CITY OF KENMORE
WASHINGTON

ORDINANCE NO. 09-0304

AN ORDINANCE OF THE CITY OF KENMORE, WASHINGTON, ADOPTING ANNUAL DOCKETING AMENDMENTS TO THE CITY'S COMPREHENSIVE PLAN AND DEVELOPMENT REGULATIONS RELATING TO BASTYR UNIVERSITY, INCLUDING; APPROVING A MASTER PLAN CONSISTENT WITH KMC CHAPTER 19.23; AMENDING POLICY LU-2.1.2 AND FIGURE LU-3 OF THE COMPREHENSIVE PLAN AND ADDING FIGURE LU-3A TO THE COMPREHENSIVE PLAN; AMENDING CHAPTERS 18.28B AND 19.23 OF THE KENMORE MUNICIPAL CODE; AND AMENDING THE OFFICIAL ZONING MAP.

WHEREAS, pursuant to RCW 36.70A.130, the City's comprehensive plan and development regulations shall be subject to continuing review and evaluation; and

WHEREAS, the City Council has adopted a process for reviewing annual amendments to the City's comprehensive plan and development regulations; and

WHEREAS, certain amendments to the comprehensive plan and development regulations were proposed for the 2009 docketing amendment process; and

WHEREAS, on August 31, 2009, the City provided notice of the proposed amendments to the comprehensive plan and development regulations ("proposed amendments") to the Department of Commerce as required by RCW 36.70A.106; and

WHEREAS, on August 31, 2009 the City's Responsible Official under the State Environmental Policy Act issued a Determination of Significance and Adoption of Existing Environmental Document with an addendum for the proposed amendments; and

WHEREAS, on September 16, 2009, the Planning Commission held a public hearing on the proposed amendments and on September 30, 2009 made a final recommendation to the City Council; and

WHEREAS, on November 9, 2009, the City Council held a public hearing on the proposed amendments; and

WHEREAS, having considered the mandates and requirements of the Growth Management Act, as well as public comments, the City Council desires to amend the comprehensive plan and development regulations as set forth in this Ordinance and to

University;

NOW, THEREFORE, THE CITY COUNCIL OF THE CITY OF KENMORE, WASHINGTON, DO ORDAIN AS FOLLOWS:

Section 1: Master Plan: The Bastyr University Master Plan set forth in Exhibit A-1, attached hereto and incorporated by reference, as amended by the changes and clarifications set forth in Exhibit A-2, attached hereto and incorporated by reference, is hereby adopted. The Master Plan shall not take effect unless a full and correct Master Plan incorporating the changes and clarifications in Exhibit A-2 is prepared by Bastyr University and submitted to the City Manager no later than December 31, 2009. All property identified in the Master Plan shall be developed in a manner consistent with the provisions of the Master Plan.

Section 2: Commute Trip Reduction Plan: Bastyr University shall prepare a commute trip reduction (CTR) plan and shall submit it for approval by the City Manager or his/her designee no later than April 30, 2010. The CTR plan shall be consistent with the State of Washington model commute trip reduction ordinance. The CTR plan shall also demonstrate compatibility with the commute trip reduction plans prepared by the Puget Sound Regional Council, and King County, and the City of Kenmore Transportation Element Demand Management Strategies. The Master Plan shall not take effect until such time as Bastyr University has submitted and the City Manager has authorized the CTR program. The City shall not issue building or construction permits to implement the Master Plan until the CTR program is authorized by the City Manager. Bastyr University shall implement the approved CTR plan and provide an annual report on the CTR programs, activities, and expenditures. The annual report on progress shall be provided to the City Manager or his/her designee by December 31st of each year.

Section 3: Emergency Access Monitoring System: The Master Plan shall not take effect until such time as the Memorandum of Agreement title "Saint Edward State Park Memorandum of Agreement 0987000BAS1" (MOA) is executed by the University and State Parks. The City shall not issue building or construction permits for the Master Plan projects until the MOA is executed. The MOA outlines the parameters of a monitoring system providing a means to monitor NE 145th Street 24 hours a day to ensure that emergency access is maintained in case of tree fall or other issue. This agreement outlines the terms for installation of the monitoring system and schedules for monitoring the system.

Section 4. Amendments to Comprehensive Plan. The amendments to Policy LU-2.1 and Figure LU-3 of the Comprehensive Plan, and the addition of Figure LU-3A to the Comprehensive Plan, relating to public and private facilities designation, are adopted as set forth in Exhibit B, attached hereto and incorporated by reference.

Section 5. Amendments to Development Regulations. The amendments to the Municipal Code as set forth in Exhibit C, attached hereto and incorporated by reference, are adopted, including amendments to Chapter 18.28B KMC, relating to the public and semi public designation, and Chapter19.23 KMC, relating to the Bastyr University Master Plan.

Section 6. Amendments to Zoning Map. The amendments to the Zoning Map, relating to the Public/Semi-Public Zone, are adopted as set forth in Exhibit D, attached hereto and incorporated by reference.

Section 7. Effective Date. This Ordinance shall be published in the official newspaper of the City, and shall take effect and be in full force five (5) days after the date of publication.

PASSED BY THE CITY COUNCIL AT A REGULAR MEETING THEREOF ON THE 14th DAY OF DECEMBER, 2009.

CITY OF KENMORE

David Baker, Mayor

ATTEST/AUTHENTICATED:

Lynn Batchelor, City Clerk

Approved as to form:

Rod P. Kaseguma, City Attorney

Filed with the City Clerk:	November 19, 2009
Passed by the City Council:	December 14, 2009
Ordinance No.	09-0304
Date of Publication:	December 18, 2009
Effective Date:	December 24, 2009

Prologue: A Journey Through Bastyr

Dr. John Bastyr's hands. Photo by Mark Frey

As soon as you turn from Juanita Drive into the campus, you are enveloped by peace. The car slows to be absorbed into the deciduous canopy above; your eye is drawn into the forest never ending, curving to the entry. Bastyr University is a special place. A place of healing that teaches healing in a healing environment. If you are a student, a teacher, a staff member, or a visitor to Bastyr, you are part of that environment and it leaves its indelible mark.

How do we build a university given these parameters? How do we develop a world-class institution, a destination campus, and still maintain the integrity of the forest? We listen to the land and study its tendencies, its strengths, and its sensitivities before even touching pencil to paper. We develop a set of principles and parameters that guide what can be designed, that establish boundaries of development, and that set the requirements for a healing environment. Such is the University's dedication to the environment that the institution has committed to the gardens as the focus, to green and nature as the carpet with cars hidden and buildings integrated into that natural fabric.

Vision

As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community.

Mission

We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.

The Bastyr Gardens are a living laboratory, a place to experiment with the soil and its issue, a place to learn and to seek. The gardens are a living book of plants that can be used for healing and for eating. The exterior gardens transition to the interior gardens at building entries/ atriums, lush with the healing and medicinal plants of climates warmer than those of the Northwest. You enter into the moisture and smells of these gardens, which, in turn, lead to the halls of study, exploration, and service.

The Bastyr Gardens are jewels on a pedestrian string. Gardens for teaching, research and production of traditional Chinese medicine, western medicine, herbs, flowers, and organic food each have their own focus, students, and gardeners. Yet, they are all in such proximity that all participants can learn from their gardening neighbors. The path that connects them allows students, faculty, staff, and visitors to observe each garden's plants and the people who till and study them, who harvest their bounty and who then craft the meals and medicines that we need.

The spaces that separate gardens and buildings are a living fabric of grass and plants that separates yet ties academics to residences. It is a transition from work to living and allows the student, faculty member or staff person to reconnect to nature and the reasons she/he is at Bastyr. The building in which Bastyr University started is the old Saint Thomas Seminary, a massive, 180,000 square foot monolith that welcomes you through a three-story tall colonnade of pillars on the west and overwhelms you with a five-story brick façade on the east. A series of freestanding structures and wings that are shorter in height than the main building, attempting to mitigate its mass and create a "village" surrounding the "castle." It is as if the main building is reaching out to the gardens and is embraced by them. Each new wing opens on to courtyards, and the new freestanding buildings, separated from one another by gardens and patios, radiate out from the old and reach for the gardens, meadow, and forest beyond.

The current Master Plan Update illustrates what Phase I of this development might look like. We invite you to take your own journey through the future of Bastyr University. As you read the plan and enjoy the sketches anticipating campus growth and development, may you better understand our vision for Bastyr.

BASTYR UNIVERSITY MASTER PLAN UPDATE
December 2008

PREPARED FOR:
BASTYR UNIVERSITY

PREPARED BY:
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chapter one

introduction

Introduction

In the spring of 2002, Bastyr University initiated a Campus Master Plan process to guide the development of future programs and facilities. Since that time, Bastyr students, faculty, and staff have participated in a Master Plan Update process to develop a program of facilities and designs for the campus that support the university's vision for the next 10 years.

When the Board of Trustees adopted the Bastyr University 2004 Master Plan, its members thoroughly discussed the values they wanted the document to express and the strategic directions the University should follow. Since these topics were already vetted and enthusiastically supported, the 2008 Master Plan Update makes no changes to these values. Rather, the Update is intended to support and help realize the values defined during the earlier planning process.

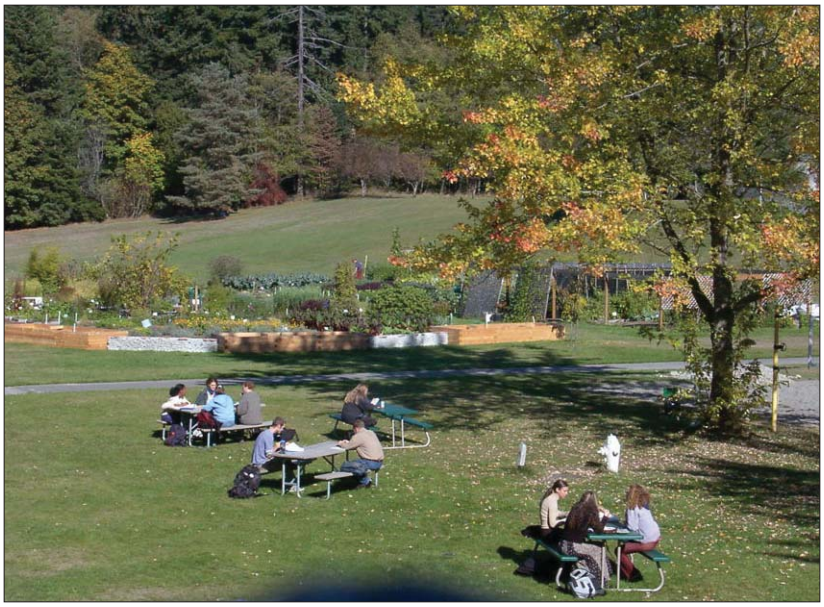
The challenge of the Master Plan Update is to plan for long term facilities growth that meets the institution's academic needs while preserving the natural environment, open space, and recreation opportunities on campus. To meet this challenge and shape future decisions, the university created several guidelines to direct the campus planning process. Bastyr University will:

- develop as a small university with slow and steady growth over a long period of time,
- provide a mix of academic buildings and onsite housing,
- develop plans and designs to mitigate traffic, parking, and environmental impacts,
- provide beneficial health and wellness resources to the campus and adjacent communities, and
- preserve and enhance the natural environment to the extent practicable.

WHAT IS A MASTER PLAN?

A campus master plan is a comprehensive development plan that addresses future land use, transportation, facilities, infrastructure, and open space to guide the growth and development of a campus. Through analysis of building and facility needs, existing conditions and alternative development patterns, it tests the site and provides recommendations, policies, and guidelines for the physical form of the campus. The master plan is a tool to guide Bastyr in the development of future programs and facilities in a way that fulfills the vision and mission of the university.

The campus Master Plan Update is a commitment to a particular development pattern that will be Phase I of development of the campus. It does not constitute a commitment to specific projects, a construction schedule, or funding priorities. It is, however, a chosen physical form for the first 10-year phase of growth of the campus based on a comprehensive planning process and establishes guidelines and recommendations for achieving this form.



PURPOSE OF THE MASTER PLAN UPDATE

In 1994, Bastyr University found its facilities were insufficient to meet its student population needs and also provide for expansion of it academic programs. The Plan Update establishes a development pattern for the campus and its systems, including a land use plan, a circulation framework, and a campus design concept. It integrates Bastyr's plans with neighboring communities' plans and projects. It addresses the university's needs to grow while preserving the environment and unique natural setting of the site. Finally, the Master Plan Update links strategic drivers and positioning elements with the physical design of the campus to fulfill the university's vision and mission.

The Master Plan Update is more than a blueprint for future campus development. It incorporates important strategic elements in its understanding that how the university creates its campus will have a significant long-term impact on its ability to attract students and to attract and retain high quality faculty and staff.

Bastyr's long-term viability as an independent small university of natural health sciences is dependent on its ability to create what is experienced as an exceptional learning, research and healing environment - a place where people from all over the country and all of the world want to be. The master plan is fundamentally based on this premise.

NEED FOR THE MASTER PLAN UPDATE

In recent years, Bastyr University has been faced with a growing student population without sufficient facilities to support them. In addition, the university wanted to continue to expand its academic programs. As it considered expansion both in academic and residential

facilities, the university also faced the challenge of developing on a 51-acre site, of which only half is developable due to steep slopes and wetlands. In order to meet these challenges, Bastyr University embarked on the Campus Master Plan.

In 1999, the university began discussions with the Catholic Archdiocese of Seattle concerning the possibility of entering into a long-term lease/purchase agreement for its current campus site. These discussions culminated in the execution of a 20-year lease with a purchase option. The purchase option identified July 1, 2006 as the most advantageous date for acquisition of the property from the Archdiocese.

As part of the initial analysis of the site the university held initial discussions with the newly formed City of Kenmore regarding its perspectives on future Bastyr development. The City was in the early stages of development of its Comprehensive Growth Management Plan, as required by state law.

During the planning process the City indicated an intention to rezone the property for institutional purposes and to remove its underlying residential zoning. As a result of discussions between the City of Kenmore, Bastyr, and the Catholic Archdiocese, it was agreed to designate the St. Thomas site as a Master Planning Subarea of the Comprehensive Plan. Bastyr agreed to enter into a cooperative process with the City of Kenmore to create a long-term master plan for campus development. This plan would be reviewed by the city, and once approved would establish the basis for future specific facility improvements.

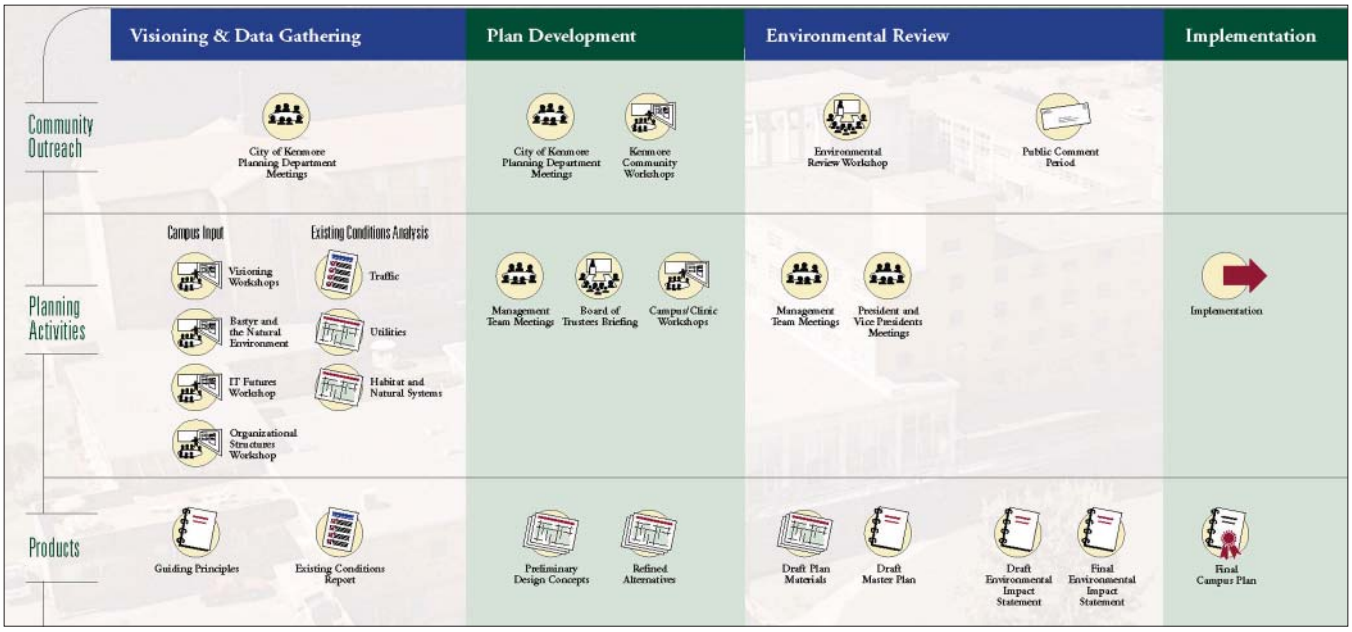
To initiate this process, the university began a national search for campus planning expertise to assist in the development of a comprehensive master plan. This process involved a careful survey of firms specializing in the area of campus planning. As a result of this

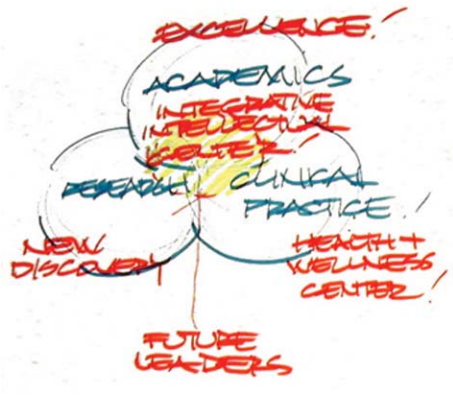
process 17 firms were invited to present a statement of qualifications. Three firms were selected as finalists, and Moore Iacofano Goltsman Inc. of Berkeley, California was selected in spring of 2002 to work with the university.

THE PLANNING PROCESS

The planning process was a collaborative effort between Bastyr University officials and representatives; students, faculty, and staff; community members and City of Kenmore representatives; and an interdisciplinary team of consultants. Preliminary data collection began in Spring 2002 and formed the foundation for the project. The work has generally followed a four-step process, as discussed in the following paragraphs.

The process graphic below illustrates the steps in the planning process.





STEP 1: Visioning and Data Gathering

In May and June of 2002, the university held a series of visioning workshops with members of the Bastyr community to foster discussion, solicit ideas and obtain feedback for development of a Campus Master Plan. Participants at these workshops included invited students, staff, faculty, administrators and officers. Visioning workshops covered such wide-ranging topics as the relationship of Bastyr University to the natural environment, the idealized organizational structure for the university, and the future of information technology at Bastyr. Each of these workshops helped to form the vision, drivers, and guiding principles that shaped the development of the master plan.

The university community continued to provide input throughout the process through meetings and workshops. An informational display located in one of the main campus hallways also provided updates on project status and offered another opportunity for people to comment on the plan.

At the same time as the initial visioning workshops, members of the consultant team were gathering data and information to develop an understanding of the physical, academic, and institutional environment. The purpose of this effort was to document and evaluate existing

campus conditions, including the university's and site's unique histories, the natural environment, existing land uses and facilities, transportation and traffic conditions, and campus infrastructure. Through interviews with key individuals from the university, the team documented program needs and goals. The analysis of existing university conditions formed the foundation for developing alternative development plans in the second phase.

STEP 2: Developing the 2004 Master Plan

In order to discover what type of development plan would satisfy the university's needs and goals, Bastyr University began an analysis of alternative future scenarios. To begin this analysis, Bastyr considered critical issues, including the desired density of academic and residential development on campus, how much parking to accommodate and how to minimize the impact of parking and traffic, and to what degree community-based facilities should be part of the campus.

The university evaluated four alternatives and chose a preferred program and design alternative from this review. This alternative was then refined through meetings with campus stakeholders. Based on the preferred alternative, an illustrative plan and other supporting system plans were developed to compose the master plan.

STEP 3: Environmental Review

The 2008 Master Plan Update and its recommendations fall within, and rely upon, the conditions established in the Environmental Impact Statement approved by the City of Kenmore in 2004. The 2004 Master Plan included an analysis of existing physical and environmental conditions. The Environmental Review evaluated the entire Bastyr site, as it is a habitat integral with Saint Edward State Park that surrounds it. The analysis identified potential environmental impacts that had to be considered during the creation of the preferred development pattern

and has influenced the form of the plan. This analysis also laid the foundation for an Environmental Impact Statement (EIS).

The 2004 Master Plan underwent an environmental review process, resulting in an approved EIS. This document is required to ensure that the university's plans do not have a significant negative impact on the environment. The EIS examines alternatives for campus development and identifies a preferred alternative. Public meetings throughout the process help focus the analysis on issues of community concern.

The Master Plan itself was approved by the Bastyr University Board of Trustees but was not approved by the City of Kenmore due to unresolved conflicts with potential traffic to be generated and the desire of the City to maintain all or part of the existing Little League fields on the site. In 2008, Bastyr undertook a Master Plan Update process to refine the concept for the first 10 years of on-campus development.

STEP 4: Updating and Implementing the Plan

With input from the City of Kenmore, an approved EIS and the support of the University's Board of Trustees, Bastyr University is able to refine the preferred development pattern. The plan will guide campus development actions for the next 10 years and provide recommendations for successful phasing and implementation of the plan.

REPORT ORGANIZATION

This report is organized into the following sections:

The **Prologue** introduces the vision for Bastyr University and provides a glance into the illustrative plan.

Chapter 1: Introduction provides general background information on the master plan and planning process.

Chapter 2: Planning Context describes the historical, institutional, physical, and political context within which the Master Plan Update is being developed.

Chapter 3: Strategic Positioning identifies the drivers that shaped the Master Plan Update.

Chapter 4: Plan Program defines the program of building and site facility needs based on anticipated future enrollment and academic direction.

Chapter 5: Development Plan presents the master plan for the campus, including the land use plan, transportation and circulation plan, landscape and open space plan, campus design plan, and illustrative plan.

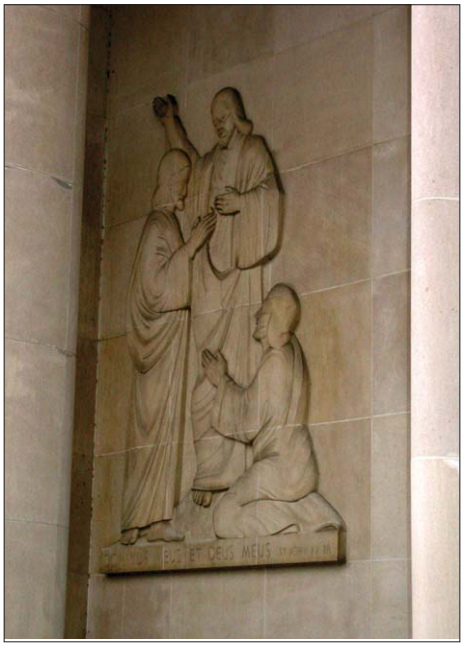
Chapter 6: The Garden Plan presents a detailed plan for the Bastyr gardens, in addition to a discussion on background, visions, and program needs.

Chapter 7: Implementation recommends strategies for phasing and implementing the Master Plan Update.

chapter two

planning context

Planning Context



The master plan process has occurred in the context of the institutional, physical, and regulatory environment of the region and adjacent community. This chapter presents the master plan context and discusses existing conditions, with an emphasis on constraints and opportunities, that helped shape key decisions and directions during the planning process. The chapter is organized into the following sections:

- Historical Perspective,
- Regional Location,
- Campus Vicinity,
- Academic Organization,
- Existing Physical Conditions,
- Facilities and Uses,
- Access, Parking, and Transportation,
- Public and Private Utilities,
- Development Process, and
- Site Opportunities and Constraints.

HISTORICAL PERSPECTIVE

In the 1920's, the Archdiocese of Seattle donated land that includes the current Bastyr University site to the Sulpician Order of Catholic Priests. Subsequently, St. Edward Seminary was built on one portion of the land in 1931. The St. Thomas Seminary, the main campus building on the Bastyr University site, was constructed to the southeast of St.

Edward Seminary in 1958. In 1977, the Archdiocese sold 316 acres of the property to the State of Washington for use as a state park, leaving fifty-one acres of land surrounding the St. Thomas Seminary, which was retained by the Archdiocese. The Washington State Parks District currently operates the St. Edward facility.

From 1958 to 1974, the St. Thomas Center, the current Bastyr site, was operated as an accredited college. Since 1974, the seminary has functioned as a mixed-use facility. It has housed educational programs, a conference center, and a residential drug abuse treatment facility. Bastyr University first leased the building and property in 1995 then purchased the campus in 2005; the building houses the university's academic, administrative, student, and research facilities.

REGIONAL LOCATION

Bastyr University is located in the City of Kenmore, Washington. Kenmore is located in the northern portion of King County, approximately 15 miles northeast of Seattle. Lake Washington, the largest surface water body in the Kenmore area, forms the western boundary of St. Edward State Park. At the time of its incorporation in 1998, the city's population was 16,874 with 6,496 housing units. By 2000, the city had grown to a population of 18,678 with 7,562 housing units.

CAMPUS VICINITY

Bastyr University's main campus resides on 51 acres adjoining St. Edward State Park in the southern portion of the City of Kenmore, Washington. The campus is bounded by Juanita Drive on the east, N.E. 145th Street on the north, and a private road to the west. St. Edward State Park surrounds the Bastyr site beyond these roads on three sides. The campus includes a 186,000 square-foot building, recreation fields, forested areas, and hiking trails.

ACADEMIC ORGANIZATION

Bastyr is currently organized under three program areas: acupuncture and oriental medicine (AOM), naturopathic medicine (NM) and natural health sciences (NHS). These programs will reflect the university's major academic areas. Within the three areas, the academic degrees are currently as follows:

Naturopathic Medicine

Bastyr's naturopathic medicine program offers a rigorous medical school education and training to primary care physicians in holistic principles and natural therapies. Students receive academic preparation in the medical sciences and formal clinical training in the university's teaching clinic, Bastyr Center for Natural Health, and additional community locations.

Acupuncture and Oriental Medicine

The AOM program provides doctoral and master level training in contemporary Acupuncture and Oriental medicine practices. An internship option provides for intensive study in China at one of two sister universities teaching traditional Chinese medicine.

Nutrition

The graduate and undergraduate programs in nutrition provide a "whole foods" approach, balanced with the rigorous study of human biochemistry and nutrient metabolism, a unique approach not found at other institutions. Students learn natural foods preparation and cooking techniques in the teaching kitchen and help maintain Bastyr's culinary and medicinal herb garden.

Exercise Science and Wellness

The bachelor's curriculum provides studies in exercise and fitness with a strong nutrition component. Students learn how to assist others in maximizing athletic performance while preventing disease and promoting physical well-being. There is a summer massage intensive that is also open to those in the acupuncture, naturopathic and nutrition programs.

Herbal Sciences

Bastyr University has launched an herbal sciences program that draws on Bastyr's decades of experience teaching botanical medicine. In a non-clinical curriculum, students study herbs and their applications and consider herbal product manufacturing and quality assurance issues.

Psychology With a Health Concentration

The Bastyr psychology program combines a solid foundation in traditional psychology course work with Bastyr's distinctive wellness orientation, integrating a focus on mind, body and spirit.

Bastyr University Research Institute

The Institute has been investigating the effectiveness of natural medicine treatments since 1983. The early work of the Healing AIDS Research Project brought the university the Blackmore International Award for Research and a presentation before the British Parliament. A grant from the National Institutes of Health (NIH) provided Bastyr the needed support to create the first national center for complementary and alternative medicine (CAM) treatments for HIV/AIDS.

Since 2000, the university has operated the Thomas T. and Elizabeth C. Tierney Basic Sciences Research Laboratory, the first research lab to be established at a naturopathic institution. The institute's current research includes a number of private sector and NIH-funded projects. New faculty seed grants support pilot research projects by Bastyr's teaching faculty.

EXISTING PHYSICAL CONDITIONS

Topography

Bastyr University is situated on a flat plateau at an elevation of 400 feet, and is surrounded on three sides by steep slopes, as shown in the map on page 2.9. To the southwest, the slopes fall very steeply to Lake Washington. To the west, the ground slopes (30 to 60 percent) down about 50 feet to a broad swale. To the west of this swale is another relatively level plateau on which St. Edward Seminary is located. To the south and southeast, the ground surface slopes very steeply (60 to 70 percent) to precipitously (80 to 100 percent) down to a ravine, which drains to the west into Lake Washington. To the north and northeast, the upland plateau continues to rise at about 10 to 20 percent.

The steep slopes surrounding the plateau are classified and regulated as steep slope hazard areas by the City of Kenmore, being steeper than 40 percent and higher than 10 vertical feet. As such, no development is allowed on these slopes and 50-foot setbacks are mandated from the top and toe of the steep slope. The setback distance can be reduced to 10 feet, if a special geotechnical study is undertaken and the results indicate that the reduction will not result in the harm of the slope or the proposed development.

Geology, Soil, And Seismicity

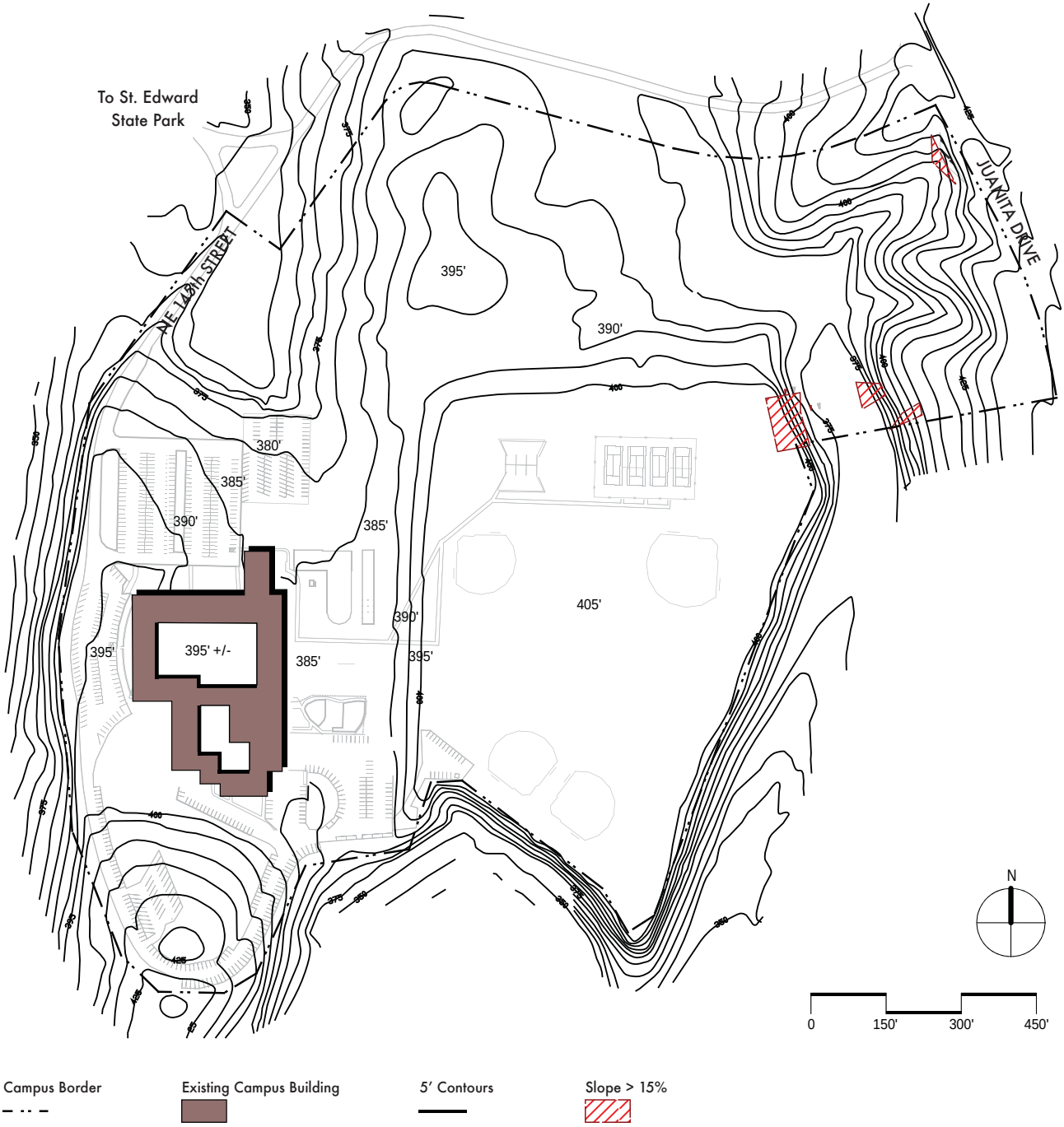
The Bastyr site and surrounding area is underlain by Pleistocene glacial and nonglacial soils. The plateau is underlain by Alderwood (AgC) soil series, described as gravelly, sandy loam, with slopes ranging from 6 to 15 percent. These soils are moderately well drained and weakly consolidated to a depth of 20 to 40 inches, below which they are strongly consolidated and very slow draining.

The soil survey shows that the eastern and southern sloping portions of the Bastyr site are underlain by Kitsap silt loam (KpD) on slopes of 15 to 30 percent. Kitsap soils are moderately well drained in the upper 18 to 40 inches and then become very slow draining below that depth. To the south of the plateau, the slope is underlain by Alderwood and Kitsap (AkF) soils on very steep slopes. The City of Kenmore lists areas underlain by AkF and KpD soils as erosion hazard areas. Development in erosion hazard areas requires special clearing permits, a temporary erosion control plan, and other site-specific information.

Although not accurately depicted, the City of Kenmore Geologic Hazards map indicates that the slopes to the west, south and east of the plateau are landslide hazards. This is based on slopes that are (1) steeper than 15 percent, (2) have a combination of impermeable soils with overlying permeable soils, and (3) contain springs or groundwater seepage. There is also evidence of landsliding on some of these slopes over the past 10,000 years.

There are no seismic hazards on this site. Because very dense Vashon Till underlies the ground surface on the plateau at shallow depth, it is not subject to liquefaction. However, in the wooded area to the north and in the bottoms of the swales to the east and west of the plateau, the loose colluvial and wetland soils are subject to settlement during seismic shaking. There are no known faults in the vicinity of this site.

Figure 2.1: Campus Topography



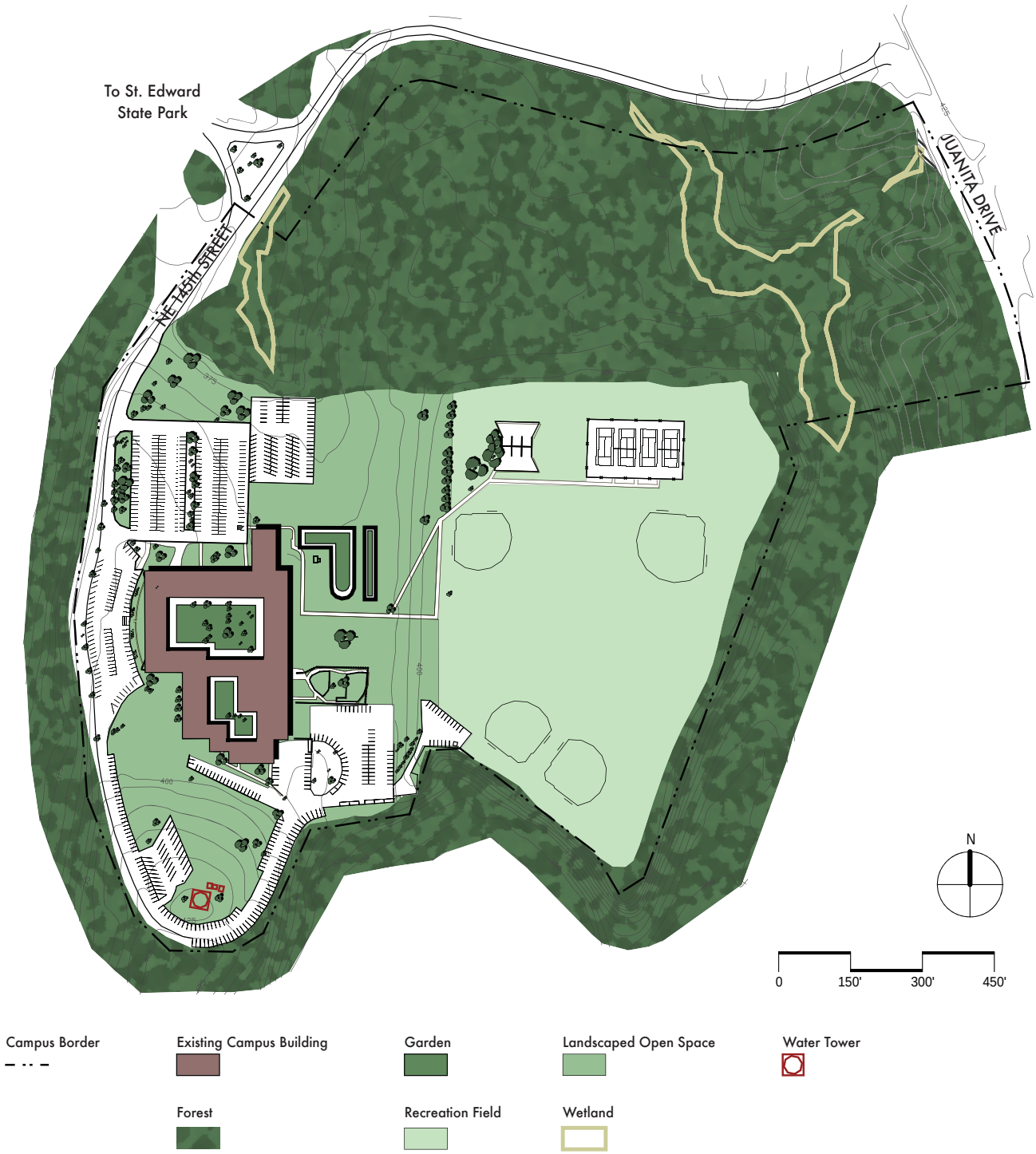
Open Space

Bastyr University enjoys a significant amount of open and natural space, as shown in the map on the following page. Forests cover nearly half of the site, creating a natural border around the campus. The forested area is a mature second growth forest. Within the protected campus border are a variety of formal and informal landscapes. A large open space meadow, home to the university's existing recreation fields, lies to the east of the building and is bordered on the north, east, and south by forest.

Gardens are a dominant open space feature in the Bastyr landscape. The University Garden is located to the northeast of the building and contains a wide variety of medicinal herbs and plants, as well as vegetables and grains. Smaller gardens are nestled throughout the campus, predominantly in the two large courtyards. For example, the southernmost courtyard is planted with various roses.

General landscaping in the form of grassy lawns, small groupings of trees, and flower plantings cover the remainder of the site.

Figure 2.2: Existing Open Space



Ecology, Flora, And Fauna

The northern forest, which accounts for approximately forty-five percent of the campus, includes Douglas fir, red alder, western red cedar, and dense shrub cover dominated by salal. The herb layer, where present, is predominantly sword fern.

Based on the Washington State Department of Fish and Wildlife priority habitats and species database, the adjoining St. Edward State Park and the forested portions of the Bastyr University campus are mapped as priority habitat. According to the database, a bald eagle nest was documented in 2000 on the St. Edward Park, approximately 0.5 mile northwest of the Bastyr University campus. The Bastyr University campus and St. Edward Park are mapped on the Kenmore Special District Overlays Map as having "significant trees."

Air Quality

King County was designated as a nonattainment area in 1989. This designation resulted in maintenance measures outlined in the State Implementation Plan (SIP) to return the area to attainment status. Population growth and the continued reliance on the automobile provide the greatest continuing threats to air quality in the region.

DRAINAGE AND HYDROLOGY

Rivers And Streams

No rivers or streams are located on the Bastyr property. Wetlands A and B on the Bastyr site are headwater wetlands to streams in St. Edward State Park. Based on topography, these streams may connect farther north of the site, eventually draining to Lake Washington. Based on information in *Washington Streams and Salmon Utilization* , one stream that is likely downstream of these watercourses is mapped as

having a cascade feature near Lake Washington that is impassible to fish. Therefore, it is unlikely that salmon use the streams above the fish barriers. Because the streams are ephemeral and are not used by salmonids, they are most likely regulated as Class 3 streams. Class 3 streams are required to have 50-foot buffers under existing Kenmore City Code; however, 100-foot wetland buffers encompass both stream buffers.

Wetlands

Two wetlands, identified as Wetlands A and B (B-1 and B-2) are located on the Bastyr University Campus.

Wetland A is located on the northwest portion of the Bastyr site. It is approximately 0.27 acre in size and is dominated by red alder, Sitka willow, salmonberry, skunk cabbage, stinging nettle, and mannagrass. Because Wetland A is forested, is greater than 2,500 square feet, and does not have open water or rare, threatened and/or endangered species, it should be regulated as a Class 2 wetland.

Wetland B-1 is located on the northeast portion of the campus. This wetland is approximately 1.5 acres in size and is dominated by Pacific willow, Sitka willow, skunk cabbage, water parsley, and stinging nettle. Based on site reconnaissance in September 2002, the wetland does not meet the criteria for a Class 1 wetland because it dries up in the late summer. Because Wetland B-1 is forested, is greater than 2,500 square feet, and does not have open water or rare, threatened and/or endangered species, Wetland B-1 should be regulated as a Class 2 wetland.

Wetland B-2 is located on the northeast portion of the site, east of Wetland B-1. Wetland B-2 is a small scrub-shrub wetland dominated by salmonberry. Because Wetland B-2 is not forested and has two or fewer classes of vegetation, is smaller than 2,500 square feet, and does not have open water or rare, threatened and/or endangered species, Wetland B-2 should be regulated as a Class 2 wetland.

TABLE 2.1: SUMMARY OF SITE WETLANDS

Wetland	Category	Wetland Buffer (feet)
Wetland A	Class 2	100
Wetland B	Class 2	100

The map on the following page provides detail on drainage and hydrology on the Bastyr site.

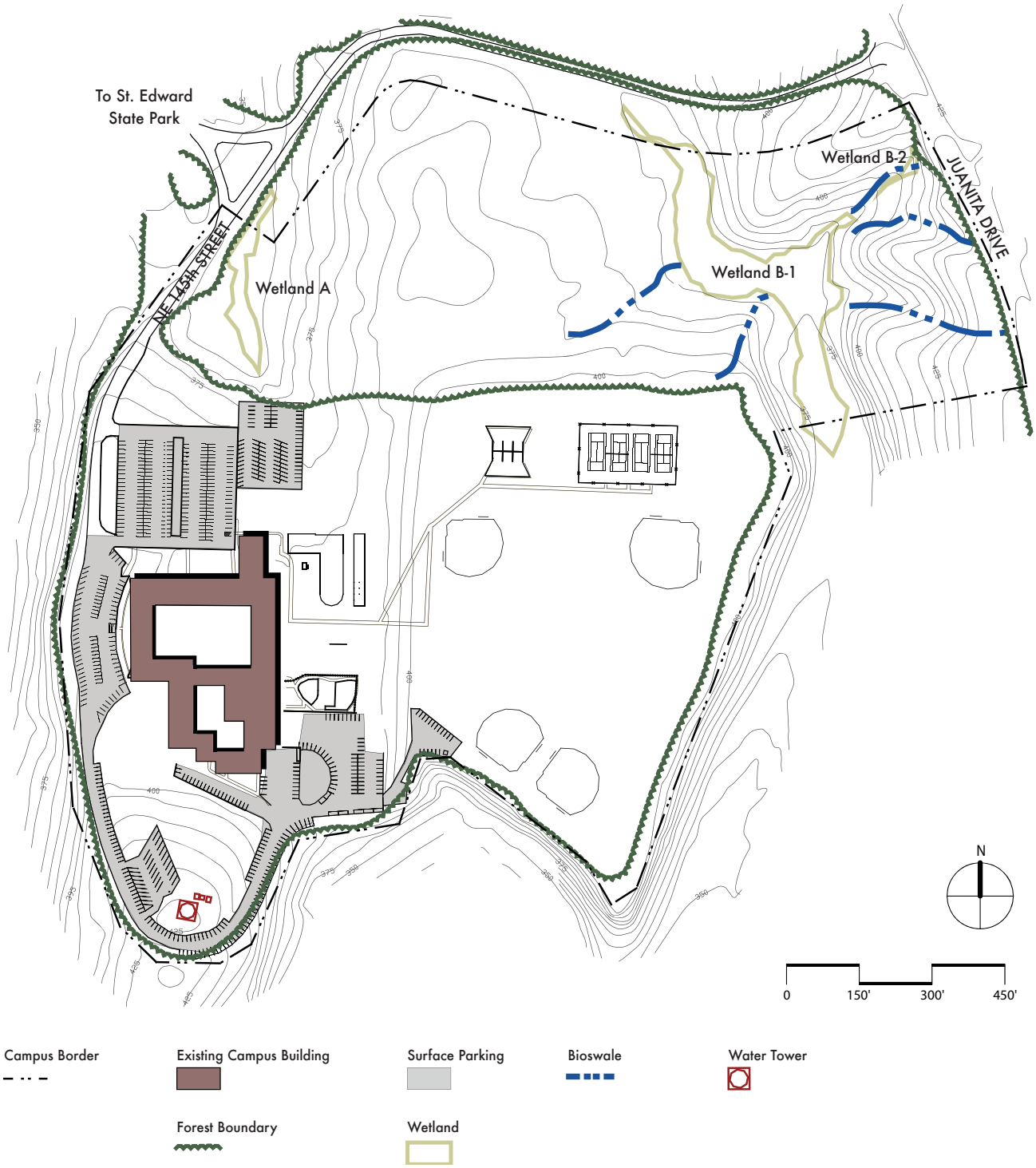
Aquifers

Non potable water used for site irrigation of the Bastyr campus is obtained from an aquifer on the St. Edward State Park site.

Flooding and Floodplains

Areas on the campus potentially prone to flooding during times of peak rainfall include a large collection area on the northeast portion of the site and a smaller area on the far northwest portion of the campus. Flooding in and around the smaller collection area has the potential to affect the existing structures of Bastyr University.

Figure 2.3: Wetlands and Drainage



Hazards

The primary natural hazards located on, or adjacent to, the Bastyr University campus are the steep slopes located east and southeast of the ball diamonds.

Potentially Contaminated Areas

Potential sources of contamination on site include two underground storage tanks (USTs) and one aboveground storage tank (AST); fuel and various chemicals that are stored in approved flammable storage cabinets and a sump in the boiler room. Other potential sources of site contamination include nearby properties that have historically stored hazardous materials and are listed on state environmental databases.

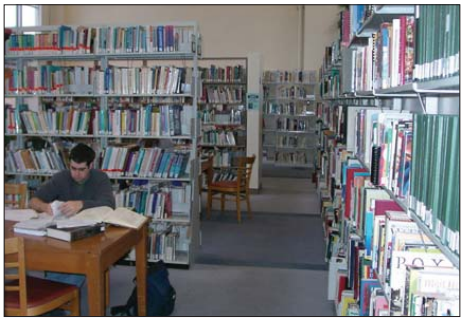
The two site USTs include a former gasoline UST and a heating oil UST. The former gasoline UST is reportedly cleaned and was closed in place in 1991. The AST is located adjacent to the existing building complex. No spills, leaks, or stains were observed in the AST vicinity.

Based on an asbestos materials inspection report by Websters' Inc. for the site buildings in 1989, ACBM is present on the site. An ACBM operations and maintenance plan is used at the site. Contaminated soils associated with fill materials may be present.

FACILITIES AND USES

Academics and Research

Primary academic facilities at Bastyr University include classrooms, labs, a campus library, a research institute, and an herb garden. Approximately 28,000 square feet, or 23.6 percent, of total area square footage is dedicated to classroom and lab space. The majority of classrooms are located on the first and second floors. The ground floor houses laboratories and classrooms.

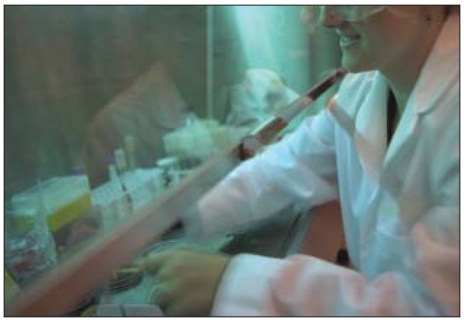


The university library is located on the first and second floors. The library is open to students, staff, faculty, and the general public. It houses 22,000 volumes on a broad range of naturopathic and alternative medicine topics. It also includes a collection of over 6,000 audiotapes, journals, videotapes, CD-ROM textbooks and specialized medical databases.

The first and second floors also house classrooms, faculty and administrative offices, a library, and a career and student resource center.

The Bastyr University Research Institute is located on the fourth floor of the building. The institute is dedicated to the evaluation of natural medicine practices, development and testing of new treatments, and the continued development of faculty research skills and student training in research methods.

Finally, the University Garden, a medical herb and culinary garden plot on the campus grounds, provides students with a forum for learning about growing and cultivating herbs, sustainable agriculture, and organic gardening.



Administration

Administrative services include the offices of the President and Office of the Vice President for Student Services. A large portion of the second floor is dedicated to administration, including Human Resources, Development, and the Vice President for Finance and Administration. Administration occupies approximately 7,600 square feet, or 6.4 percent, of the total area square footage.

Student Services

Student services at Bastyr University include food, health, academic, and administrative services. Food is provided in a vegetarian cafeteria located on the main floor of Bastyr University. The cafeteria serves breakfast, lunch, and dinner Monday through Friday during the academic year. Brunch and dinner are provided on the weekends.

Student health services are provided through the Bastyr Center for Natural Health, located in Seattle. Additionally, the Counseling and Wellness Center provides individual and couples counseling, wellness consultation, and other services.

The university bookstore on the main floor houses over 3,200 books on alternative medicine in addition to acupuncture and medical supplies, clothing, gifts, and natural foods. Additional student services include Admissions, Registrar, and Financial Aid. Finally, a tutoring center offers tutors in basic science courses, open labs, and study sessions.

Housing

Bastyr University provides a limited number of on-campus rooms available on a first-come, first-served basis. Forty five rooms occupying approximately 12,000 square feet are located on the fifth floor of the university. Approximately 50 percent of current residents return the following year.

Activities and Recreation

Multiple activities and recreational opportunities exist at Bastyr, including student organizations, dances, parties, lectures, conferences, and concerts. There are no intercollegiate or organized intramural athletics offered, but the campus includes tennis courts, a volleyball court, baseball diamonds, and play fields. The campus movement room provides another opportunity for recreation, including yoga, Pilates, and Aikido classes, and weight training. Finally, hiking trails in St. Edward State Park are easily accessed from the campus. The park also provides a county-run swimming pool, tennis courts, play fields, biking trails, and a gymnasium.

Additional University Facilities

The Bastyr University Chapel is a reminder of the facility's past as a Catholic Seminary. The 9,656 square-foot chapel is used for student functions as well as for concerts, audio recordings, and weddings.

Bastyr University provides a conference center for meetings, retreats, conferences, and weddings. Several rooms on the first and second floors are available for conferences including the chapel and an auditorium. The auditorium is also used for school functions such as lectures and campus events.

Off-Campus Facilities

In 2006 The Bastyr Center for Natural Health was re-located to a newly renovated, LEED Certified facility in Seattle's Wallingford district. The 25,000 square-foot outpatient facility provides patient clinical services and student training. The center includes a natural medicine dispensary; naturopathic, nutrition, acupuncture, and Chinese herbal medicine patient care rooms; a Chinese herbal medicine dispensary; and administrative offices.

Additional clinical training for students is provided at several external sites in the region, including the 45th St. Community Clinic, Covenant Shores residential retirement facility, and the Rainier Park Medical Center, among others.

ACCESS, PARKING, AND TRANSPORTATION

Street Network

Bastyr University is located within a suburban area made up mostly of residences. The street network outside of Bastyr is a combination of minor and collector arterials[1], providing local access and circulation through and to the various neighborhoods to the south and east. North of Bastyr, the area and street system quickly become urban as the system connects to SR 522, a primary link between Kenmore and its neighboring communities. A brief description of the streets serving Bastyr is provided below.

NE 145th Street is a two-lane local access street providing access to Bastyr University and Saint Edward State Park.

145th Street is owned and maintained by the Washington State Parks System and is classified as a state highway. An agreement between the State and the Archdiocese stipulated that the State will build a new access road should it "extinguish the present access easement" in the future. If the new road is constructed, it must extend from Juanita Drive to the current road on the Archdiocese property and be of equal quality to the existing access route. A portion of the existing road passes through wetland buffer zones; any future upgrade on campus property would likely be located in a manner that avoids negative effects to existing wetlands.

Juanita Drive is classified by the City of Kenmore as a minor arterial. North of the site, Juanita Drive widens to four lanes to serve as access to SR 522. The City of Kenmore Integrated Comprehensive Plan and Environmental Impact Statement - Transportation Element identified Juanita Drive as experiencing traffic problems that impact the regional transportation system.

[1] The City of Kenmore uses the following classifications for roads: collector, minor arterial, and principal arterial

SR 522 (NE Bothell Way) is a six to seven lane state route facility. In areas near Bastyr, there are transit-only lanes in both directions. SR522 connects Lake Forest Park, Kenmore, Bothell and Woodinville in the east, to Seattle.

Major Highways

There are no major highways near the Bastyr University Campus. However, SR-522 (NE Bothell Way) connects the City of Kenmore to I-405, State Route 9, and 202 on the east, and I-5 and State Routes 523 and 104 on the west. Bothell Way intersects Juanita Drive approximately two miles north of the university.

Access And Circulation

Bastyr University is served by one point of access, by way of NE 145th Street at Juanita Drive, as shown on the map on page 2.27. West of Juanita Drive, NE 145th Street splits into two roads. One branch provides access to the State Park, the other serves Bastyr University.

On the university grounds, NE 145th Street is a local access road internal to the campus. On-street parking is allowed along the majority of the internal roadway.

Bastyr Traffic Characteristics

Traffic associated with the university was observed in 2000 by Robert Bernstein, and documented in a report dated May 19, 2000. The study documented average hourly traffic volumes at Bastyr on a typical weekday when school is in session. Following the EIS, representatives from the City of Kenmore requested updated traffic information to document 2008 conditions. Heffron Transportation Inc. commissioned a new, three-day machine count on Bastyr's main access driveway from Tuesday, June 3 through Thursday, June 5, 2008. The machine counter was placed on NE 145th Street south of the St. Edward State Park

driveway and north of the on-street parking near Bastyr to capture all vehicles traveling to and from Bastyr's campus

The following table summarizes 2008 traffic volumes in comparison to documented 2002 and 2000 conditions.

TABLE 2.2: EXISTING TRIP GENERATION

	2000	2002	2008
Daily Trips	2,610	3,150	2,330
AM Peak Hour Trips	220	285	233
PM Peak Hour Trips	320	420	217

The University generated more trips in 2000 and 2002 than it does in 2008 because its campus population was higher than current conditions.

Current Mitigation Efforts

Present trip reduction can also be attributed to: improving the university shuttle system; increasing the rate of car pool participation; and increasing the rate of pedestrian and bicycle traffic.

Traffic Operations

All Bastyr traffic uses the intersections of NE 145th Street/Juanita Drive. This intersection is currently stop-controlled on NE 145th Street. When an initial analysis was conducted at the site entry point under existing conditions (with the current stop-control and assuming a traffic signal was installed), the intersection operated between level of service (LOS) D and LOS F during peak hours.

Parking

Parking for Bastyr University is currently provided through a total of eight parking lots and/or areas, with a total of 671 stalls provided. Of the 671 stalls, approximately 65 stalls are reserved for faculty or other designated uses. The following table summarizes the existing parking supply.

TABLE 2.3: EXISTING PARKING SUPPLY

Lot Location	Stalls
Gravel Lot (adj to North Lot)	84
North Lot	216
Front Lot	96
Watertower Lot	27
Along Watertower Road	123
LIOS, Kitchen, & Chapel Lot	34
South Lot (paved)	71
South Lot (unpaved)	20
TOTAL	671

As part of Heffron's traffic study, peak-parking demand on Bastyr University's campus was calculated using the three-day machine counts performed in June 2008. The peak demand was very similar for all three days, and is estimated to be 522 spaces. Bastyr University has 671 parking spaces on its campus; therefore, it currently has a peak parking utilization of about 82% (522 / 671 = 0.82). For comparison, Bastyr's peak parking demand was 595 vehicles, and its peak parking utilization was about 89% (595 / 671 = 0.89) in October 2003.

A comparison of the parking demand to the actual supply suggests that Bastyr has enough parking to meet their current demand. However, while the raw supply is counted as 671 stalls, it is important to calculate the effective supply. Effective supply takes into account the inefficiency of parking turnover and the difficulty of finding a vacant

stall under peak conditions when the supply is spread out over several acres. Thus, on peak attendance days, the current demand likely exceeds the effective supply. This assessment is fairly consistent with Bastyr's description of current parking conditions on a busy weekday.

Transit

Bastyr is currently served by the King County Metro Route 935. Route 935 provides service between transit centers in Kenmore and Kingsgate, including the Kenmore and Kingsgate Park and Ride facilities and the Kingsgate Freeway Stop on I-405. These centers provide riders with an opportunity to transfer to other regional routes.

Route 935 typically runs every 30 minutes on weekdays, between the hours of 5 a.m. and 8 p.m. It also serves as a Dial-a-Ride Transit (DART) route, which provides both variable routing and scheduled pick-up times.

In 2007 the University introduced a shuttle service that operates between the Bastyr Center for Natural Health in Wallingford and the Kenmore Campus. The shuttle is operated by two professional drivers and seats 14 passengers. The shuttle operates nine hours daily with a minimum of 10 trips per day, and on weekends it is used for community events. During fall quarter 2008, the shuttle removed 462 car trips per month.

Non-Motorized Transportation

Within the Bastyr campus, there are no designated walkways along perimeter roads to provide access between parking areas and the primary campus. However, informal trails exist at the edges of the campus providing access to and sometimes through the adjacent green spaces. A pedestrian trail also exists along NE 145th Street from Bastyr to Juanita Drive. Bastyr pays St. Edward State Park to illuminate this trail with time clock control.

Juanita Drive provides paved shoulders for pedestrian or bicycle use. It is designated as a bike route by King County, however no pavement markings exist that would formally designate the shoulder space for bicycle use. There are currently no bicycle trails within the Bastyr University campus.

Access for Persons with Disabilities

Accessible parking stalls are provided in three parking lots, with a total of eight stalls. Additional ADA capacity will be added in Phase IA - student housing. ADA accessible ramps are located near the stalls and at primary building entrance points to provide access for persons with disabilities.

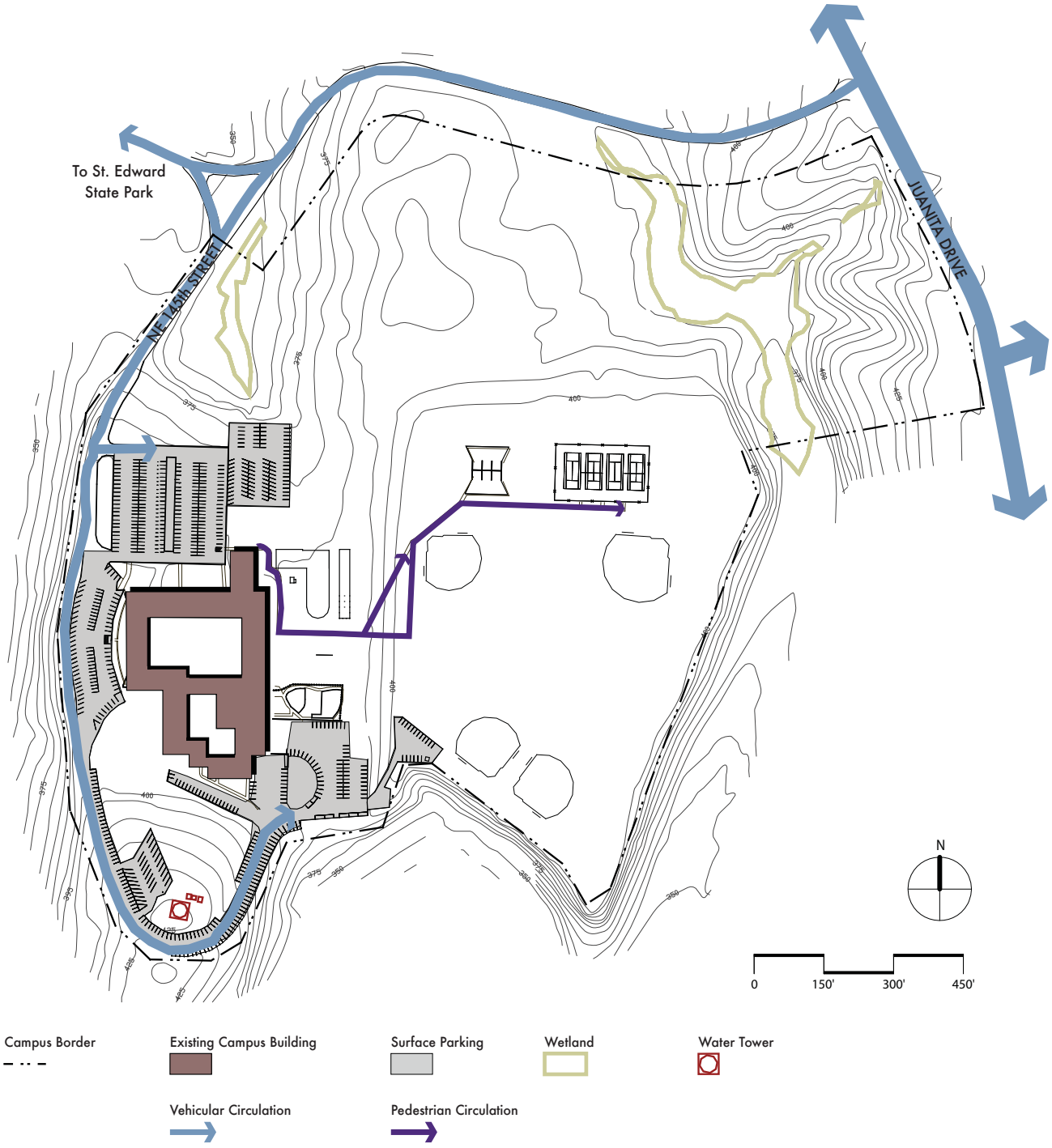
Emergency Access

Emergency vehicles enter and exit by way of NE 145th Street, as shown on the current site layout.

Service Access

Loading bays for kitchen deliveries and other goods are provided in the south lot and the kitchen lot. All deliveries and service trucks enter by way of NE 145th Street, the only point of access.

Figure 2.4: Existing Circulation



PUBLIC AND PRIVATE UTILITIES

Water Service

Water service to the Bastyr University site consists of two separate networks. The primary network was constructed in 1986 and is operated by the Northshore Utility District (NUD). NUD holds a 10-foot easement for the portion of the main lines within the Bastyr University property boundary. The easement grants NUD access to the site as necessary to install, maintain, or repair the water mains.

Water is supplied to NUD from Seattle Public Utility (SPU). Due to the fact that its contract with SPU will expire in 2011, the District is considering alternate sources of water supply that would allow it to meet the demand for potable water anticipated by projected population growth estimates within its service area.

The second water network serving the Bastyr site is a "private" looped system constructed in or prior to 1959. Water mains within this system link the pump house, located about midway along the south hillside and within park property, to the Bastyr University water storage tank. This network was originally fed by a local stream also located on the hillside to the south of the Bastyr University campus.

Sewer Service

Bastyr University maintains a privately owned, onsite sewer network that lies in part on the St. Edward Park property subject to a retained easement to enter the property for the purposes of constructing, repairing or modifying the line. Any upgrades to the existing network over the 2009 through 2020 time period of the Master Plan Update will be dictated by current inspection and appropriate engineering requirements.

Stormwater

Surface water and stormwater flows within St. Edward Park and surrounding incorporated areas of the City of Kenmore is managed by the Stormwater Services Section of the King County Water and Land Resources (WLR) Division. The existing drainage network within the City of Kenmore is very limited, consisting mostly of separate systems for storm sewers, detention, water quality, and sedimentation facilities.

Bastyr University and the St. Edward Complex are located within the City of Kenmore-defined South Lake Washington drainage basin. The South Lake Washington basin drains directly into Lake Washington, south of the mouth of the Sammamish River.

Typical contaminants found in local runoff consist of heavy metals, petroleum products, fecal coliform bacteria, and chemicals from pesticides and fertilizers. However, because of Bastyr University's environmental philosophy the campus site is a posted pesticide free zone.

The City of Kenmore has adopted a Surface Water Management Plan, designed to manage the discharge of these pollutants into local water bodies. The plan delineates the Bastyr University site and the St. Edward Complex to be within sub-basin SLW2. In 1958, a storm drain infrastructure was installed to drain the ball field area, the parking lots and the roof drains.

Of concern for Bastyr University is the potential for urban runoff south and west of the campus. Unmanaged runoff produced by the watershed flows into the low-lying tributaries before entering Lake Washington.

It is estimated that approximately 10% of the 51-acre Bastyr University property is currently paved. The planned redevelopment will create new impervious surfaces in the form of rooftops and exposed parking areas. It is anticipated that runoff produced from these surfaces will be managed according to the drainage requirements for new construction as enumerated in the 1998 King County Surface Water Design Manual (KCSWDM) and supplemented by the City of Kenmore Surface Water Management Plan.

Electric Power

Puget Sound Energy (PSE) is the electrical power service provider to the campus and the City of Kenmore. The existing onsite electrical distribution network was constructed in 1959. The electrical network operating at the St. Edward Complex is completely separate from the Bastyr University network. In preliminary conversations, PSE noted that the existing offsite electrical service lines have sufficient capacity to support redevelopment of the magnitude contemplated for Bastyr University.

Natural Gas Service

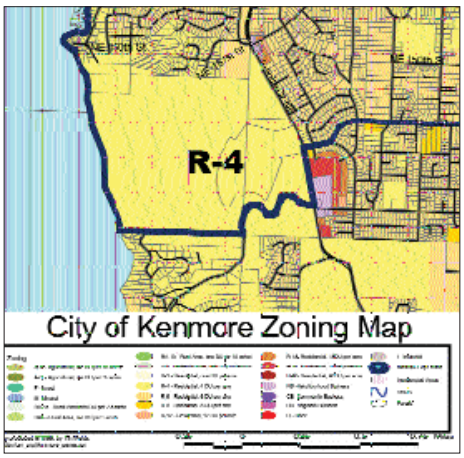
Puget Sound Energy (PSE) provides natural gas utility service to the university. PSE has determined that the existing gas service, comprised mostly of 4-inch main lines, may be sufficient to support redevelopment twice the size of improvements on the Bastyr University campus.

Communications

Verizon is the telecommunications service provider to the Bastyr University campus.

DEVELOPMENT PROCESS

Comprehensive Land Use Plan



The St. Thomas Center operated as an accredited college from 1957-1974. Since 1974, it served as a mixed-use facility, housing educational programs, a conference center, and two residential drug treatment centers. Prior to Kenmore's incorporation in 1998, King County was the land use and zoning authority for the area that includes the Bastyr University site. The underlying zoning for the property is residential. The site operated under a conditional use permit after 1984. Bastyr was permitted to take over the site in 1995 with a continuation of uses under King County Code 21A.

The City of Kenmore was incorporated in 1998 and completed its Comprehensive Land Use Plan in March 2001. The site is currently designated a Special Study Subarea with expectation that a complete master plan will guide future development of the former St. Thomas property. The plan states that the property will retain its underlying residential designation for comprehensive planning purposes, and its R-4 zoning designation during the development of the master plan.

The property is currently prevented from being developed for residential purposes during the development of the master plan. Upon completion of the master planning process, the parties anticipate that the city will adopt a comprehensive planning designation, zoning classification, and planned action ordinance consistent with the approved master plan.

Zoning And Development Standards

Concurrent with the completion of its Comprehensive Land Use Plan in March 2001, the City of Kenmore adopted the King County Zoning Code and development standards to implement the plan. King County development standards for an R-4 zone currently apply to the site. A preliminary list of possible permits follows.

TABLE 2.4 : PRELIMINARY LIST OF REQUIRED PERMITS AND APPROVALS

Requirement	Agency
SEPA compliance: EIS preparation	City of Kenmore
Planned Action Ordinance	City of Kenmore
Critical Areas review and compliance	City of Kenmore
Section 404 (Nationwide or Individual Permit possible if wetland fill is proposed).	U.S. Army Corps of Engineers
Section 401 Water Quality Certification (possible if a Section 404 permit is required, depending on the level of impact)	Washington Dept of Ecology
Biological Evaluation (if any proposed activity triggers a Section 404 permit, the project will require Endangered Species Act compliance through federal agency concurrence with a Biological Evaluation to be prepared by a consultant to Bastyr University)	U.S. Fish & Wildlife Service, and National Oceanic & Atmospheric Administration (NOAA) - Fisheries
Coastal Zone Management Certification (typically required if the project requires a Section 404 permit).	Washington Dept of Ecology
Hydraulic Project Approval (required if the project will use, divert or change the natural flow or bed of state waters; required for any work in a stream below the Ordinary High Water Mark)	Washington Dept of Fish & Wildlife
Drainage Review	City of Kenmore
Clearing and Grading Permit(s)	City of Kenmore
Demolition Permits (possible if existing structures are to be removed and replaced)	City of Kenmore
Building Permits	City of Kenmore
Fire Protection System Permit(s)	North Shore Fire Department
Utility Connection Permits	City of Kenmore, North Shore Water & Sewer District, Puget Sound Energy
Design approval and coordination re: onsite road improvements and intersection improvements at Juanita Drive NE	Washington State Department of Parks & Recreation, City of Kenmore

SITE OPPORTUNITIES AND CONSTRAINTS

Despite having only one major permanent structure on its site, Bastyr University is somewhat land poor. A combination of factors limit potential development on-site, challenging designers to creatively find opportunities for the campus to grow.

Please also refer to the Opportunities and Constraints map as a supplement to this discussion.

Saint Edward State Park – Sharing a border with Saint Edward State Park enhances the university's connection to the natural environment and provides convenient recreational opportunities. Proximity to the park, however, constrains university development in some ways, and the planning and development processes must be sensitive to this. The two sites are linked, and growth and change in either location will affect the other. Bastyr shares an access road with the park as well as its forest ecosystem.

Wetlands – A large wetland takes up much of the northeastern section of campus; this not only limits development on and around the wetland, but also requires sensitivity to run-off from any newly developed impervious surfaces. A second, slightly smaller wetland is located on the western edge of campus and places similar constraints on development.

Steep Slopes – Although most of the campus is on a plateau or gently sloped, slopes that are too severe to support construction surround the university. Not only do these slopes prohibit expansion beyond the existing property boundaries, but they also constrain building locations on campus; the City of Kenmore mandates 50-foot setbacks from the top of the slopes. The topography also likely prohibits the construction of new roads south and east of the university property line.

Campus Development Sites – Housing opportunities exist on campus along the periphery of the site. Since Bastyr is not a very large campus, housing can be developed outside the developed academic core and still be a close walk to all necessary classrooms and services.

Pedestrian Connections – There are only a few formal pedestrian connections throughout campus, mainly because much of the campus is undeveloped. If classroom and housing facilities spread further across the site, Bastyr has the opportunity to develop a new network of pedestrian trails that link structures, open spaces and off-campus destinations.

Campus Landmarks – Despite not having many structures on site, there are a number of important features at Bastyr that should be preserved. A portion of the original campus garden along the eastern edge of the existing building should be kept to maintain a connection to the university's history. The decorative archway that is the main entrance to the existing building should be incorporated into new designs as a recognizable symbol of the University, as should the iconic water tower at the southern edge of campus.

chapter three

strategic positioning

herbs
Grow
health

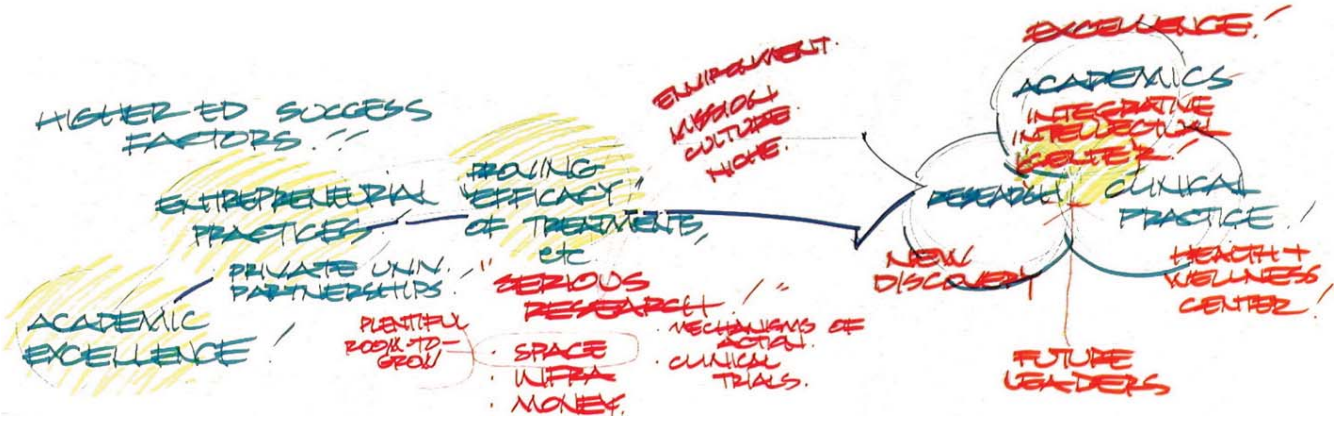
Strategic Positioning

Strategic positioning lays the foundation for the Campus Master Plan. A plan developed in a vacuum will never successfully achieve its goals nor see its recommendations implemented. Therefore, the university identified a series of drivers that formed the framework for developing the master plan. The purpose of these drivers was not to limit opportunities but instead to shape the direction of the plan in a way that is consistent with the university's goals and needs.

As presented in the following pages, the drivers include:

- the university's vision,
- the university's mission,
- trends and assumptions,
- strategic positioning elements, and
- planning and design principles.

The handwritten illustrations in this chapter are taken from real-time graphic recordings of participants' comments at campus workshops.

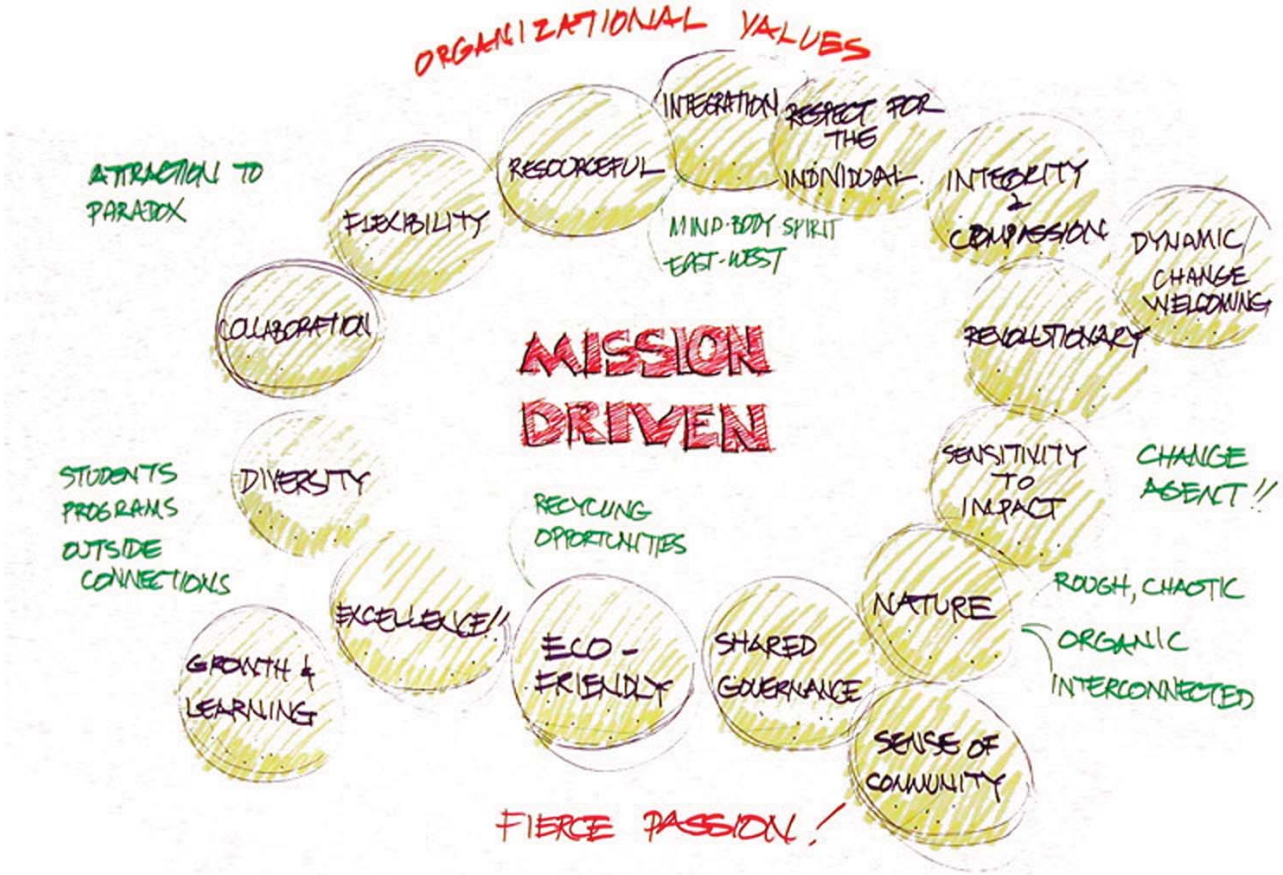


VISION

As the world's leading academic center for advancing and integrating knowledge in the natural health arts and sciences, Bastyr University will transform the health and well-being of the human community.

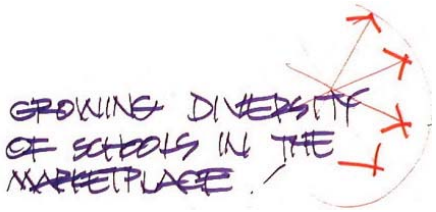
MISSION

We educate future leaders in the natural health arts and sciences. Respecting the healing power of nature and recognizing that body, mind and spirit are intrinsically inseparable, we model an integrated approach to education, research and clinical service.



TRENDS AND ASSUMPTIONS

This section presents a summary of the strategic issues facing Bastyr University. These issues arose out of workshops and meetings with the campus community.

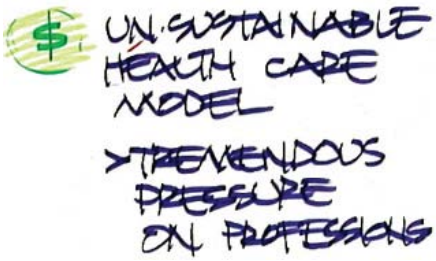


Increased Competition for Enrollments – Prospective students will have an increasing number of options to receive training in natural health sciences, including schools of acupuncture and oriental medicine and traditional medical schools providing natural modalities in integrated approaches.

Increased Emphasis on Evidence Based Medicine – As health care costs continue to escalate increased emphasis will be placed on documenting the efficacy of given treatment modalities. This will be driven by both government and large payer community.

Impact of the Internet on Health Care – People are increasingly turning to the Internet to get information about personal health choices and treatment options.

Market Size/Licensure – The number of states licensing natural health professions (especially naturopathic medicine) is growing, but slowly. Naturopathic licensing passed in California is now a licensed state. Though this passage has not produced a dramatic increase in demand to this date, demand for naturopathic training may still increase and also likely generate new competitors for Bastyr's program.



Unsustainable Healthcare Funding Model – The current health care funding model is unsustainable: private businesses and the government will not be able to pay increasing costs. Government programs subsidizing health care are shrinking to focus on "safety net" programs. There is an increasing focus on efficacy of results, including the potential to link funding to results.

Integration of Selective Natural Medicine Modalities into Mainstream Practice – Allopathic medicine as a result of ongoing research efforts will integrate certain natural health modalities into mainstream practice.

Long-Term Demand for Undergraduate Education – Washington State and the nation project substantial shortages in availability of undergraduate education programs and facilities for the foreseeable future. This will put pressure on Bastyr to expand undergraduate education.

INTEGRATING THE ART AND SCIENCE OF NATURAL HEALTH

The current trends on the previous pages were addressed to determine how best to maintain the university's uniqueness while ensuring its sustainability amidst increasing competition in the field of complementary and alternative medicine (CAM). These discussions focused on innovative marketing approaches, physical design improvements, enhancing intellectual opportunities and strengthening relationships within the campus environment and beyond.

Integrating the Heart and Science of Natural Health – We will maintain both aspects of our unique approach to natural medicine: the spiritual and holistic dimensions of traditional natural medicine and the science and evidence-based approach. While we will continue to pioneer a collaborative model of medicine this must not come at the expense of the core values and characteristics that attract our primary market for students or patients.

Providing Diverse Learning Opportunities – To demonstrate its unique approach to learning and to emphasize flexibility for its students, Bastyr must provide a variety of educational forums to ensure maximum access for a diverse student population. New and

resourceful learning opportunities may include weekend courses, outdoor programs and clinic internship opportunities.

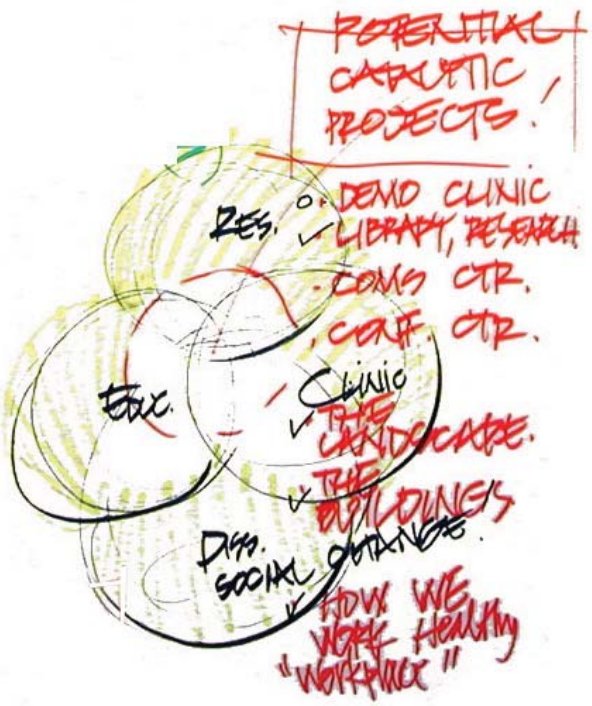
Integrating Academics, Research and Practice – A clinic is a perfect example of how "theory meets practice" and can be a major asset for leveraging Bastyr's success. Clinics provide a way of demonstrating the university's inventive learning techniques and research capabilities while directly serving and helping patients. Serving the community has value independent of the clinic's role of serving as a teaching venue and clinics also help to attract clinicians and spur innovation. Even though there will not be a clinic on Bastyr's Kenmore site, their Seattle clinic provides opportunities for students to take part of their academic program there.

Resource/Revenue Diversification – We can explore four traditional approaches universities pursue to ensure success and financial stability: (1) academic excellence (2) research, (3) fundraising and development, and (4) residential development. These factors would help Bastyr align itself to the traditional university model, and not limit itself by being aligned exclusively to the natural health educational and training industry.

Developing Organizational/ Academic Program Fluidity – Bastyr needs to be able to continuously scan the market place and develop and adopt changes rapidly. It must be able to modify existing programs or implement new programs quickly to respond to new opportunities or changing market interest.

Being a World Class Destination – To compete in the increasingly competitive market, Bastyr needs to create a campus that attracts top scholars and students from all over the world. The campus itself must express Bastyr's unique and compelling way of delivering natural health education. It must reflect an inspiring balance of commitment to rigorous research and education with a deep connection to the heart of nature. The site should have facilities that themselves draw prople to the university, such as a natural health library and research and clinical facilities. One aspect of creating a world-class destination is identifying "catalytic projects", for example:

- Demonstration clinic
- Research Library
- Research Facility
- The landscape
- The buildings
- The way we work (a "comprehensively different way to doing business").



PLANNING AND DESIGN PRINCIPLES

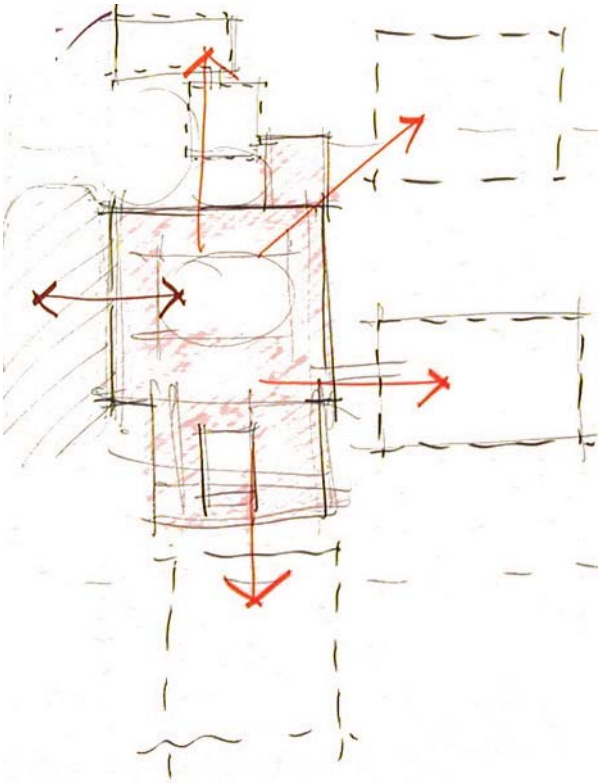
The following section identifies planning and design principles to guide the development of a flexible and evolutionary growth path and approach for Bastyr. Several guiding design concepts resulted from discussions with students, staff, faculty, administrators and officers regarding current physical design features and qualities, Bastyr's future roles and relationships, and design options. These concepts shaped the creation of a preferred development pattern to ensure that Bastyr will be positioned in the CAM environment and beyond according to its institutional vision and mission. These design concepts are organized around five core guiding principles:

- Grow a Living System
- Foster the Spirit of Our Place
- Embrace the Context of Bastyr's Setting
- Create a Deeply Restorative Environment
- Build a Community of Learning

Each of Bastyr's core guiding principles is briefly described in the next few pages. Following each principle, associated planning and design concepts are presented. Innovative design ideas in campus plans will communicate the university's mission, the environment's healing powers, and the cutting-edge opportunities afforded to its students, staff, faculty and community members.

Grow A Living System – Key to fulfilling Bastyr's mission of integrating natural health sciences with mind, body, spirit and nature is the recognition of the university and its components as a living system. Ecosystems sustain and fulfill human life, maintain biodiversity and the production of ecosystem goods, and provide life-support functions, such as cleansing, recycling, and renewal. Driven by an array of complex natural cycles, ecosystems must adapt, change and evolve over time.

As Bastyr also grows and matures, it must be flexible in its solutions. Encouraging active participation, providing visible connections to nature, and recognizing ecological accountability in decision-making will allow Bastyr to foster balance between the university's needs and the environment. A clear commitment to preserving the natural world promotes sensitivity and respect for the life cycles that sustain us.



A strength of natural systems that can be integrated into designs for Bastyr University is their ability to be self-reliant and self-regulatory. Nature can provide opportunities for light, water, energy, heating and cooling, and cleansing and renewal; Bastyr University should incorporate natural, restorative cycles where feasible to avoid reliance on nonrenewable sources.

- **Renewable Systems** – Employ renewable systems, including solar, wind, small-scale hydro, and biomass systems to the extent possible to supply energy and resources. Encourage restorative materials cycles in which one process' waste becomes another's food (e.g., fertilize gardens using composted waste and green manure, collect rainwater to water plants and gardens during dry spells).
- **A Place for Expansion** – Develop spaces with the understanding that as Bastyr University grows and changes, so too must its buildings and facilities.

- **Flexible Facilities** – Create gathering spaces that can be permeable, changeable and either formal or informal to provide a variety of social, learning and meeting opportunities. Enhance teaching and learning effectiveness in these spaces by incorporating innovative and appropriate audio/visual technologies.

Foster the Spirit of Our Place – The spirit of place is the quality that evokes feelings of contentment, happiness, exhilaration, inquisitiveness, and awe. It cannot be measured in acres, degree programs, or enrollment. It is the essence that permeates each person's experience and creates opportunities for person-to-person and person-to-place connections.

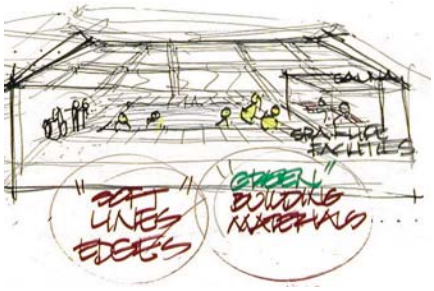
The spirit of place is not restricted to places within the natural environment; the spirit can be found in the people who dwell in the place, in built environments, and in areas that blend the built and natural world. A place can be both comforting and exciting: familiar paths, views, and landscapes provide a sense of serenity while new discoveries inspire the wanderer. Designing for the spirit of place recognizes that buildings, gardens, pathways, and open space are dynamic, stimulating environments; designs that maximize efficiency at the expense of aesthetics undermine the role of "place" in human experience.

- **Complexity of Activities** – Create mixed-use, complex environments that integrate academics, recreation, student services, open spaces, and housing. Multiple layers of activities in time create multiple meanings and fulfill different needs. Foster active participation in campus life by blending academic and social activity centers.
- **Diversity of Settings** – Provide spaces on campus that meet the social, spiritual, educational and professional needs of the university's students, staff, and faculty by creating distinct private and common spaces in both the built and outdoor environments.

- **Pedestrian-Oriented** – Promote an auto-free, pedestrian-oriented environment. Ensure a five to ten minute walking distance within the campus core. Provide clear, safe, direct access to all campus activities and facilities through pedestrian pathways.
- **Indoor and Outdoor Connections** – Construct permeable boundaries between built and natural environments to enhance our connection with nature. Create a sense of transparency between the two environments.
- **Sacred Spaces** – Create spaces on campus that support a variety of healing opportunities including meditation and rituals. Sacred spaces evoke important meanings and connections. Ensure these spaces promote relaxation and provide solitude for students, faculty, staff and visitors.
- **A Well-Lighted Place** – Design buildings and spaces to bring natural light to the campus (e.g. transform the gray/overcast environment to a warm and brightly lit environment). Include solariums, sunrooms, light wells, and skylights in building design plans.
- **Views and Vistas** – Create opportunities for views and vistas from both indoor and outdoor locations. Provide views of significant landmarks, sacred spaces, and natural landscapes.
- **Sequence of Movement** – Provide a three-dimensional experience for pedestrians as they walk from one place to another. The sequence of movement should travel through different entries, views, and activity points leading to important landmarks. The sequence ultimately brings the traveler to the central core, flowing from open space to the center of healing.
- **Hierarchy of Spaces** – Arrange outdoor spaces as activity centers that perform different functions. Functional spaces include entries and gateways, small gathering spaces for informal and chance encounters, and community spaces for gatherings and ceremonies. The hierarchy should lead to the sacred center.

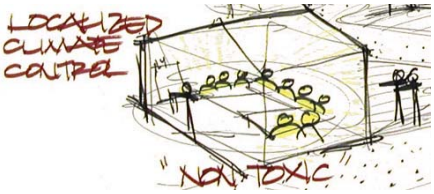
Embrace the Context of Bastyr's Setting – In order to be truly integrated with nature, the physical design of the campus must take into account both the surrounding natural and cultural environment. Guiding principles cannot be applied universally in a cookie-cutter manner. Bastyr University exists in a unique environment with its own set of opportunities, constraints, and needs. Design concepts that apply to a site in the Arizona desert would not apply to a location in the New England mountains; neither applies directly to Bastyr. Plans and designs must take into account the bioregion, including vegetation, climate, soils, and topography, within which Bastyr operates. In doing so, they will be able to recognize the assets and limitations of the sun, wind, water, and earth in order to maximize harmonious integration with nature. For example, the use of local, sustainable materials supports the local economy while employing materials that are appropriate to the area and do not contribute to the detriment of the environment.

Design must also consider the local culture and history of the university and surrounding community. Bastyr University has a history grounded in the spiritual and natural world. Continuing to grow these connections through design will create a link from the site's rich history to the future of the university. Local knowledge will strengthen the connection to the environment and establish a common respect for the site. Bastyr University can play a key role in encouraging involvement in the community among its students, faculty and staff, while also providing opportunities for participation in campus life and programs by Bastyr's neighbors.



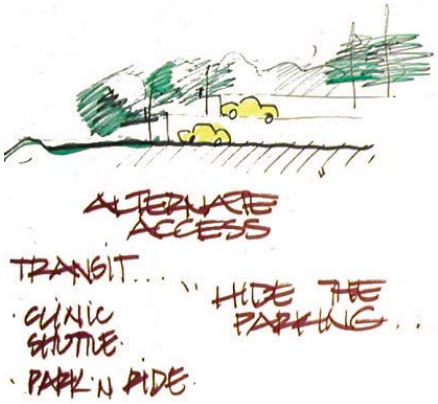
- **Integration with the Natural Environment** – Integrate the built and natural environment through a holistic design that provides a seamless transition between nature and work. Spaces that draw people outside and connect the campus to the local and regional environment promote learning and personal growth through experiences in nature.

- **Cultural and Historical Integration** – Incorporate local culture and history into the Bastyr campus (e.g., through art, architecture, and activities) to promote respect for the regional community and encourage local interest and support of the university.
- **Local, Sustainably Harvested Materials** – Employ local, sustainably harvested materials in building projects to support the local economy and environment.
- **Native Plants** – Use native plants in landscaping to maintain biodiversity and to promote the campus' integration with the natural environment.



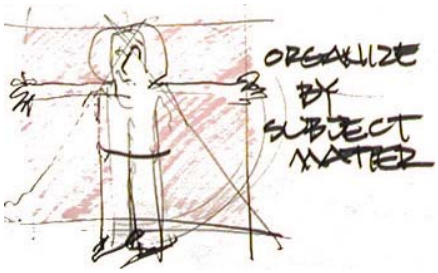
Create a Deeply Restorative Environment – Nature continually heals, cleanses, and renews itself through an array of cycles. In recognition that Bastyr is a living system integrated with the natural environment, design should embrace these cycles. Instead of working against and controlling nature, designs should instead grow from the natural features and characteristics of the environment to create a campus that heals and restores itself.

- **Resource Conservation and Protection** – Balance the built environment with substantial untouched nature to maintain open space for wildlife preservation and educational opportunities. Position the university as a model of sustainability by incorporating natural system design concepts (e.g., energy and water flows), closing resource loops and utilizing renewable and natural building materials.
- **Organic Agriculture** – Minimize the use of chemical fertilizers, pesticides, and stimulants in gardens and landscape installations. Create opportunities for hands-on participation in sustainable agricultural activities.



- **Inclusivity** – Strive to make Bastyr open to diverse sectors of the community by enhancing access for people with disabilities and providing activities for children and youth on campus.
- **Traffic and Parking Solutions** – Improve access to campus and integrate multiple modes of transportation to enhance the natural experience provided by Bastyr for its students, staff, faculty and visitors. Find creative ways to address traffic and parking by working with the appropriate transit agencies and incorporating green design ideas.

Build a Community of Learning – Above all, Bastyr University is an academic institution dedicated to advancing knowledge in the natural health sciences. As such, it develops programs, curricula, facilities, spaces, and organizational structures in the most appropriate manner to strengthen learning and active participation. A commitment to discussion and debate creates an empowered community that takes an active role in the educational experience.



- **A Design Expressing Bastyr's Vision** – Communicate Bastyr's unique commitment to natural medicine that integrates the mind, body and spirit. Combined with the growth and articulation of our core competencies, Bastyr's design informs our students, visitors and community about natural medicine and demonstrates a balance between the natural and built environment.
- **Innovative Pedagogy** – Develop curriculum in line with Bastyr's philosophy while supporting multiple learning styles. Incorporate cutting-edge teaching and training models and technologies to illustrate Bastyr's emphasis on innovation throughout all aspects of educational processes.

- **Spaces for Social Interaction and Play** – Construct recreational amenities, health facilities and spaces for sharing art and poetry to support artistic expression and physical fitness in the Bastyr community. Incorporate interpretive spaces to demonstrate the healing power of social interaction and play.
- **Community Links** – Develop facilities and programs both on and off campus to integrate the university and the community. Provide needed services and educational resources to the community through strong partnerships, shared spaces, demonstrations, and outreach.

- **Organizational Integration** – Interconnect research, teaching and learning opportunities by creating facilities and spatial relationships that promote frequent interactions. Promote collaborative projects, shared classes/coursework, multi-disciplinary teams, and clinical positions for students and faculty. Strategically organize departments and classes on campus to promote an integrated educational environment where "all the pieces fit together" and experiences can be shared in common and flexible meeting spaces.

chapter four

plan program

Plan Program

The master plan program provides an overview of the physical spaces and facilities that are needed to fulfill the academic needs of the university.

This chapter presents the development program and is organized into four sections:

- Purpose of the Plan Update Program,
- Process for Developing the Program,
- Projected Campus Population, and
- Master Plan Program.

PURPOSE OF THE PLAN PROGRAM

A master plan program is an inventory of space types and quantities that are required to implement a university's academic direction. The purpose of Bastyr's master plan program is to define the types and quantities of facilities needed to support the target student enrollment of 1,554 students, of which 1,254 students are expected to be on campus at any given time. The remainder are expected to take classes at the university's teaching clinic in Seattle. Student enrollment, faculty and staff positions, research funding, and annual clinic visitations are key determinants of space needs. These determinants, however, are influenced by the university's growth plan and site constraints.

PROCESS FOR DEVELOPING THE PROGRAM

Bastyr University developed the master plan program through a series of iterative discussions on projected growth, site constraints, and the university's strategic drivers. These discussions involved Bastyr's officers, academic leaders, and a broad cross-section of the campus community.

The process for developing the program involved several steps. It began with a review and evaluation of the strategic framework presented in Chapter 3. Bastyr's strategic positioning elements identify the fundamental factors influencing the university's development and the university's response to these factors, while the guiding principles define a physical vision for how the site is to be developed as the university grows.

The strategic framework helped guide Bastyr in the identification of instructional, research, clinical, and other growth assumptions. Department and program directors provided input on potential growth in their respective areas.

The next step was to translate the growth projections into a list of desired space types, such as academic spaces, common spaces, and recreational spaces, and to quantify needs for each space type. Using the growth projections as a base, the university was able to identify a certain level of development to achieve its goals while respecting the development capacity of the site. Disaggregated into academic and support elements, the projections were then used to forecast future space needs for specific space types, using accepted standards and guidelines, and adjusted to the specific needs of Bastyr University.

The quantity of each space type required to implement the academic direction was based on the following program determinants:

- student enrollment,
- full-time equivalent faculty and staff positions,
- research funding, and
- annual visits to the clinic.

Appropriate factors were then applied to projected determinants to establish the square footage amount for that space type. The result of this process was a master plan program of space needs, including academic, administration, service, housing, parking, and site needs to be implemented by 2020. This program is an outgrowth of the university's strategic framework, helping the university to achieve its vision and target on-campus enrollment while respecting the constraints of the site.

PROJECTED CAMPUS POPULATION

The campus population, including students, faculty, and staff, is expected to grow slowly over the next 10 years. Bastyr has chosen to limit its enrollment growth at the St. Thomas campus to a number that can be supported by the site. This slower pace of growth and a lower campus enrollment will minimize the negative impact on the community and the environment while allowing Bastyr to be a leader in natural health science education. The university will focus other growth possibilities on other sites, such as downtown Kenmore, adjacent to its teaching clinics, or in remote locations. It will also increasingly seek ways to extend its educational offerings to distance learners.

At a slower rate of growth of about 3% per year, the enrollment for Bastyr's main campus will be 1,554 students by 2020. However, by relocating the third and fourth year naturopathic medicine, and

acupuncture and oriental medicine students off-site for their coursework, the anticipated campus enrollment will drop to 1,254. Table 4.1 summarizes the projected student, staff, and faculty population growth through 2020.

TABLE 4.1: ACTUAL AND PROJECTED POPULATION, 2008-2020

Year	Students	Faculty & Staff	Total
2008	944	186	1,130
2012	1,261	195	1,456
2016	1,381	201	1,582
2020	1,554	199	1,753

Note: 300 students will relocate to off-campus instructional spaces, reducing the on-campus population while the University's total enrollment increases.

MASTER PLAN PROGRAM

Space Types

Bastyr University will maintain its variety of academic programs as it grows but will not further break these programs into schools or other divisions. The intention is to remain a cohesive educational institution with programs sharing a common pool of spaces such as general lecture and lab rooms, the cafeteria, library, and conference rooms, while specialized labs and research space, faculty and staff offices, and student lounges will be dedicated to the academic unit(s) using the specialized facilities.

As the campus population continues to grow, so too must campus facilities and infrastructure. The Campus Master Plan addresses building, facility, and site needs for the following components:

- Core programs (includes academics [instructional, lab, office space], support services, library, and research)
- Common spaces (includes the bookstore, cafeteria, recreation, lounges, student union, and clinic)
- Gardens (includes teaching, research, medicinal, and nutritional gardens)
- Open space/recreational space
- Housing
- Parking
- University enterprise space (space for entrepreneurial and partnership activities)
- Physical plant and information technology.

The space types mentioned above are the first step in determining the needs for the university. The following sections describe the university's academic, administration, service, housing, parking, and site needs based on the target on-campus enrollment, growth projections, and site constraints.

Academic, Administration, and Service Needs

Academic, administration, and service needs comprise the facilities that support daily campus life. To indicate the required net square footage for these needs, assignable square feet (ASF), the space available for institutional uses, will be distinguished from gross square feet (GSF), or the total area of a building.[1]

[1]GSF also includes circulation areas, structural areas, mechanical area, utility shafts, custodial closets, restrooms, covered walks (50%), overhangs (50%), and boiler rooms.

Bastyr University is currently located in a single structure containing 180,000 GSF. After accounting for remodeling efficiency losses, the existing building will contain 156,632 GSF, or 101,811 ASF. To accommodate a total Phase I campus population of 1,554 students, and 199 faculty and staff in 2020, an additional 40,000 GSF or 26,000 ASF of academic, administrative, and support space is needed. The total space needs are estimated to be 196,632 GSF or 127,811 ASF in 2030. Table 4.2 summarizes the distribution of the total space needs.

TABLE 4.2: TOTAL SPACE NEEDS, 2020

Space	ASF	GSF
Core Programs	80,067	123,181
Common Spaces	24,701	38,002
University Enterprise Space	12,938	19,904
Physical Plant/IT	10,105	15,545
Total	127,811	196,632

Housing and Parking Needs

Space is also needed to support campus housing and parking. Bastyr University anticipates 266 new units of housing on campus in 2020, which is achieved through constructing Phases IA and IB residences northeast of the current building.

A total of 910 spaces will be provided for parking on campus by 2020 through a combination of surface lots and structures. The need for 910 spaces was determined based on existing parking accumulation rates at Bastyr. It may be possible to reduce the total number of parking spaces by implementing transportation mitigation strategies. Some of these strategies are currently in process.

Site Needs

The master plan also identifies site needs to satisfy educational, social, and recreational purposes. These needs include elements such as plazas and courtyards for gathering, formal and informal landscaped open spaces for relaxation and recreation, and gardens for teaching, reflection, research, and nutrition.

Flexibility in outdoor spaces will allow a single space to be used for multiple purposes, such as classes, group study, social interaction, exercise, and meditation. The recognition of formal and informal outdoor spaces in the master plan program reinforces the connection between academics and the natural environment. The program also identifies the need to protect the unique natural setting, including the forest surrounding the campus. The program does not determine a specific square footage for recreational and open space but recommends maximizing these site elements while preserving the forest surrounding the campus.

Gardens will be a major site component on the Bastyr site in the future. The plan allows for flexibility in the amount of garden space that is developed depending on the needs of the university. The projected build-out of gardens in 2020 is approximately 35,000 GSF. Chapter 6 provides additional details on the garden program.

The current gardens will be maintained at least through the end of Phase I. During Phase I, gardens will be improved and established in the locations shown on the Plan. If the campus should expand past Phase I, gardens would continue to be integrated with academic and residential buildings.

chapter five

development plan

Development Plan

The Master Plan Update guides the future growth and development of the university. Based on an analysis of existing campus conditions, an in-depth review of factors that influence the university's growth, and a comprehensive visioning process, the plan provides a series of recommendations to achieve the university's goals for a future campus.

The challenge of the Campus Master Plan is to plan for long term growth that meets the institution's academic needs while conserving the natural environment, and maintaining and improving the open space and recreation opportunities existing on campus. To meet this challenge and shape future decisions, Bastyr University created several guidelines to direct the planning process. Bastyr University will:

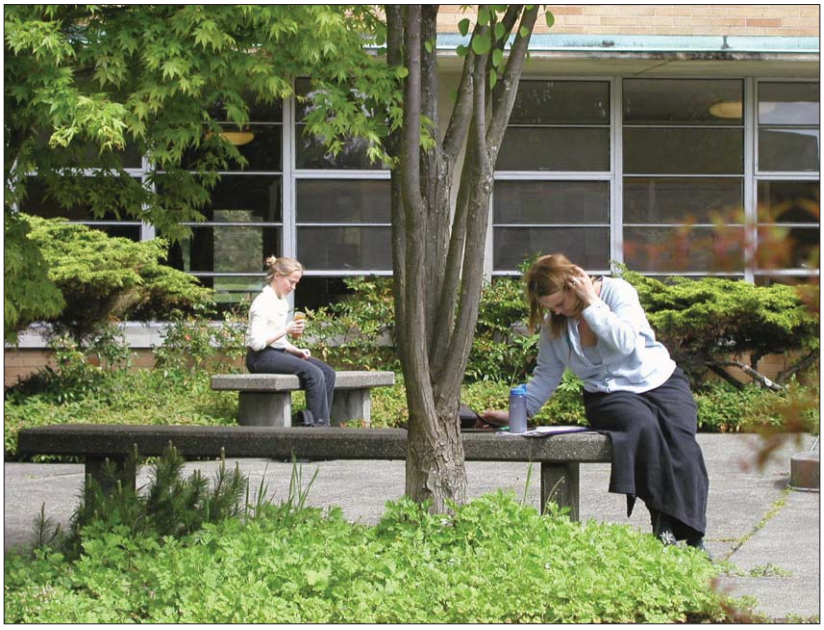
- develop as a small university with slow and steady growth over a long period of time,
- provide a mix of academic buildings and onsite housing,
- develop plans and designs to mitigate traffic, parking, and environmental impacts,
- provide beneficial health and wellness resources to the campus and adjacent communities, and
- preserve and enhance the natural environment to the extent practicable.

This chapter presents the Campus Master Plan and is organized into five sections:

- Fulfilling Bastyr's Vision,
- The Building and Land Use Plan,
- The Transportation and Circulation Plan,
- The Landscape and Open Space Plan, and
- The Campus Design Concept.

FULFILLING BASTYR'S VISION

The form and use of Bastyr University's main campus will be a clear expression of the values and principles at the heart of natural healing. The campus itself also forms part of an integrated strategic approach to developing the institution as an international resource for the appropriate growth of the natural health sciences. The plan creates a framework so as to support the campus's development to embody the core concepts of Bastyr's guiding principles (see Chapter 3). This section synthesizes the main concepts from the guiding principles and describes how the plan fulfills the vision.



A Guiding Vision

Dynamic integration is a central principle of the university's guiding vision, the flexible balancing of connection and diversity. The vision speaks of integrating the art and science of natural health, the interrelation of diverse healing traditions: spiritual, holistic, traditional, scientific and empirical. The integration of connection and diversity also guides a vision of combining academic study, research, and practice. A flexible, dynamic integration also includes the university's vision of the linkages between interior and exterior, university and community, human-made and natural. The principle of integration that Bastyr seeks is ultimately expressed by the dynamic and organic connection of all aspects of natural systems, including the seamless link between the human and the natural that is at the core of the university's vision.

A second major theme of Bastyr's guiding vision is **sustained attention to organizational success**. The ideals of natural medicine are secured by attending to pragmatic concerns. Resource diversification combines academics, research, giving, and housing to create a broad foundation for success. Organizational fluidity – responding to emerging needs with agility – means Bastyr is adaptive in contributing to the development of natural healing. The identities of the academic units bring focus and belonging, while providing a welcoming environment for Bastyr's current and potential students.

Finally, the campus will be a **warm, nurturing and restorative place**. Diverse learning opportunities respond to the complex modes of learning, and reach out to the needs of the community. The campus is a place of activity, laughter, and fun, while supporting the contemplative and spiritual dimension of life.

Taken together, these elements position the campus as a world center and destination. The campus will communicate the spirit and wisdom of natural healing and support a vibrant community working together to cultivate the promise of Bastyr's vision.

Expressing the Vision

An interaction of elements works in synergy to realize this guiding vision. The **gardens are the heart of the plan**, and most clearly express the vision's sense of fluid and flexible integration. The gardens integrate the campus with nature and link the spiritual and evidence-based elements of healing by including medicinal plants from throughout the world. They serve as an ongoing invitation to faculty, staff, students, and visitors to experience the cycles and rhythms of nature. The gardens are unique for demonstrating the full power of natural healing, for visitors walking through the campus, for students sharing meals using garden-grown foods, for flowers in offices, and for patients being restored to health.

The Phase I academic buildings are the beginning of a potential fanning out from the current building, creating and shaping a diversity of spaces for play, meditation, learning, and celebration. Atriums bring light and nature into offices, classrooms, and community spaces, giving the sense of being in nature. The Entry Columns, the main access to the University, **create a sense of identity** for the academic endeavor, while proximity and physical and visual connections support frequent interaction and collaboration among the academic disciplines. The intent is to have future growth of the Academic Core harmonize with the original structure, while introducing a softer edge that blends with the forest.

The larger open spaces create **hearts of green** and connectors between core buildings. A series of open spaces of varied sizes connect academic buildings to each other and to housing. These are places for both play and ceremony that provide a welcoming place for the community. The current central courtyard reveals the open space through a garden creating a diversity of settings connected by a line of sight into the academic core, and out to the green expanse.

The **diversity of activities**, housing, research, learning, healing, creates a sense of community. The campus is active and supports a range of facilities to support these activities.

The central experience is of **being in nature**. Courtyards, windows, and entrances soften the building and create a sense of moving through a natural setting. With cars limited to the periphery of the campus, people can walk without worry and feel the presence of the gardens, the openness, and the forest. Clear paths of travel link the campus from south to north and east to west-transitions from the natural and built environment are seamless.

Together the qualities of the place create **experiences found nowhere else**. Each person - students, staff, faculty, visitors - finds their own sense of the campus, whether sacred, playful, or nurturing. But all gain new awareness of the potential of natural healing, and the unique contributions of Bastyr.

BUILDING AND LAND USE PLAN

The plan recommends that Bastyr be organized around a central campus core. Organizational integration through joint projects and classes, multidisciplinary teams, and shared facilities connect the university's programs. Departments are never more than a short walk from each other. Students from different disciplines share their learning environments with one another, interacting with and learning from each other.

Most of the campus services, including classrooms, laboratories, administrative offices and dining facilities are clustered on the west side of the core. The existing building is expanded upon to house this complex mix of uses; it also features meeting facilities and garden courtyards. The buildings immediately surrounding the main structure are equally as diverse, blending teaching, research and service uses with courtyards and gardens to help create a dynamic mix of uses at the heart of Bastyr's learning environment. The mix of flexible facilities featured in buildings within the campus core allows the different academic disciplines at Bastyr to study in a common space, sharing resources and materials.

Throughout Bastyr, students, faculty and staff enjoy a diversity of settings. Different kinds of spaces and facilities meet campus needs; for example, academic and housing buildings feature common areas and private study rooms. Outdoors, a variety of gardens at different scales create spaces that can be contemplative and solitary, or social and active. The academic cluster forms indoor and outdoor connections while retaining an organic edge, providing interior built space that is elegant and respectful of the surroundings.

Even though growth in student enrollment is currently slow, the University may need to expand at some point in time. The 10-year

development plan makes use of a small portion of the available land on campus, with enough flexibility to allow room for expansion, if necessary.

The land use and building use plan is composed of five major elements:

- the academic facilities, administration and student services that form the campus core,
- the gardens that unify the campus and showcase the university's programs,
- the housing that meets the needs of an expanding campus population,
- a variety of meeting facilities on campus, combining learning and restoration in an on-campus setting, and
- the landscaping that helps shape the built environment.

Academics, Administration and Student Services

The original building remains the central focus of Bastyr's academic core. The large structure is expanded in Phase I by the addition of a new wing at the southwest corner of the building. The academic space is divided between instructional spaces and laboratories. The main building also houses administrative offices and student services facilities.

Internal courtyards and atriums break up the main building, bringing natural light and gardens into the indoor learning environment. The courtyards also serve as teaching gardens, giving students the opportunity to leave an academic building but remain in an academic environment.

The Gardens

The existing Bastyr University Garden was created in 1997 with 65 species of herbs and medicinal plants; it now includes over 250 species. If the university does expand beyond Phase I, gardens will continue to be interwoven into the fabric of the buildings and spaces.

Housing

A cluster of low to medium-density housing is located northeast of the existing structure. The housing units stretch out to the east and the medium density units are parked on grade behind (north) of the development. The higher density units to the east end of the Phase I community are parked atop podium-style parking and are further enhanced by small courtyards and plazas. The housing is a short walk from every academic facility on campus, facilitating pedestrian connections throughout Bastyr.

The illustration below shows Phase IB medium to high density housing with woods behind and gardens facing south.

Seattle Clinic

The Bastyr Center for Natural Health is located in downtown Seattle and serves all of the Bastyr community in addition to the public. It is a valuable community asset in that it provides naturopathic diagnostic services and clinical treatment. It is also a student resource in providing patient services and a space to meet residency requirements.

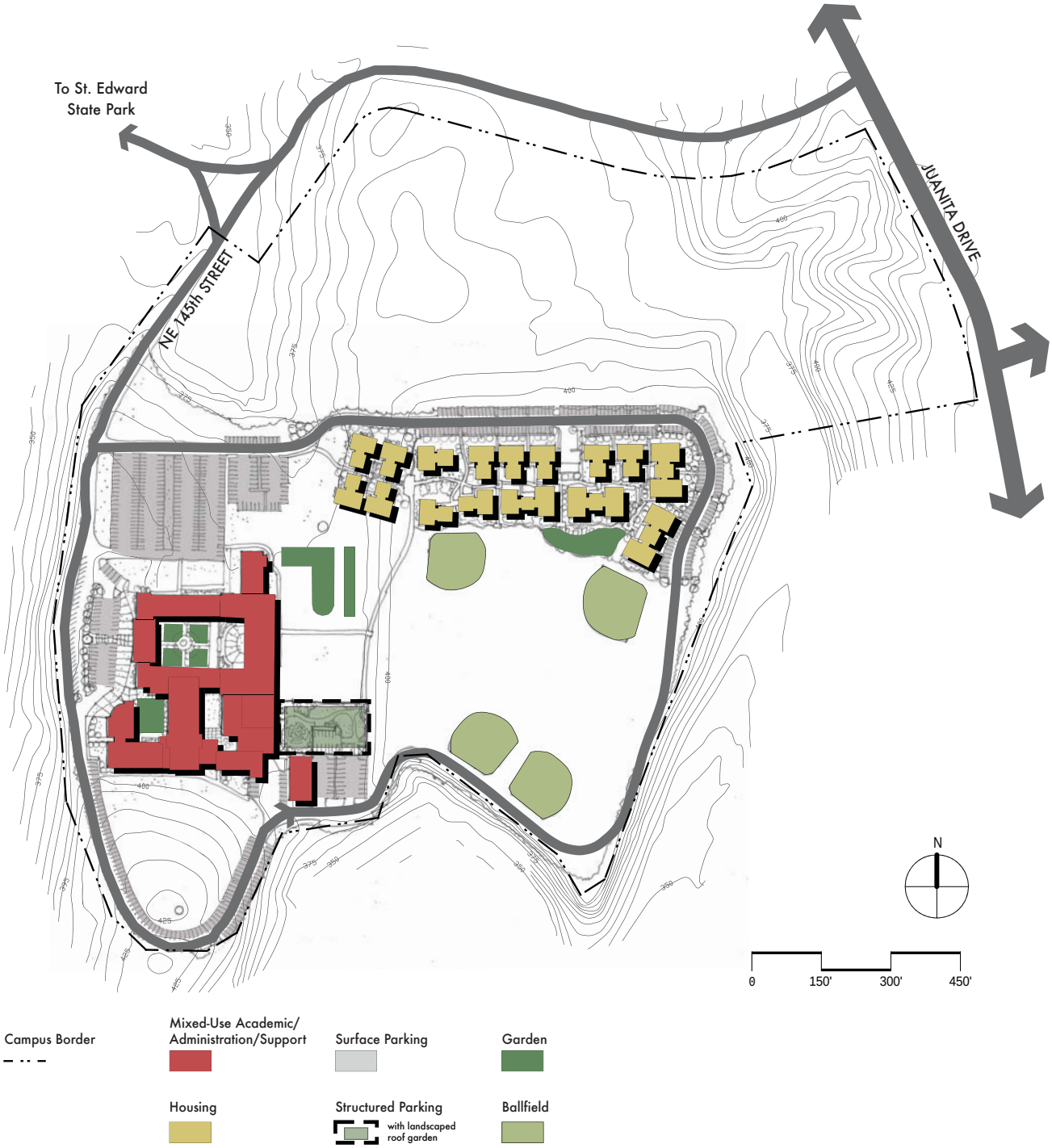
Conference and Wellness Facilities

The existing conference facilities, currently in the historic chapel and auditorium, will be available for on- and off-campus organizations. The space blends community needs with campus space requirements, allowing Bastyr to create a partnership with Kenmore while providing for its students.

Landscaping

Bastyr is developed in a concentrated core, allowing space needs to be satisfied while leaving intact the existing forest. The development pattern arrays the academic and housing units that define the central open space of the campus. Open space extends through the campus in the form of plazas, courtyards and gardens. The entire network of landscaped and open spaces is discussed in greater detail in the Open Space section of the plan.

Figure 5.1: Proposed Building Use



TRANSPORTATION AND CIRCULATION PLAN

The proposed transportation and circulation plan benefits from the compact arrangement of buildings on the campus. Transportation and parking solutions to limit the impact of cars on the site include restricting vehicular access to the periphery of campus and hiding parking structures underneath academic and residential structures. These two elements allow Bastyr to promote an auto-free pedestrian-oriented environment.

The transportation and circulation plan is composed of five elements:

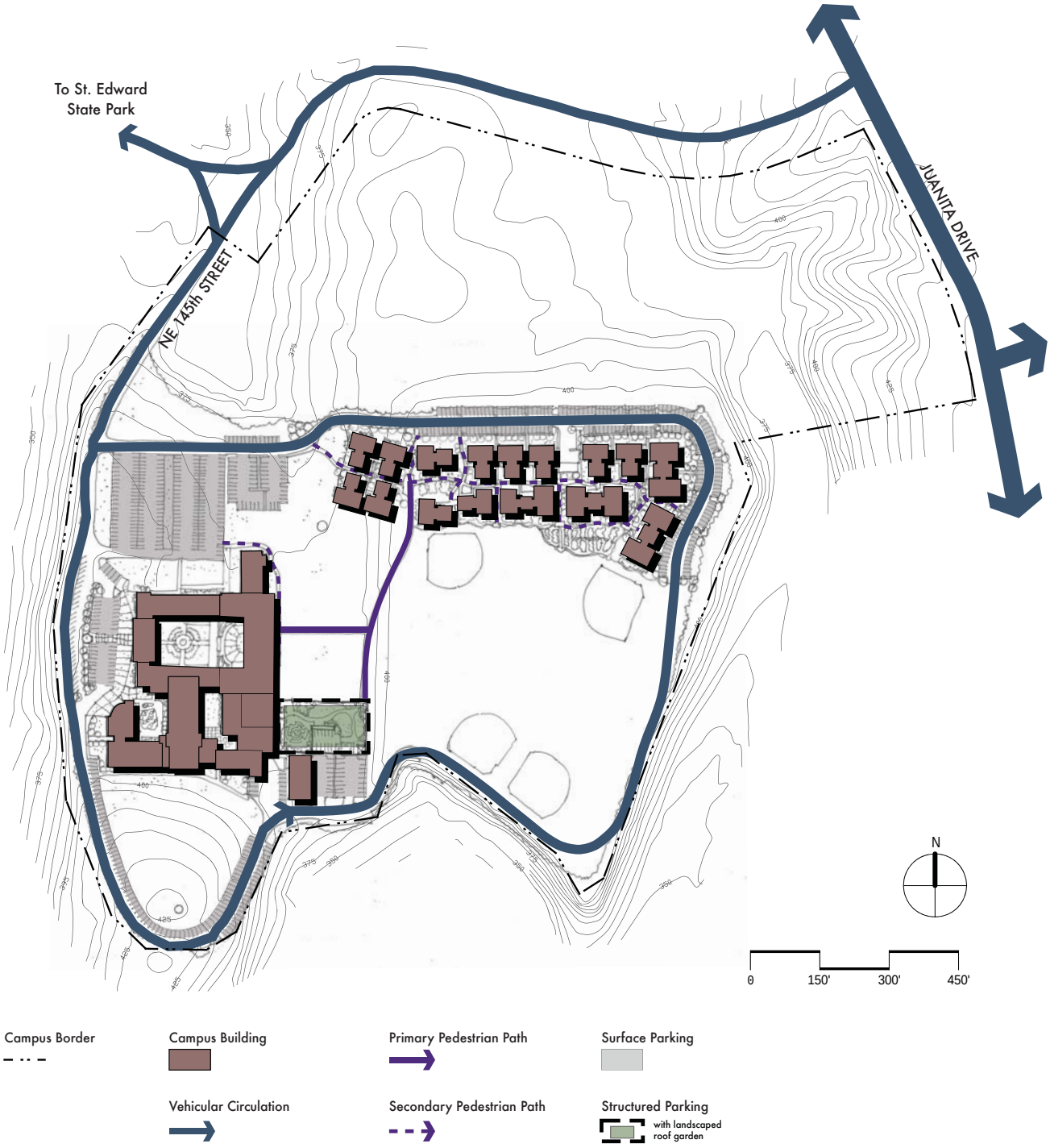
- Vehicular circulation and parking,
- Transportation mitigation strategies,
- Service access,
- Pedestrian and bicycle connections, and
- Universal access.

Vehicular Circulation and Parking

The Master Plan Update adds an on-campus student housing facility with 132 beds (Phase IA) and a surface parking lot with 76 spaces. Phase IB adds 134 beds and associated parking for 95 cars both on the surface and under the podium on which Phase IB is built. Vehicular access to the student housing project would be provided from Bastyr's main driveway through the existing Bastyr north parking area and the existing north parking lot, and a ring road will continue from the eastern edge of the housing area back to the southern terminus of the existing road.

According to Bastyr University staff, slight increases in campus population are expected for the 2008-09 school year. Furthermore, with the introduction of on-campus housing, projections show a reduction in the number of commuters to and from Bastyr. Because trip rates are lower for on-campus students, the proposed student

Figure 5.2: Proposed Circulation



housing project is expected to reduce the number of daily and peak hour vehicle trips generated by Bastyr University. Therefore, no impacts to any roadways or intersections are anticipated with the implementation of the Phase IA student housing.

Parking demand could increase with the Master Plan Update. Students that currently bike or ride transit as a commuter may have a vehicle that would be parked on campus. Currently, there are 42 students that live on campus. According to Bastyr University staff, there are 30 vehicles associated with those students, for a peak-parking rate of 0.71 vehicles per on-campus student. Commuting students/staff/faculty currently have a peak parking demand rate of 0.50 vehicles per commuting student/staff/faculty. In the future, there are expected to be 308 on-campus students and 1,145 commuting students/staff/faculty. Using the peak parking rates described above, the peak parking demand with the project would be 792 vehicles (219 vehicles for on-campus students and 573 vehicles for commuting students/staff/faculty. This results in an increase in peak parking demand of 197 vehicles compared to the current peak parking of 593 vehicles.

To meet this demand, the Plan Update proposes paving one of the two existing gravel parking lots and removing the other. The gravel parking lot designated for improvement is located north of the existing Bastyr buildings, and is currently used by students. The lot will be improved to City of Kenmore standards with paving, drainage, lighting and landscaping. Access to this north parking lot would occur from the existing paved parking lot to the west. The existing gravel parking lot designated for removal is located south of the existing Bastyr buildings, west of the existing water tower.

Finally, the University will add a parking structure immediately east of the existing campus buildings that is served by the existing road on the southern edge of campus. In addition to providing convenient access to the core of campus, the structure will feature a landscaped "green roof" that will help reduce stormwater runoff and mitigate the visual impact of the structure.

The University plans to provide 910 parking spaces on the campus in 2020. As described previously, the peak parking demand would be 792 vehicles with the implementation of the Master Plan Update. This translates to a peak parking utilization of 87 percent, which is a reasonable parking utilization for a college campus to provide sufficient parking while reducing extra parking in order to support trip reduction measures.

Transportation Mitigation Strategies

Bastyr University proposes to enhance its transportation mitigation strategies with the following measures:

- Extending its shuttle schedule to include the clinic evening shift beginning in July 2008. This would serve both the clinic and dorm students.
- Offering each employee a Metro Flexpass, which would allow Flexpass holders to use Metro or Sound Transit buses for an entire year, beginning in autumn quarter 2008.
- Working to provide a Flexpass program for students in the future.
- Offering students and staff access to Metro van pooling in the 2008-09 academic year. This is a program in which riders would pay for fuel costs only.
- Continuing to provide free bus tickets.

Transportation mitigation strategies have reduced vehicle trips generated by Bastyr University students and staff.

Service Access

Delivery and service trucks will enter the university via NE 145th Street and proceed south along the existing road. Service vehicles will continue along the ring road and access the cafeteria facilities through a small access lot at the southeast corner of the building.

Pedestrian and Bicycle Connections

To promote an auto-free, pedestrian-oriented environment Bastyr's core academic and administrative functions will continue to be housed within a five-minute walking-radius of each other. Automobile circulation and parking is relegated to the outskirts of campus, leaving the central campus, housing, and academic space free for pedestrians to stroll across without negotiating traffic.

In addition, Bastyr will provide clear, safe and direct access to all campus activities and facilities through pedestrian pathways.

Universal Access

ADA Accessibility Guidelines (ADAAG) will be met or exceeded in all instances.

LANDSCAPE AND OPEN SPACE PLAN

The proposed landscape and open space plan builds on the existing system of courtyards, paths, and spaces, and provides the primary structure for the campus development pattern. It creates a unifying element for the campus and establishes spaces for distinct activities and destinations.

The landscape and open space plan is composed of six elements:

- the forest that surrounds the campus,
- the gateway that welcomes the members of the campus community and visitors,
- the series of large spaces that create a spine on which campus buildings are connected,
- the gardens that provide a connecting string of learning and demonstration places,
- the courtyards and plazas that create protected exterior spaces and opportunities for social interaction, and
- the atriums that bring the natural environment into the buildings.

Figure 5.3: Proposed Landscape Framework

The Forest

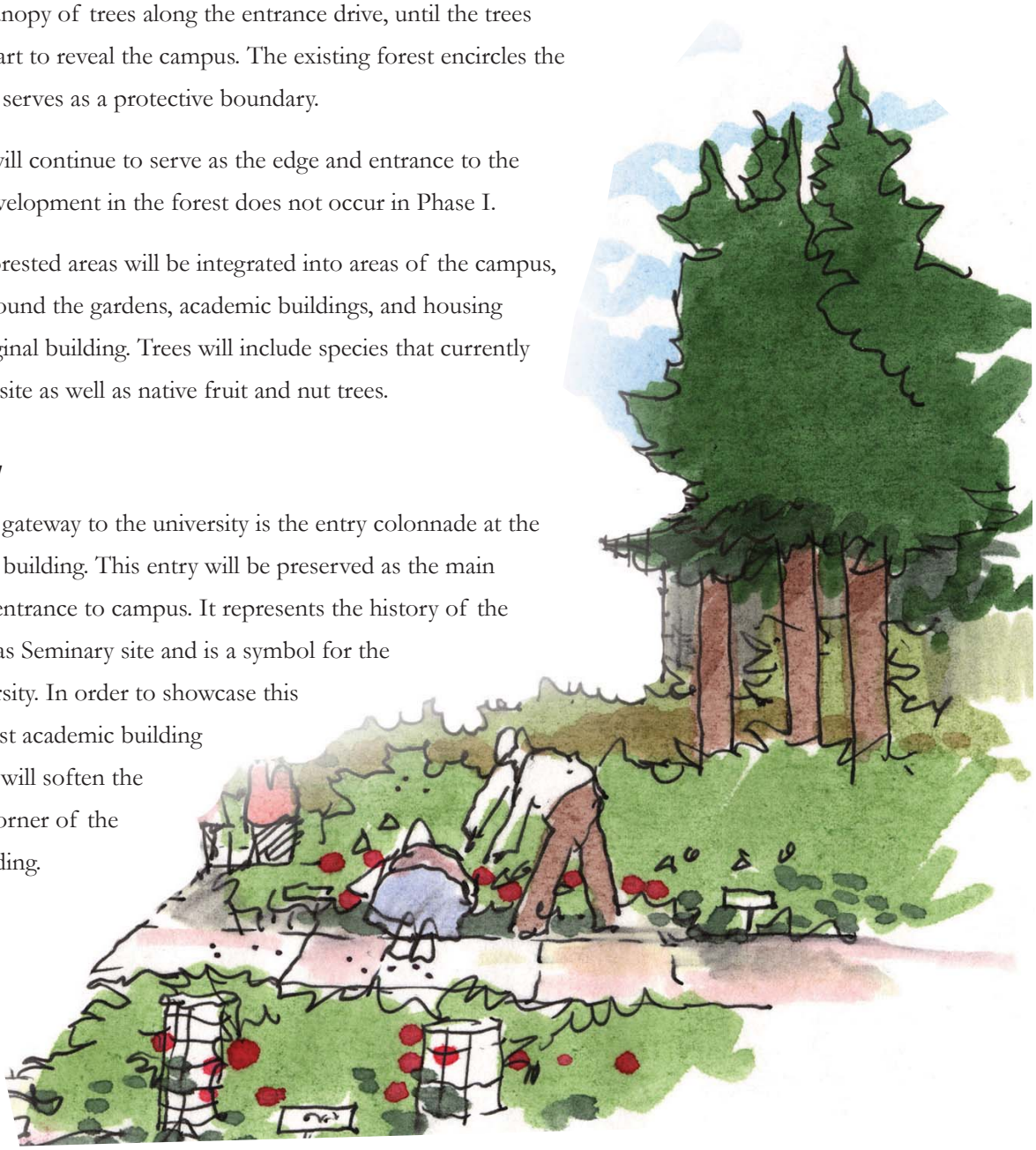
Bastyr University is situated in a unique natural setting. Located within Saint Edward State Park, the campus is surrounded on four sides by a forested mix of Douglas Fir and deciduous trees. As visitors and prospective students approach the campus, they first notice the sheltering canopy of trees along the entrance drive, until the trees eventually part to reveal the campus. The existing forest encircles the campus and serves as a protective boundary.

The forest will continue to serve as the edge and entrance to the campus. Development in the forest does not occur in Phase I.

Trees and forested areas will be integrated into areas of the campus, including around the gardens, academic buildings, and housing near the original building. Trees will include species that currently exist on the site as well as native fruit and nut trees.

The Gateway

The current gateway to the university is the entry colonnade at the front of the building. This entry will be preserved as the main ceremonial entrance to campus. It represents the history of the Saint Thomas Seminary site and is a symbol for the entire university. In order to showcase this entry, the first academic building constructed will soften the southwest corner of the current building.



Visitors, students, faculty, and staff can also be dropped off at the Arches to be able to enter the Academic Core directly. Other features can be integrated into this entry area such as a water feature that can double as a detention pond and demonstrates Bastyr's commitment to resource conservation and protection.

The Open Space Framework

Campus land that is not needed for facilities, structures, roadways, pedestrian ways and any other usually impervious purposes, will remain open and available to the university and Kenmore communities.

The built areas are seen as a semi-formal collection of buildings tied together by "Connector" open spaces and pathways of different widths. The pedestrian circulation system proposed is a hierarchy with the major spine, or Mall, through each cluster of buildings being sufficient in width to hold class change crowds (25' or so in width), the secondary path, or Walks, can be a major spine through a narrow space

or can connect from a Mall to major destinations. The third path in the hierarchy (paths, about 8' to 10' wide) directly serve a building entry or a special destination from a Walk.

These pedestrian ways can wander through one of these linear spaces and are surrounded by campus landscape and plantings appropriate to the location and surrounding habitat.

These Connector spaces are broken at appropriate locations by wider, large open spaces. The spaces can simply be a way to let in more sun and to permit different growing conditions for the gardens, they can support the idea of campus as arboretum, or they can be a visual break between buildings; can serve as space for student/faculty/staff recreation and quiet contemplation. They can even act as a wayfinding device, announcing through design a special campus feature, a "you are here" feature, or point the way to how to switch directions to reach a variety of campus destinations.

This variety of spacial experiences available on campus will showcase the university's integration with the natural environment. Within the major open spaces, a complexity of activities will connect and integrate academics, recreation, relaxation, and social interaction.

Framed by the teaching, production, and sanctuary gardens, the campus open spaces will provide open space for recreation, informal gatherings, and quiet study. As the heart of campus activity, the open spaces will encourage social interaction and play. Connections that people make with each other and the environment will help to create a healthier, happier Bastyr community. The university recognizes that learning and personal growth occurs not only during class time, but in play, artistic expression, conversation, recreation, and meditation. These spaces will also provide sanctuary from the stresses of daily life. Sacred spaces, in the form of secluded gardens, benches tucked within

the trees, and quiet corners of open space will allow people to form a stronger connection with the environment and a deeper understanding of themselves.

The campus open spaces and gardens will be places that visitors can learn about naturopathic medicine, take a relaxing walk through the gardens, or find solitude after a stressful day. Classes and workshops will help to strengthen important community links through mutual learning and appreciation.

The Gardens

The Bastyr Gardens are, first and foremost, for academic purposes, allowing students to work hands-on with the materials that form the basis for Bastyr's naturopathic programs. The gardens, however, will also add a unique beauty to the campus. Framing the Connector Spaces and larger spaces and being integrated into building courtyards; gardens will be integrated through the campus. The gardens will become another image for the university. Visitors will come to the campus just to see the gardens and prospective students will often remember the gardens from their campus tour. For members of the Bastyr community, the gardens will create a colorful backdrop to picnics in campus open space or a quiet hideaway for reading and meditating.

Courtyards and Plazas

Two courtyards currently provide enclosed outdoor space in the existing seminary building. These areas include flower gardens, walkways, fountains, and green lawns. The courtyards are of a much more formal nature than the University Garden east of the building.

The main courtyard will continue to provide a formal gathering space within the original building. The existing flower gardens in the main

courtyard primarily include decorative annuals and perennials. These will be replanted over time with medicinal herbs, flowers, and native plants that are more representative of Bastyr and the surrounding region. The rose garden courtyard on the southern portion of the building will remain planted with roses, but will also incorporate medicinal plants.

A north-south wall currently divides the main courtyard. This wall will be removed to develop amphitheater seating in the eastern portion of the courtyard. Seats will face east toward the open space. The amphitheater will provide a small gathering place for informal conversations, club meetings, speakers, and classes.

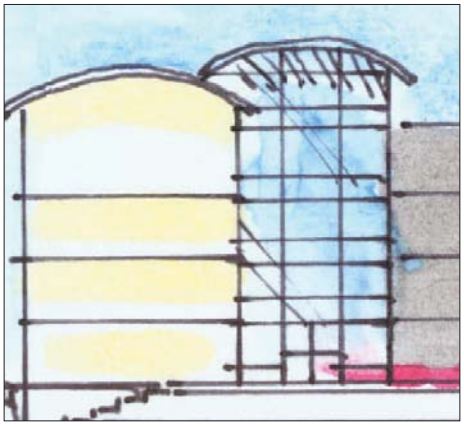
As the campus expands beyond Phase I, consideration will be given to new plazas and courtyards to the north and east of the existing building that will create additional links to the natural environment.

New buildings and their related courtyards will provide opportunities for additional garden features, including raised beds, planter boxes, and a greenhouse. These gardens are very flexible in nature, changing based

on the season or the academic need. Planter boxes provide individual student space for projects or might showcase native plants with medicinal purposes. A greenhouse located in the northern courtyard will serve as a working greenhouse for the Bastyr Gardens and as a teaching facility for classes and labs.

Atriums

Atriums are a new addition to the campus. As Bastyr University strives to reinforce its integration with the natural environment both in its programs and facilities, atriums will provide a key link between the buildings and outdoor space. Atriums will serve as the bridges between outdoor and indoor space and will signify the major entrances to the buildings. From within the buildings, atriums will create a well-lighted place and act as portals to the gardens, courtyards, and open space.



The atriums themselves will create another connection to the natural environment through display of herbs, plants, and flowers that form the foundation for Bastyr's naturopathic programs. The atriums will allow an opportunity to showcase plants that would not typically grow in the Northwest. There is also an opportunity to create miniature ecosystems with medicinal plant life found in various locations throughout the world. One atrium might be dedicated to the plants of the rainforest while another would be dedicated to the tundra.

CAMPUS DESIGN CONCEPT

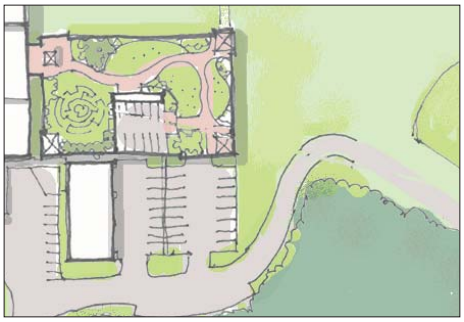
The design concept puts the elements of the campus described above into a meaningful relationship with one another. The design concept is described below through a listing of basic design strategies and a "walking tour" of the illustrative plan, a designer's image of what the principles and parameters of the plan would look like when implemented.

The overall design goal is to create a dynamic academic core with the image of the leading natural health university in the country. To do this, the design concept must support the mission of the university and must respect the environment in which the institution is located. The strategies on the following page summarize the elements of this design concept.

Campus Design Strategies

Bastyr University developed planning and design concepts organized under the guiding principles (covered earlier starting with page 3.7) that are the basis for the master plan. The concepts within these principles include:

- Create cluster communities of residential units separate from the academic core.
- Preserve spaces integrated within building clusters for social interaction, teaching and learning, recreation, and reflection.
- Top the roofs and parking structures with gardens and green areas.
- Integrate gardens throughout the campus in dedicated garden space, planters, greenhouses, and private student space.
- Create courtyards between buildings.
- Consider allowing buildings to step down to open spaces to create a more human scale.



- Hide the parking to the extent possible, and if parking structures are above grade, efforts shall be made to preserve views.
- Keep vehicular circulation around the periphery of the campus; create pedestrian and bicycle paths throughout campus.
- Bring the indoors out and the outdoors in through atriums, skylights, greenhouses, and patios.
- Preserve the views of the woods.
- Preserve the canopy of trees along the entrance drive.
- Preserve existing campus landmarks, including the arches, the Chapel, the water tower, and campus gardens.

Illustrative Plan: A "Walking Tour"

An illustrative plan is a "designer's rendition" of the principles, land use and circulation plans, and design strategies for the campus. It shows a way of developing the site, given the above parameters, but is not the actual design of the site. The illustrative plan sets relationships between plan elements: buildings, open spaces, roads, paths, gardens (see page 5.27). For instance, the combination of the master plan and the illustrative plan tells us that there will be new academic buildings to the southwest of the current building and a new linear housing development at the north edge of campus. However, it does not size the gardens within those communities nor does it name what each garden will grow. The following paragraphs take the reader on a walk through the campus based on this illustrative plan. The text describes the rationale behind the design recommendations and attempts to give the reader the flavor of the place.

Figure 5.4: Illustrative Plan

If you arrive at Bastyr University by car, the entry signifies that you have arrived at a special place. The tree canopy, a tunnel of trunks and branches, covers the road. Generally, roads cutting into the site are minimized, with the single campus entry becoming a small-scale road ringing the campus starting with the west ring leading to the current main entrance to the existing main building. All development occurs on the inside of this ring with the forest protecting the outside.

The first intersection you reach after entering the campus is a fork, with the right fork leading to Saint Edward State Park. To the left, an extension of NE 145th Street leads to the campus Ring Road, the road serving Phase I housing and leading directly to the campus main entry and the Academic Core.

Phase IA housing is a cluster of 11 pods, each with 12 single bed dwelling units in three stories (132 units/beds). The pods are connected at the corners to allow all sides of each building to have views out and natural light. Phase IB housing (134 units/beds) will be a higher density housing community at three to four stories and located around pedestrian courts. The ratio of building footprints to open space will increase over Phase IA because part of the housing will be built on podiums over parking.

The Ring Road passes behind (north) of the residential clusters so as to remain separated and hidden from the main campus. It also provides access to on-grade parking at the west end of the community and podium parking at the eastern, denser end of the community.

If the university is to best utilize its site, it should not be by relying on surface parking. Thus, to minimize impervious surfaces on campus and to be able to accommodate future needs, the eastern housing is on a podium over parking.

On the south side of the residences and integrated within them are a variety of gardens, small open spaces and courtyards.

Continuing on the NE 145th Street extension, past the left turn to Phase I housing, the road opens upon the main entry to the university and your first view of the academic heart of the campus. The entry to the Academic Core is framed by the historic Saint Thomas columns (sometimes referred to as arches). One immediately sees a garden courtyard and a variety of entrances to the main academic structure from the gardens.

Just past the columns and its related Entry Court, are the Phase I Academic facilities at the southwest corner of the current building. The current center of Bastyr's academic activity is the old Saint Thomas Seminary, a massive 180,000 square foot monolith that welcomes visitors through a three-story colonnade of pillars. The existing building will be upgraded in Phase I and new academic space constructed (see Figure 5.4: Illustrative Plan on page 5.27). One of the intentions of the design of the new academic core is to lessen the overpowering presence of this building. By building a series of freestanding structures and wings that are shorter in height than the main building, the plan attempts to mitigate its mass and create a "village" surrounding the "castle."

The Bastyr Gardens (described in Chapter 6) are intended to eventually be a collection of independent, yet connected planted spaces used for study, research, and production of medicines and production of food to supply the cafeteria. Each garden is large enough to contain the goals and purpose of that particular garden. The Connector Spaces and pedestrian hierarchy of paths will connect all of the gardens for ease of access and harvesting and also so visitors can easily navigate between them. The gardens, because they are so visible and beautiful, as well as serving a profound purpose at the university, can become a central symbol of Bastyr University.

chapter six

the garden plan

The Garden Plan

The Bastyr Gardens are a defining feature in the university's academic programs and integrated into the physical and spiritual beauty of the site. With this recognition, the Master Plan Update improves on the existing gardens and adds additional gardens where possible in the existing structure and new facilities.

This chapter is organized into the following sections:

- Background and Context,
- Visions for the Gardens,
- Garden Program,
- Garden Plan, and
- Implementation.

BACKGROUND AND CONTEXT

The existing Bastyr University Garden was created in 1997 with 65 species of herbs. Student-maintained, it now includes over 250 species of herbs and crops. Initial contributions for the 25' x 50' garden plot came from alumni, the Student Council, and university departments. Students and faculty began the process of transplanting western and oriental herbs, and culinary plants from the previous campus garden to the present garden. Through much hard work, on-going dedication to the garden, and the connection formed between the garden and its gardeners, the University Garden has become part of the academic, social, and spiritual fabric of the university.

The garden serves as a hands-on learning tool for students, teachers, and visitors. It includes common western and traditional Chinese medicinal plants, culinary herbs, vegetables, grains, flowers, a gazebo, and pond. Students study the growing plants, learn how to harvest them and make tinctures, and use them for cooking in the whole foods kitchen-laboratory. Community members are welcome to visit the garden, and private or group tours are also provided.

The garden also serves as a living laboratory and an example of Bastyr's commitment to environmental sustainability. Food waste from the vegetarian kitchen is composted and then applied to the garden to enrich the soil for next year's growth.

The university garden is currently divided into seven sections:

- Western herb beds include herbs that are commonly used by Native Americans, western herbalists, and naturopathic physicians.
- Traditional Chinese medicine (TCM) herb beds contain Chinese herbs that help to harmonize the vital life energy within the patient and between the patient and the surrounding world.
- Physiological systems beds support and are organized by organ systems of the human body.
- The culinary round bed includes herbs used to season meals in both the whole foods cooking classes and the Bastyr cafeteria.
- Herbs and seasonal vegetables, located in the "pie" beds, are used by the naturopathic, acupuncture and oriental medicine, and nutrition departments.
- Nutrition beds display the year-round cultivation of seasonal vegetables, grains, and culinary herbs grown in the region.
- The shadehouse contains plants that grow naturally in the shaded undergrowth of deciduous and conifer forests.

But the garden is more than a series of beds, more than a number of plant species, more than a classroom resource. It is a place for gathering, for relaxing, for meditating, and for reflecting. It serves as a peaceful, beautiful, and healing environment, a retreat from everyday life. These are qualities to be fostered and nurtured in the future gardens.

VISIONS FOR THE GARDENS

The University Garden is the key link between traditional classroom study and the hands-on connection to the natural environment. As Bastyr University evolves, the garden also has the opportunity to increase its role in the curriculum, as well as to continue to enhance the beauty of the site.

The university has identified a series of visions for the gardens as they grow and change with the campus. These are grouped under several categories and are presented on the following pages:

Resources/Production Facilities

- There will be an abundance of herbs in a particular location for harvesting. Harvested plants are used for cooking in the nutrition department, classes, and the cafeteria.
- There will also be a place for starting plants in the winter, especially the herbs, vegetables, and grains that are used in the nutrition classes and the cafeteria.
- The food production garden will have the capacity for supplying the kitchen with salad greens and root vegetables, culinary herbs, and a limited amount of grains. It will also supply resources for the whole foods cooking classes.

- Some farm machinery will aid in food production.
- Facilities will exist for the composting of garden and kitchen waste.
- There will be space for orchards and flower/cutting gardens.
- The greenhouse will contain the garden supervisor's office, a library, and other staff offices.
- There will be a shade house and space for mushroom cultivation.
- Drying space for herbs during the harvest season will be used for other needs throughout the year. The room will include wall-to-wall jars and drying space overhead.
- An herbarium will house dried pressed plants with labels to identify the species.
- A tool collection will be provided near individual gardens with a larger tool shed to house machinery. These areas will be secure.

Teaching

- The gardens will provide enough space to serve one class at a time, as well as community classes in the future. There will be dedicated teaching spaces for the different programs to alleviate competition for resources.
- The gardens will include as many herbs and medicinal plants in the curriculum as possible for hands-on teaching purposes. This is especially important for the western and Chinese medicinal beds.
- A teaching greenhouse and a laboratory will be used to enhance students' understanding of caring for plants as well as learning new techniques for growing.
- The forest will continue to be a teaching location. The university will also consider reforestation activities.
- A hillside terraced amphitheater will provide space for teaching and presentations.
- Teaching will be able to occur in a variety of other areas as well, including grassy open spaces, spaces under trees protected from rain, and spaces within and around gardens.
- There will be space for instruction on food gardening.

Community

- The gardens and greenhouse will provide spaces for community activities and classes.
- There will be children's spaces/gardens and opportunities for participation by local schools.
- Economic development opportunities include food and seed sales, self-guided tours, videotaped courses, and CDs of the garden's plants.

Healing/Sanctuary

- A sanctuary garden will provide a quiet, reflective space for students, faculty, staff, and visitors.
- Features such as a labyrinth may be used for meditation and instruction.
- There may be a meditative place near the dorms.
- Sacred and meditative spaces will be sheltered from the rain.
- Each major garden will have a sanctuary.
- Gardens will be open to creative expression.

GARDEN PROGRAM

The existing garden takes up a relatively small area on the campus, though it has grown significantly since its beginning. As Bastyr envisioned its future, it quickly became apparent that the gardens should be a cornerstone of campus development.

Visioning sessions with the University Garden staff resulted in an initial program for garden space and facilities. The actual amount of space included in the garden program will be determined as the campus develops.

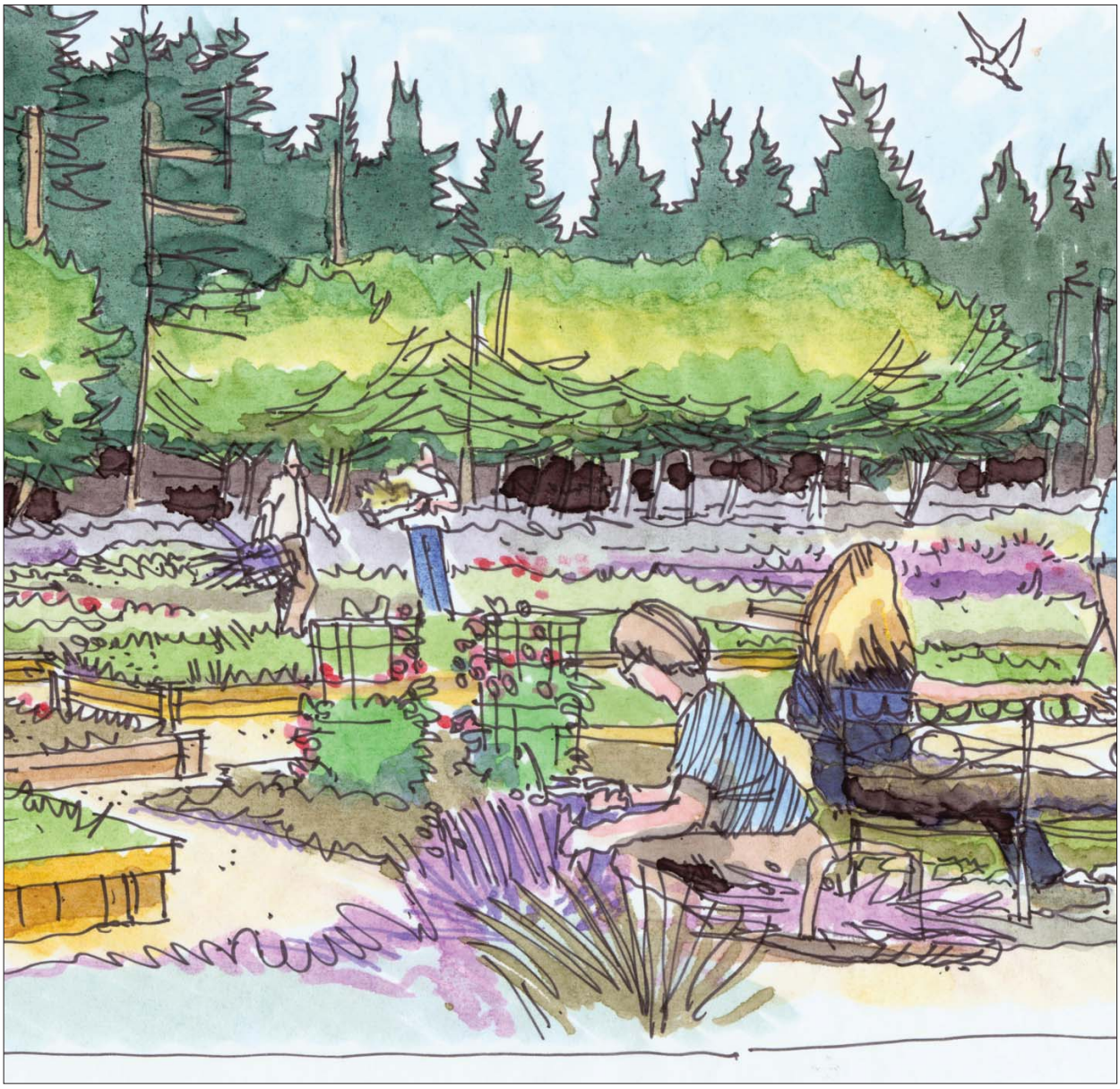
TABLE 6.1 GARDEN PROGRAM

Garden Types
Flower/herb/vegetable garden
Production/teaching garden for nutrition program
Western medicine harvest garden
Western medicine teaching garden
Traditional Chinese medicine garden
Kitchen garden

The garden program also includes a teaching greenhouse in one of the new courtyards in the academic core. Additional facilities, including a production greenhouse, maintenance/tool shed, composting area, sanctuary/healing gardens, and community/children's garden can be easily located in unprogrammed space. Orchards and flower gardens will also be integrated throughout the campus in general landscaped areas. Timing for installation of these programs is funding-dependent.

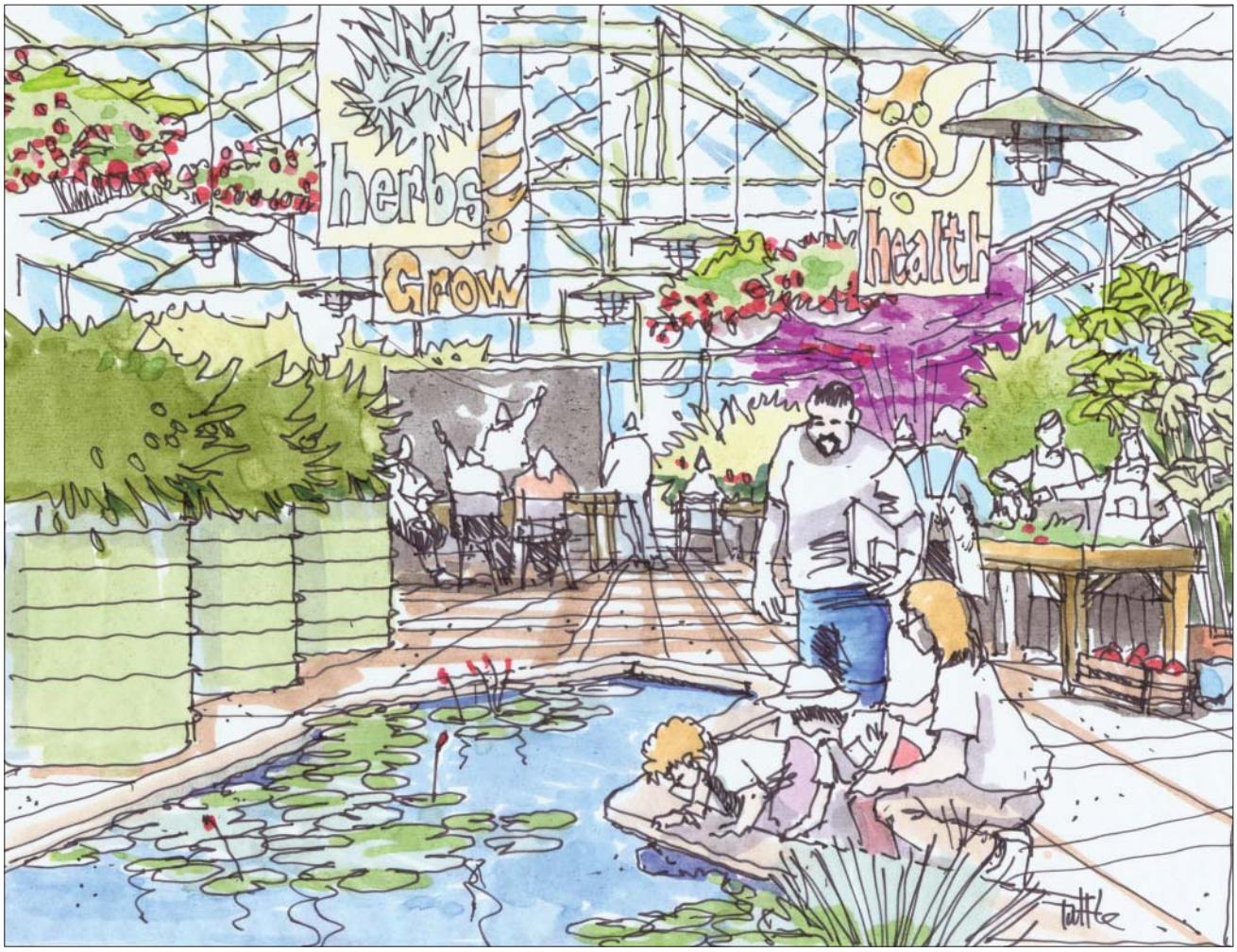
GARDEN PLAN

The garden plan was developed in concert with the Master Plan Update, resulting in concepts that are inextricably connected. With the intertwinement of these plans, the gardens will become a constant feature in the physical, academic, and social realms at Bastyr.



IMPLEMENTATION

Those who tend the garden say that there is a magic that permeates it – a feeling of energy – that has grown from the dedication of people who created it. Each year when the new plants break through the ground toward the sunlight, the energy of the garden grows stronger. The plans for the gardens must respect this and recognize that no level of detailed planning can ever take the place of a garden that has grown strong from the commitment of its tenders.



chapter seven

implementation

Implementation

This chapter presents the University's preferred sequence of Phase I development. The reality of the University's ability to achieve its desired sequencing of projects will largely be dependent on the availability of funds. Key goals of the phasing plan are to bring to life the vision of the Master Plan Update as early as possible, and to effectively manage the impacts of campus development.

CAMPUS DEVELOPMENT

Residential Project IA is already underway and becomes an obvious first project in the implementation sequence.

Bringing the current building up to date and adding needed academic space is of next highest priority for the university. Assignable square footage will be lost in the current building during this update as current codes and standards for science facilities have been upgraded since construction of the original facilities.

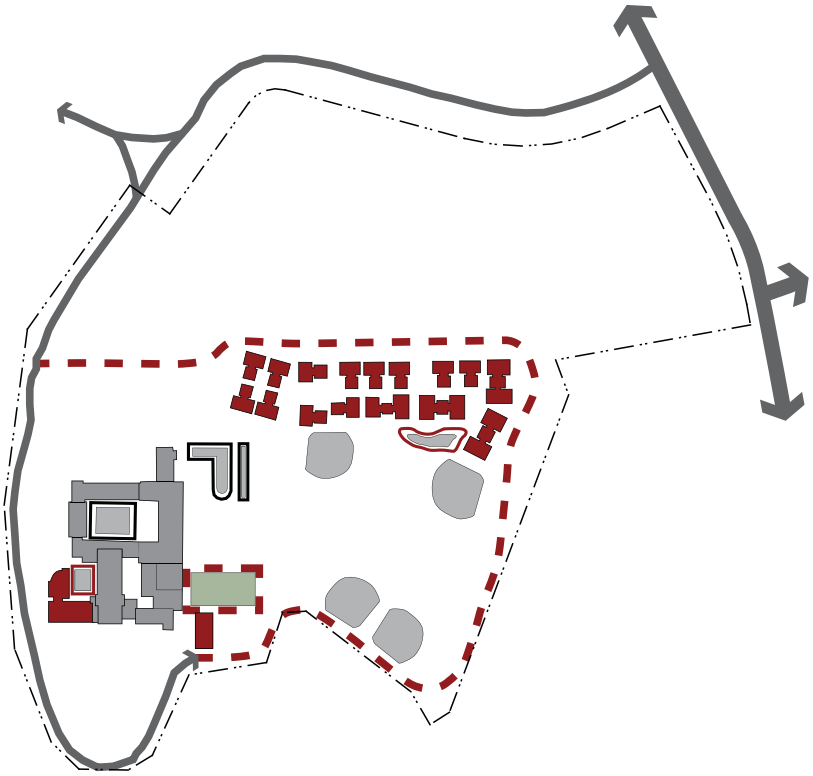
The new academic space at the southwest corner of the current building will help to fill the need for the space lost in renovation and will provide space for the newest technologies.

As close in time as possible to the renovation and construction of academic facilities, the new parking structure at the southeast corner of the current building (south end of the swale to the east of the building) will be constructed to provide additional parking for faculty, staff and students close to the core of academic facilities.

Finally, Phase IB housing, east of Phase IA, will be constructed along with its associated parking.

As facilities are built, the landscape around them will be improved and gardens will be installed.

PHASE I 2009-2020



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