholders
29. R—Have the program coordinator work with WSU administrators to coordinate individual researchers - identify a) complementary projects (logistically but also disciplinarily), b) incompatible research (logistically, culturally, conservation ethic), c) research needs.

VII. Facilities

This section includes the facilities-related goals, outcomes and processes from the breakout sessions as well as the facilitated discussion during the second day of the workshop (raw notes from the facilities discussion on Day 2 can be found in Appendix G). Workshop participants reviewed and discussed the four existing onsite structures and their current condition (caretaker residence, office, barn, and garage), and goals in the context of nearby complementary facilities, and a limited short-term budget. They then discussed the types of short-term and long-term facility enhancements that would be needed to meet the Research/Scholarship/Creative Works, Education, and Outreach goals they defined on the first day of the workshop, discussing the pros and cons of each recommendation. They discussed infrastructure enhancements in terms of two phases (short and long term).

Phase I (Short-term Renovations and Upgrades to Existing Infrastructure)

Phase 1 focuses on infrastructure enhancements that bring existing structures to a usable level for researchers/others.

Office

30. Provide upgrades to the office, creating a potential small dorm or lab space upstairs, and a downstairs office and/or laboratory space with an ADA accessible bathroom.
31. Expand the deck on the second level of the office and repair the stairs, creating an elevated platform for birdwatching and other observational activities.
32. Install a separate septic system for the office.

Barn

33. Renovate the barn to create space for multi-use activities—dry-lab research, teaching, and group tours through enhanced weatherization and other improvements.
34. Consider expanding the barn space by adding a covered pavilion to the existing structure.
35. Ensure barn facilities have access to technology, such as Internet access and cell communications.

Caretaker residence

36. Provide residential space for the site caretaker, most likely in the upstairs portion of the existing caretaker residence.
37. Pending zoning approvals, provide dorm space to a limited number of students, most likely in the lower portion of the caretaker residence.
38. Pending zoning approvals and upgraded septic capacity, use a portion of the lower level of the caretaker residence as a classroom and meeting space.

Transportation improvements

39. Address any physical road improvements that may be needed (turnaround space, fill issues) to accommodate programming needs.
 - a. O—Provide adequate parking for site activities.
40. O—Consider ways to connect the site to the community, avoiding sensitive natural resource features and areas. Examples include a bike trail, hiking trail, interpretive areas that showcase site uses, a boardwalk to the viewpoint perpendicular to the shoreline, and a pathway from the hayfield to lower portion of site.
41. Carefully consider a trail to connect the upper hayfield to the lower buildings; consult extensively before construction to ensure that it has low environmental impact and longevity, in order to avoid disturbance as an increasing number of visitors (including researchers) create their "desire paths" down the slope.

Phase II (New infrastructure)

42. Consider constructing, with partners, a modest-sized facility in the hayfield. Consider a coastal longhouse or plankhouse style with a commercial kitchen to process native foods.
43. Consider providing a permeable parking area surrounded with rain gardens or similar demonstrations of Low Impact Development in the hayfield adjacent to the new facility.

Appendix A. Major and Minor Themes from July 2016 Meyer's Point Meeting.

Stakeholder	Major Theme	Minor Theme #1	Minor Theme #2	Minor Theme #3
#1	Education/Restoration Ecology	Sustainability	Invasive Species	Recruitment Tool for WSU
#2	Outreach/Extension in South Puget Sound	Water Resources	Master Gardener and Master Recycler-Composter	Agro-Ecology
#3	Sustainable Growth	Need for Stakeholder input early and often, especially from local landowners		
#4	Environmental Education (K-12)	Restoration Ecology	Water Quality/Aquatic Ecology	Storm Water
#5	Undergraduate Science Education	Research -- Restoration Ecology, Water Quality, Urbanization	Meeting Place/ Conference Center	
#6	Urban ecology, Sustainability, Integration of "People and Place"	Storm water	Arts and Humanities	
#7	Education/Outreach	Research -- Science	Creative Arts/Humanities	Meetings/Retreats
#8	Water Quality	Sustainable Natural Resources (Shellfish Production)	Hands-On Experiential Education	
#9	Undergraduate Education	Student Internships	Habitat Restoration	Water Quality
#10	Biological Field Station (multi-purpose) focused on urban-rural interface	Providing relevant scientific data and long-term research critical to upcoming global challenges	Puget Sound water and natural resource research and education	STEM education and outreach
#11	Experiential Education	"Layered" approach spanning K-12, UG, grad, faculty and community		

Appendix B. List of 2017 Workshop Participants

Lisa DeBruyckere, *President, Creative Resource Strategies, Workshop Facilitator*

Stephanie Bishop, *South Sound GREEN Coordinator, Thurston County Conservation District*

Stephen Bollens, *Director, Multi-campus Planning and Strategic Initiatives, CAS, WSU*

Stephen Bramwell, *Extension Director, Thurston County, WSU*

Sarah Cabbage, *Natural Sciences Program Lead, South Puget Sound Community College*

Chuck Cody, *Scientific Assistant, School of Biological Sciences, WSU*

Scott Coleman, *Academic Dean, The Evergreen State College*

Amy Correa, *Outreach and Communications Coordinator, Thurston County*

Robert Cowan, *Director, Hatfield Marine Science Center, Oregon State University*

Jeff Crane, *Dean, College of Arts and Sciences, Saint Martin's University*

Joe Cushman, *Director of Planning, Nisqually Tribe*

Colin Grier, *Associate Professor of Anthropology, WSU*

Stephanie Hampton, *Director, CEREO, WSU*

Mary Jo Hartman, *Associate Professor of Biology, Saint Martin's University*

Margaret Homerding, *Shellfish Biologist, Nisqually Indian Tribe*

Dan Hardesty, *Real Estate and Ag Land Coordinator, WSU*

Larry Hufford, *Associate Dean, College of Arts and Sciences, WSU*

Jennifer Johnson, *Education and Outreach Specialist, Thurston County Public Health*

Derek King, *Henderson Inlet Community Shellfish Farm Manager, Puget Sound Restoration Fund*

Laurence Reeves, *Conservation Director, Capitol Land Trust*

Eli Robinson, *Water Resource Educator, Mason County Extension, WSU*

Orlan Svingen, *Professor of History, WSU*

Gretchen Rollwagen-Bollens, *Associate Professor of Biology, WSU*

Don Shearer, *Director of Development, College of Arts and Sciences, WSU*

John Stark, *Director and Professor, Puyallup Research and Extension Center, WSU*

Dianne Ullery, *4-H Youth Development Program Coordinator, Thurston County Extension*

Lance Winecka, *Salmon Restoration Project Manager, South Puget Sound Salmon Enhancement Group*

Appendix C. Agenda for Meyer's Point Environmental Field Station Stakeholders and Partners Workshop

Washington State University Meyer's Point Environmental Field Station Stakeholders and Partners Workshop *Developing a Leading Puget Sound Environmental Research, Education and Outreach Center*

November 8–9, 2017

- Date:** November 8, 8:30am – 5:00pm
November 9, 8:00am – 12:00pm
- Location:** Ramada Olympia (*Rainier Conference Room*)
4520 Martin Way E, Olympia, WA 98516
(360) 459-8866
- Attire:** Please bring appropriate clothing for Meyer's Point weather conditions.
- Long-Term Goal:** Inform the development of a 5-year strategic framework for Meyer's Point Environmental Field Station that advances the needs, capabilities and aspirations of stakeholders and partners.
- Objectives:** Convene stakeholders and partners to identify Meyer's Point Environmental Field Station goals, outcomes, and processes to support research, education, and outreach initiatives.
- Website:** <https://cas.wsu.edu/meyers-point/>
- Please Review:** Attached summary notes from our July 2016 stakeholders meeting (specifically, themes that emerged from participants' "2-pagers" solicited by Dean DeWald).
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NOVEMBER 8, 2017

Time	Topic
8:30am–10:30am	Welcome and MP Field Station Site Visit Ramada Olympia, Rainier Conference Room – refreshments provided <i>(depart for MP via bus)</i> <ul style="list-style-type: none">▪ History and intended purpose of the bequest▪ Meyers Point natural resource values▪ Past activities – research, education and outreach
10:30am–NOON	Education, Research, and Outreach Themes — Goal Development Workshop attendees will participate in breakout sessions to identify specific goals to advance each theme Education (K-12 and University), Research (Undergraduate and Graduate), Public Outreach
NOON–1:00pm	LUNCH
1:00pm–2:00pm	Breakout Reports and Discussion Workshop attendees will share the outcomes of their breakout sessions, incorporating perspectives and ideas from all attendees
2:00pm–3:30pm	Education, Research, and Outreach Themes — Core Outcomes and Processes Workshop attendees will participate in breakout sessions to discuss core outcomes and the associated processes to achieve the goals that have been articulated for education, research, and outreach
3:30pm–3:45pm	BREAK
3:45pm–4:45pm	Breakout Reports and Discussion Workshop attendees will share the outcomes of their breakout sessions, incorporating perspectives and ideas from all attendees
4:45pm–5:00pm	Summary and November 9 agenda review
5:00pm	ADJOURN

NOVEMBER 9, 2017

Time	Topic
8:00am–8:05am	Welcome and Introductions, agenda review
8:05am–10:00am	Facility Needs – Site Needs and Needs of the County and Neighbors Workshop attendees will work in two breakout sessions to identify site-specific needs as well as needs of the County and neighbors
10:00am–10:15am	BREAK
10:15am–11:15am	Breakout Reports and Discussion Workshop attendees will share the outcomes of their breakout sessions, incorporating perspectives and ideas from all attendees
11:15am–11:45am	Additional Perspectives and Guidance Workshop attendees will have an opportunity to share additional thoughts and perspectives to inform the development of the 5-year framework for the Meyers Point Environmental Field Station
11:45am–NOON	Summary of Workshop and Key Next Steps
NOON	ADJOURN

Appendix D. Raw Flip Chart Notes from Goals Breakout Sessions

Research, Scholarship, and Creative Works¹ Goals

RESEARCH, SCHOLARSHIP AND CREATIVE WORKS

Goals

1. Creating increased collaboration - a) shared Meyer's Pt data resources (e.g. baseline data, long-term monitoring), b) comparative studies across sites, c) local partnerships (academic, Tribal, non-profit, municipalities)
2. Governance to encourage and coordinate individual researchers - identify a) complementary projects (logistically but also disciplinarily), b) incompatible research (logistically, culturally, conservation ethic), c) research needs
3. Implementing restoration ecology programs, to achieve both restoration/conservation and research
4. Highlighting strong gradients within a relatively small area - e.g. land-water interface, land use, freshwater-marine; changes over time (from geological to archaeological to short-term)

Outcomes:

1. X independent environmental research projects per year
2. Y creative works projects
3. Z interdisciplinary collaborative projects year
4. MOUs with partnering institutions - e.g. parameters of collaboration that enable research (e.g. site use by non-WSU, dormitory use at St. Martin's?), expectations for joint grant proposals
5. Baseline data and information collated and available

¹ Workshop participants added "Scholarship", and "Creative Works" to the "Research" theme title.

6. Monitoring stations established to provide data resources - water quality monitoring buoy, stream monitoring station, met station on land

Processes to encourage both independent and larger collaborative projects...

1. WSU seed funding to encourage independent WSU researchers to discover the site
2. Research oversight group established to identify specific needs and opportunities
3. Identify and initiate discussion with partners with whom complementary resources/objectives suggest a need for MOU
4. Meyer's point conference for researchers/stakeholders - e.g. first one around the baseline studies
5. Consider defining the site identity with narrower focus - highlight its unique properties - e.g. carbon flow across residential, agricultural, natural environments to coastal - mapping the land-water interface - can help to identify the big visionary questions that shape big collaboration
6. Collate existing information, publish on web portal
7. Develop baseline data
8. Find resources for monitoring equipment write proposals and fundraise for monitoring equipment, coordinate data/metadata standards with other ocean observing systems
9. Establish caretaker on-site
10. Minimal research facility established (for tomorrow's discussion)
11. Team teaching multi-disciplinary course focused on the site - e.g. "power of place"
12. If some areas are designated as low-use and high-use areas, collect monitoring data to document effects of trampling, etc

Saint Martin's University has dormitories that may be used for small groups

Baseline data will inform response to changes in Puget Sound - e.g. shoreline hardening, dam removal, climate change

Resources/support/knowledge for local partners, e.g. oyster restoration happening soon with non-profit and Nisqually Tribe, access through land, etc, to support this sort of work

Baseline information compilation - land use, human history at the site, clearcutting

Time series - focusing on research unique to the site - creating long-term research program, coordinating with undergrad course goals - creeks and Sound

Using the site for increased collaboration across agencies and colleges - with shared data resources

What is unique? Unique among the field stations in how shallow and strong the interface between land and water - other sites are more immediate deep water influence

Highly protected tidal inlet - an estuary that is far from the ocean and strong ocean influences - strong freshwater and marine flux

Shellfish directly offshore - restoration of native oysters happening now, concerns about invasives

Terrestrial ecotone from water to uplands - relatively small area with very strong gradients

No good inventory of species here yet

Restoration ecology as a research topic - not just to conserve but to restore - what are the leading methods to restore

It's a delicate place - if it is opened to all research questions, will it be too disturbed?

Run-off issues here are important - Lacey has done a lot of work to mitigate urban stormwater, but there are also a lot of animal run-off issues in this area, impact the shellfish

Land-Water Stewardship as a "site identity"? Informs how any development would proceed, and also enfolds all (?) types of research we have discussed so far?

Education

Goals

1. Increased environmental ed. use of facility/site in a sustainable way over next 5 years.
2. Collaboration among ed. institutions and community (NGO's agencies, etc.) – programming.
3. Ed. programming provides unique opportunities for diverse students (K-22?) – including non-traditional/at-risk populations.
4. Year-round programming.
5. On-site educational programmer.
6. Collaborative (serving all institutions)
7. Connect with native tribes to participate in ed./learning opportunities.
8. Produce manual of site (archaeology, natural history, ecology, etc.) – produced by students

Outreach

Goals

1. Do not duplicate similar efforts being done elsewhere/nearby.
2. Network/collaborate w/other outreach orgs/stakeholders in area (i.e., WET center).
3. Unique nearby location to state capitol (lawmakers as audience; civic involvement as a message – social-environmental connections).
4. Framework to allow for responsible public involvement/engagement on and/or offsite.
 - Volunteers
 - School groups
5. Think about options to demonstrate: urban/rural/env connections.
 - Septic visible? View ports/above ground
 - natural history/archaeological artifacts “museum”/exhibits including indigenous use

- gardens/agriculture in hayfield
- shellfish resources and water quality, stormwater
- check out salmon enhancement group in Belfair

6. Involve all stakeholders up front in site use planning/access issues/community identity

- Tribal involvement and consultation early/before planning (burial sites)
- Nearby residents
- At least ways to gather all stakeholder and citizen input (WSU extension can help with surveys, etc.)
- Other cultural stakeholders
- Evergreen and Nisqually Organic Farms

7. Identify/reach out to funding sources/donors to sustain site use/operations

- facility use/field school (low-cost lodging on site)
- donors
- facilities
- what is delivered
 - Research/education
 - Art/gallery/music events
- Events/larger gathering spots

8. Liaison/site manager to facilitate site use

9. Develop outreach strategy that balances natural science uses/focus with cultural/community.

10. Consider allowing free and well-contained public access?

- hiking trail? Connect with bike trail?
- interpretive areas that showcase site uses
- control access – avoid sensitive areas
- boardwalk to viewpoint?
- road? From hayfield to lower for research access
- ADA accessibility
- elevated walkway along shore?
- areas open to public harvesting of traditional foods (i.e., berries), food forest
- gated/open hours

- parking?

11. Digital outreach

- website
- webcams
- videos
- lesson plans for teachers?
- showcase site uses (research, art, music)

12. Outreach Facilities/Structures

- pavilion
- event/gathering/meeting space
- open space

Appendix E. Raw Flip Chart Notes from Outcomes and Processes Breakout Sessions

Research, Scholarship, and Creative Works

Outcomes

- X number of environmental research projects/year
- Y number of creative/scholarship projects/year
- Z number of interdisciplinary projects/year
- MOU's with partnering institutions
- Baseline data available
- Monitoring stations established – water quality monitoring buoy, stream sensors, met station

Processes

- Seed money
- Governance established
- Partners identified
- Meyer's Point conference
- Define "site identity"
- Develop/collate/make available baseline data
- Establish caretaker on site
- Team teaching
- Minimal research facility established

Education

Outcomes and Processes

Coordinator

- Relationship among institutions (supervision, funding) – WSU? Reports to collaborative group?

Building Education Use

- Create undergraduate course (shared among institutions, all at Meyer’s Point)
- K-12 subset – start with smaller “pilot” group – target at-risk, diverse audiences
- Summer archaeology camp (or other) – grad student teaching assistants
- Course for graduate students – summer field studies

Tribal engagement

- Seek out examples of tribal colleges and Washington institutions
- Tribal liaisons – Evergreen Longhouse Program
- NW Indian Treatment Center
- WSU/South Puget Sound Community College tribal liaisons

At-Risk/Non-Traditional Youth

- Identify schools
- 4-H (water quality?)
- CTE

Themes for Meyer’s Point?

- Sustainability, resilience, place-based, etc.
- May develop depending on faculty

Engaging community partners – people, neighbors, non-affiliated citizens

- Educate
- Engage

Outreach

Outcomes and Processes

Capitol Land Trust buys conservation easement that still allows for use goals and mitigation. Mitigation credits and easement (one-time purchase) could help support the cost of an on-site manager and/or infrastructure improvements.

Phase 1

- handles site use inquiries
- Starts stakeholder identification/outreach

Pilot Year Programming

- Summer field schools – across all fields/sectors
- Tied to development of site manual (consider online), provides test run/lessons learned
- Bathrooms, safety
- Identifies use zone boundaries to protect sensitive areas – mark/signs/map

Academic areas/student involvement – from WSU and academic partners

- Natural sciences – field research (biological, physical, chemical – environmental, fisheries, forestry)
- Recreation Management
- Architecture – buildings
- Communications – outreach, website podcasts, videos
- Arts – video production/promotion
- Public policy
- Archaeological/Historical Overviews/Surveys
- Human Dimensions of Natural Resources/Social Sciences
- Land Use/Urban Planning
- Agriculture

Appendix F. Raw Notes from Large Group Discussions

November 8, 2017 Meyer's Point Workshop

Morning:

- visited the site
- lots of interesting ideas related to archaeology and outreach

Goal development session

- breakdown into three groups: research, education, outreach
- develop a set of goals for the site in each of these areas
- goals should be "SMART" (specific, measurable, achievable, realistic, time-frame)
- want to find synergies, as well as explicit recognition of the site itself

Education break out group

- Laurence Reeves
- Stephanie Bishop
Chuck Cody
Xx Evergreen professor
Jeff Crane St. Martins Dean Arts and Sciences

Thurston County

- "GREEN" group -- ~50 teachers in north Thurston county, kids do service projects on various projects, lots of WQ work
- North Thurston School District is very engaged in service learning in environmental
 - nearshore field trips – plankton
 - aquaculture
 - oyster drill removal
 - remove invasives
 - water quality testing
 - upland forest management

Capital Land Trust

- worked with John Stark to figure out ways to utilize the property
 - wanted to purchase a conservation easement from WSU
 - didn't work due to caretaker issue
 - have now purchased 150 acres on other side of the inlet to develop into "Inspire Kids Preserve" for STEM-related outdoor education
 - did something similar in Shelton on Oakland Bay
-

St. Martin's

- Mary Jo Hartman runs some samples
- launching Env Studies major this year, trying to build a restoration ecology and agroecology focus inside that

Evergreen

- has beachfront property already
- Env Studies faculty aware of facility
- has shellfish farm – opportunities for comparison

For K-12 students finding ways to link to NGSS

opportunities for shared courses

pair and partner grad students with undergrads and K-12 students

how work together?

Developing a shared course pulls in faculty from different disciplines and institutions

In the past grad students from WSUV and OSU would be staying in Dr. Meyer's house (when it was there)

- have grad students assist with summer programs with kids

Olympia High School EarthCorps club – have developed a sense of ownership of the site

Stephanie:

- how best to facilitate the visits for kids/schools?

Goal suggestions

- try to increase environmental education use of site incrementally over next 5 years
- work toward educational collaborations among educational institutions/programs
- the growth is sustainable
- provide opportunities for diverse students to see themselves as college students and eventual professionals
- summer opportunities – how manage the liability part of it?

Partner with Lacey Parks and Recreation who already have programming for summer, they can manage the logistics – use them as a stepping-stone to building such capacity of our own

- conservation camp
- WSU Extension in Mason County had a summer-long program with kids in restoration, trail building, etc.

- allow for comparison of more pristine systems (like MP) to a more disturbed site to explicitly explore how do we manage a system to be restored to some desired state

community education

- maintaining year-round programming – how to take advantage of what different seasons allow

- requires an on-site program and programmer – someone who's local and well connected

- maybe develop a model of a shared commitment of IHE who

- make explicit connection with tribes about educational uses of the site – could be related to how students participate in programs, how educators use the site, how tribally-associated institutions collaborate with WSU, etc.

- develop a historical document/video/record that describes the site

Part 2 of Education

- want to enable stakeholders to participate in defining, developing and taking educational opportunities

service learning

- develop service learning program that is comprehensive and part of the collaborative

Bob Cowen

- develop the broad disciplinary emphasis, especially in the history of the site, a species inventory, time-series projects

- emphasize what's unique about the place and what we can do in/with it

Summer field school

- could include archaeology group

Access for community education

Afternoon:

Reports from morning breakout groups

Outreach

- network and collaborate with other stakeholders in the area
- develop a directory of stakeholders
- capitalize on the proximity of MP to the state capitol to engage lawmakers – civic involvement as a message – socio-environmental connections
 - find the nexus points between science, humanities, arts, etc.
 - bring lawmakers and policy people to the site to illustrate different ideas
- develop a framework to allow for responsible public involvement/engagement on and offsite (volunteers, school groups)
 - where can we make the most efficient impact? How not duplicate other efforts?
 - What is the niche for MP?
 - Do a county-wide survey to inventory all stakeholders
 - Local Thurston “Econetwork” – environmental educators that meets monthly
- (Allison xx from Thurston County)
- demonstrate urban/rural/environmental connections
 - septic visible
 - natural history
 - archaeological artifacts and exhibits
 - natural resources vs. cultural resources (not so much “vs” but to strive for harmony between)
 - water quality can show the urban/rural connections
- include all stakeholders up front in site use, planning, access issues and community identity
 - tribes, focus groups, public surveys
- identify funding sources/donors to sustain site use and operations long term
 - low-cost lodging on site, art gallery, music events, etc.
 - think about “credits” for restoring parts of site to develop in others
- hire a liaison/site manager to facilitate the site use
- develop an outreach strategy that balances natural science uses/focus with cultural/community uses/focus
 - sometimes these can be at odds – don’t want to lose sight of this
 - keep the audiences in mind
- consider allowing free public access that meets ADA standards
 - bike trail, hiking trail, boardwalk to waterfront
 - but only in a manner that doesn’t interfere with the research
 - how strike this balance? How give access to the site as a resource for local community?
 - Develop a community group “Friends of Meyers Point” who can participate in activities on site, give access in supervised activities

- Ways for public “view” of research in action, designed carefully
- enhance digital outreach on the site
 - website, webcams, videos, lesson plans for teachers online
 - the “gut” connection through the shellfish harvest to people – through food and food uses/preparation
- make the facilities development in manner that includes education and outreach

Education

- increase environmental educational use of the facility onsite, collaboratively and year-round in a sustainable way during the next 5 years
- collaborate with educational institutions and community members (NGOs) on programming as well as access and opportunities for community education
- offer education programming that provides unique opportunities for diverse students
 - develop programming for K-22, include non-traditional, at-risk
- create opportunities for coursework, research, and information gathering through time by overseeing the completion of a student-produced multi-disciplinary “manual” of the site that describes its archaeological, historical, ecological, and other attributes and resources
 - could be combined with the digital outreach efforts or a web archive
 - “Island Wood” UW environmental education center on Bainbridge Island
- enable stakeholders to participate in the design, implementation, and outcomes of educational opportunities
 - want to explicitly include tribal communities in this process
- promote service-learning opportunities for students – perhaps for pre-service teachers to gain practical experience
- establish an on-site presence for programming and coordination under the auspices of WSU and partnering institutions

Research/Scholarship/Creative work

- creating increased collaboration
 - shared MP data resources (baseline data, long-term monitoring comparative studies across sites)
 - local partnerships (academic, tribal, non-profit, municipalities)
- governance to encourage and coordinate individual researchers
 - identify complementary projects (logistically but also disciplinarily)
 - identify incompatible research and provides for varied needs (logistically, culturally, conservation ethic, etc.)
 - identify research needs

- implementing restoration ecology programs, to achieve both restoration/conservation and research
- highlighting strong gradients within a relatively small area – land-water interface, land use, freshwater-marine – also over time (geological, archaeological to short term)
 - these sharp gradients are very unique to have in such a small area, plus the wide range of gradients

Breakout session on Themes and Core Outcomes and Processes in each area

Education

How to develop partnership with tribes around the education goals?

- probably requires developing trust in addition to the more typical approaches; IHEs would use to develop a MOU
- build on Evergreen's existing relationships with local tribes

Outcomes for particular goals

Onsite coordinator goal

- develop a relationship among the IHEs/NGOs to create this position and take responsibility for funding and supervising the position/person
- how to make the position attractive enough to keep a person there
- could also just be a WSU faculty member

Build environmental education use at site

- complementary courses at multiple institutions that are taught at MP – students could enroll from their home institution without having to transfer credits
- the onsite coordinator could be a clinical faculty member who teaches online courses to augment their other duties related to MP
- creating the position gives a chance to explore the institutional relationships

Tribal involvement

- seek out examples of partnerships between tribal colleges and public/private colleges/universities to find models
- Northwest Indian College?
- reach out to Barbara Ashton at WSU who is liaison to tribes
- identify outreach staff at our institutions who connect with tribes

- Northwest Indian Treatment Center – has programming around substance abuse, but has courses on naturopathic medicines
- Yolanda Machado at South Sound Community College, is asst to the President for tribal relations

Education programming for diverse students

- North Thurston school district, culturally diverse – have science coaches that could help with identifying particular
- SSCC has a lot of non-traditional students, ESL, basic education students – lots of re-engagement programs
- CTE programs
- develop on-going long-term projects that different groups can contribute to
- develop programming to build connection between people and place
- work with graduate students and undergrad who are learning how to develop this programming as part of their own education
- work with the Research group to identify the projects that need monitoring and workforce
- give kids experiences out in nature (Vitamin N)
- lots of people in Lacey don't have any concept of their connection to Puget Sound
- work with community education programs at community colleges
- create a 4-H club for water quality
- use CTE teachers with greenhouses to cultivate native plants that can be planted and propagated at MP

maybe it's better to have student effort focused on the upland habitats, rather than the coastal ones that are more sensitive

Take advantage of the education community at K-12 and university to help with the development of programs and development

Align with NGSS

Align with new state requirements to teach tribal government and history

Should there be a core set of content themes that all educational programming is focused around? How the intentionality be directed?

Keep the site front and center – what does it allow us to educate about?

Ways to engage the local community/neighbors in developing some programming – what are they interested in contributing (historical photos, etc.), what do they want to learn about? Develop a docent program?

Things to do first:

- create a distributed undergraduate course about: sustainability? Conservation? Restoration?

- create a small subset of K-12 field programs

- run a summer archaeological field camp that has graduate student TA's working with the undergrads and maybe some high school students

Need also to consider the spatial scale of all of these activities – the coastal area is very sensitive and maybe should be the focus of conservation, but the forested area is more restoration, and the hay field for facilities – need to keep the physical use of the site front and center

Reporting from outcomes discussion

Research Outcomes

- there are xx # of research projects conducted/year

- there are xx # of artistic projects conducted/year

- develop MOU's between institutions to facilitate use of the site, that spell out expectations for joint grant proposals

- baseline data collated, organized and made available on web portal

- monitoring stations established (water quality buoy, stream monitoring station, met station)

Research Processes

- WSU has seed funding (RFP for projects at MP)

- establishing a research oversight group

- identify and initiate discussion with partners (beyond collaborators) with complementary needs to create a MOU

- have a Meyers Pt conference

- assigning the site identify with a narrower focus – e.g. gradient along land to water – to help identify the big questions for collaboration

- find resources for monitoring equipment

- establish a caretaker on site

- establish a minimal set of infrastructure (e.g. a bathroom) to encourage research
- team-teaching of multidisciplinary courses

Outreach Outcomes

- need to get the funds to support everything?
- need a person point-of-contact for all activities
- development effort to raise funds, with local community
- land trust and conservation easement – as a way to get funding

Appendix G. Raw Notes from Facilities Discussion on Day 2

- Clarify relative interests in research, teaching, and outreach activities
- Weigh preservation onsite
- Budget – scope of possibilities - endowment can help defer small operating expenses – currently no funding for a new building – seeking donors on development side – unlikely to have extensive footprint
- Think about restoration that will take place, demonstrate sites aimed at carbon sequestration, native plant site (ethnobotany)

Facilities

- Phase I - Existing structures – get facilities up to a usable level for researchers/others
 - Office – potential small dorm/lab space – downstairs office and lab space with ADA accessible bathroom.
 - Back of office has large deck already (consider that for binocular installations) – would need to repair the stairs. Consider expanding the platform for observation activities.
 - Separate septic system for office.
 - Barn – currently underutilized – already set up well to be a field research space
 - Could it be renovated to be the focus of dry lab work and activity? Make it more secure and amendable to teaching, lab work. Structurally sound.
 - Has multi-use potential (research, education and outreach)
 - Could the barn be renovated such that on-site group visits be accommodated?
 - Weatherize the building, replace rotting siding, etc. Potentially install garage doors that can open, or windows? Extension space – pavilion.
 - Up-to-date technology is critical.
 - Existing caretaker residence and garage – we need to put someone in the house (caretaker living upstairs)
 - Potential dorm space for field school (access to cooking facilities)
 - Potential zoning issues – need to connect with the county
 - Could potentially use part of the house as a classroom temporarily
 - Classroom and 2 living spaces (bedrooms) downstairs
 - Septic system is currently not up to code (composting toilets).
 - Address any physical road improvements that may be needed (turnaround space, fill issues)

- Upwards platform for viewing birds if no access is allowed to the salt marsh – no interruption of viewshed
- Potential partial access to salt marsh via a short boardwalk (not along the length of the salt marsh)
- Phase II – New infrastructure
 - Modest-size facility (partnering could take on many different forms) – where? Hayfield? Forest? Raze caretaker house? Could potentially gift a structure (lessens cost 60%)
 - Demo caretaker residence then build new facility on its footprint, but build multi-level into the bank – we could be dramatically altering the ecology of the area and increase traffic to the area
 - Parking lot in hayfield (potentially costly to build a trail to lower site) adjacent to new facility (non-state funds would likely be used)
 - Coastal longhouse or plankhouse – stylistic - Commercial kitchen if this facility is built – for tribes to process foods, etc.
 - Display/demonstrate arts from the use of the site – display/interpretive area
 - Naturalist-led walks for the public to facilities (community engagement)
 - Discourage idea of building below – anything that interferes with the inlet
 - Potentially reforest and mitigate for site activities – demonstration gardens with low water use plants, native plants, etc.

The ideal location for a facility would have a view of Henderson Inlet.

Is there an acceptable level of use to neighbors?

Determine level and type of use, then locate/design facility.

- 1 bus/day? Week?
- Bus only between 10-2?
- Single trip users/bus park in hayfield and walk in
- Individual/long-term use drive in
- Involve neighbors so they take pride in facility – not look at it as a bad addition to community.

Tuck facility in trees on hill but with view of H.I. Design it to have minimal impact on neighbor's viewscape (remind neighbors on east side of H.I. that their properties are impacting MP viewscape)

Classroom/interpretive center has view of HL but dorms/support facilities in hayfield.

Remodel/expand caretaker residence into desired facility.

Demo caretaker residence, then build new facility on its footprint, but build multi-level into the bank.

Repurpose barn.

Note: there are two hiking/interpretive trails just north of MP. So is there a need for “unguided” access?

Whenever you engage in adaptive reuse, you cultivate interest. It sends an important message to permittees if we reuse a site.

We don't need to duplicate a public access site next to a major public access site.

Address the recent history as part of the story that needs to be shared

During the past 20 years, there has been sparse use by WSU faculty and students – RESOURCE rich site, not a DATA rich site

Shannon Point Marine Lab in Anacortes – signs inside the lab guiding graduate students on driving carefully

Properties across from Henderson Inlet - Stillman Tree Farm – 52 acres – on Johnson Point Road – shoreline – not as much shoreline as MP - \$550,000 for the entire 52 acres

Purchased 2 other - Brown property – 54 acres - \$400,000 – have a conservation easement on 30 of those acres

Harmony Farm property – huge peninsula into S part of HI – 56 acres - \$460,000 – have a conservation easement that allows for 4 reserved homesites

Our property is zoned 1 and 5-acre homesite - \$90,000 for 5-acre homesite.

Is there any research value to the hayfield? Potential for plots and carbon sequestration – that kind of work has not been done in this type of climate.

Use hayfield to address agriculture interface with urban area (organic farm plots)

Engage in ecologically intense farming – food forest approach (transition) - perennial ecological farming to sequester carbon – native plot as well (teaching space – food resilience – as well as mitigation)

A house should not be where the caretakers house is – we shouldn't tear it down and build something bigger and better.

Consider the social political structure in this county – we're not as ubiquitously environmental – despite close proximity to staff offices, there is a strong division in people's support for environmental considerations

How are we managing this process? As educational institutions, there is something to be learned in terms of leadership/decision making around a site that is sensitive in many spheres.

The goal to educate and incorporate perspectives from the local populations is important.

Reduce the disturbance in the lower area – longhouse with classroom space, community forum space, interpretive space focusing on land use and history – staging area to do other projects.

WSU has a great landscape architecture program – student design – no cost. Institute of Sustainable Design – look at impact and long-term cost of structures. Larry will try to make contacts in architecture to see if the office and barn can be used as teaching examples.

Current

- cinder block A-frame office 900 sf
- barn 2000 sf, 300 sf loft
- caretaker's house – 2 story, 3350 sf 2 bathrooms
- garage 2-car 570 sf

past ideas for the office

- upstairs small dormitory
- downstairs bathroom (will be there in a year)
- secure storage

Trailers?

Goals for facilities from yesterday

- bike trail
- hiking trail
- boardwalk to viewpoint or shoreline
- gathering places (pavilion)
- parking?

Is it possible to lease/rent space to other organizations?

- there are ways to establish partnerships around construction and leasing

Dan Hardesty ideas

- ideal locatiion would have view of inlet

- what's acceptable level of use to neighbors
- what is the limit to use daily, weekly, etc.
- tuck facility into trees but with view
- limit viewscape
- classroom should have view of inlet
- dorms and support facilities in hay field
- demolish the caretaker's house and re-build

What are the financial realities?

- there is an endowment, but only enough for small operating expenses
- not much money available
- seeking donors actively, especially for any new building(s)
- not foreseeing more construction than a single building combining small dorm, classroom, lab, conference room, kitchen and bathrooms
- zoning may prevent using the existing house as dorm

We are looking for a 5-year plan, not a 20-year plan

- we need to be realistic
- but as we make commitments in this process, we want to make sure we define the uses we want and the uses we don't want
- we want to remain aspirational but focus on first stages

Keep the pedagogy component in mind

- consider the restoration of the site along with the refurbishment of existing buildings

Barn

- is actually in good structural shape
- could be minimally updated and be a good lab space
- could it also be modified to be a space for student groups?
- have the interior space be multi-use and configurable for lots of different uses
- have it be wet/dirty lab in barn
- devote the office for clean/dry lab

Low-impact developments (“adaptive re-use”)

- a viewing platform for students to watch birds, etc.
- a boardwalk to contain walking, but provide access to the shoreline and salt marsh
- decks on back of barn and office could be expanded to observation platform
- the Puget Sound Restoration Fund Nisqually group hosts barbeques on their site, and already has access
- modifying existing structures sends message to neighbors and county, etc. that we’re trying to limit the changes and not expand the footprint
- new facilities could be designed along with the spirit of the place (a long house, plank house, etc.)
- have the renovations follow a path that aligns with the history and culture of the site and peoples
- the road down to the barn needs a little maintenance – pot hole fill, etc.
- probably best to build up the research facilities first, then build up the residential part of the site based on use/demand

What will the neighbors “allow”?

- want minimal traffic
- want views minimally impacted

Use the hay field as parking, then have walking trails to the site, with the existing structures and road for delivery, etc.

- but this will likely have to wait until there is new money (non-state) available through donors/gifts

Moving forward:

- focus on barn and office
- build a bathroom/septic down low in the site
- investigate the zoning issues for renovation of the caretaker’s house
- maximize the uses of the barn and office for the full suite uses in the short term, according to what the county will allow

Discussion of “Phase 2” of facility development

Laurence:

- Capitol Land Trust has appraised several parcels for purchase in the area

Have a display or interpretive center aspect

- have it focus on artwork, history, agricultural practices – link to research

- use of the hayfield and adjacent forest to demonstrate agriculture and “food forest”

Maybe generate a “guiding principle” for the site

- for example, limiting or reducing the human footprint – this would direct actions like not building new structures, not constructing a trail until there had been assessment of the site ahead of time to determine what would be the least impact

- have a “perimeter policy” to limit intrusions into the research areas

- consider the gradient in conservation value of the various parts of the property, where some places could be developed in some way – this puts the hayfield as the logical place to put anything new

- just because the caretaker’s house is there does not mean that a house should stay there – it wasn’t a good place to put a house anyway

- need to consider the political/social dynamics of Thurston County – not universal support for conservation – there’s an opportunity for WSU to be a leader in how we approach this with the community

- keep the educational mission in the mix – the planning process should be happening in a way that students/faculty can learn about how this is done

- landscape architecture program at WSU

- if the site identity is land and water conservation, this can drive the type of development, such as demonstration gardens

- modeling best practices in agriculture and land management

- involvement of Extension and master gardeners, and examples of low impact development

Partner with the tribes about the hayfield site and perhaps construction of a plank house – highlight the cultural history of the site

Need to consider the effects on neighbors of the hayfield – maybe do a survey of these folks

If build a new structure (or raze and re-build the caretaker’s house), where should it go?

Summary/Report of Workshop

Themes that emerged in all of the breakout groups

- Collaboration
- Public engagement
- Messaging and site identity
- Funding
- Site use
- Audiences
- Facilities
- Program delivery
- Research
- Site administration
- On-site presence

Appendix H. Thurston Eco Network Membership List, 2017–2018.

ORGANIZATIONS (in alphabetical order)

1. Alliance for a Healthy South Sound
2. Avanti High School
3. Capitol Land Trust
4. Center for Natural Lands Management
5. Citizen Action Training School (CATS)
6. City of Lacey - Human Resources, Stream Team, Water Resources
7. City of Olympia - Brand Manager, Communications & Marketing, Park Stewardship Program, Parks, Public Works (Storm and Surface Water Utility, Habitat Coordination), Waste Resources – Stream Team
8. City of Tumwater - Water Resources - Stream Team
9. Corona Communications
10. Deschutes Estuary Restoration Team (DERT)
11. ESD 113 - Coordinator of Chehalis Basin Education Consortium
12. The Evergreen State College - Sustainability Lead for Residential & Dining Services, Center for Community-Based Learning and Action, Curriculum for the Bioregion, MES Program (EE Elective), Rachel Carson Forum
13. Get Outside Olympia
14. Girl Scouts of Western Washington
15. Griffin School
16. GRuB – Kitchen Garden Project, The GRuB Institute
17. HOCM
18. Intercity Transit, Walk n' Roll Program
19. LOTT Clean Water Alliance
20. Mount Rainier Institute
21. National Wildlife Federation
22. New Nature Movement, South Sound GREEN
23. Nisqually Indian Tribe
24. Nisqually Land Trust
25. Nisqually Middle School
26. Nisqually Reach Nature Center, Metro Parks Tacoma CHIP-In! Program
27. Nisqually River Education Project
28. North Thurston School District - Science Instruction
29. Northwest ECO Building Guild and Commons at Fertile Ground
30. Olympia Coalition for Ecosystems Preservation

31. OSPI - Environmental & Sustainability Education Program Supervisor
32. Pacific Shellfish Institute
33. Phoenix Rising School
34. Puget Sound Partnership
35. Puget Sound Restoration Fund
36. Skillings Connolly Consulting Firm
37. Sound Experience
38. South of the Sound Community Farm Land Trust
39. South Sound Estuary Association (SSEA)
40. South Sound Salmon Enhancement Association
41. SparrowHawk Consulting
42. Stewardship Partners - 12,000 Rain Gardens Program
43. Sustainable South Sound (and Motion in Balance Studio)
44. Taylor Shellfish
45. TCTV
46. The Russell Family Foundation
47. Thurston Climate Action Team
48. Thurston Conservation District
49. Thurston Conservation District - South Sound GREEN Americorps
50. Thurston County - Public Health & Social Services, Environmental Health, Solid Waste, Water Resources (Stream Team), Stormwater Utility
51. ThurstonTalk Editor
52. Tumwater School District
53. US Fish and Wildlife Service - Washington Fish and Wildlife Office, Nisqually Wildlife Refuge
54. Veteran's Affairs - Veteran's Conservation Corps
55. WA Green Schools Program
56. WA State Department of Ecology – Air Quality, Environmental Assessment, Green Purchasing, Hazardous Waste and Toxics Reduction Program, Shoreline & Environmental Assistance
57. WA State Department of Fish and Wildlife
58. WA State Department of Health
59. WA State Parks Foundation
60. Wolf Haven International
61. WSU Mason County Extension - Water Resources
62. WSU Thurston County Extension - 4-H, Master Gardener & Master Recycler Composter Program, Master Gardener Foundation, Native Plant Salvage Project