Northwest Indian College
MASTER PLAN

MITHŪN

June 2, 2004

Acknowlegments

Henry Kwina Family

Lummi Elders

Lummi Indian Business Council

Northwest Indian College Board of Trustees

Northwest Indian College Administrative Team

Northwest Indian College Facilities Committee

Northwest Indian College Students, Faculty, Classified Staff, and Exempt Managers

Master Plan Design Team
Mithun Architects+Designers+Planners

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NORTHWEST
INDIAN
COLLEGE

Introduction

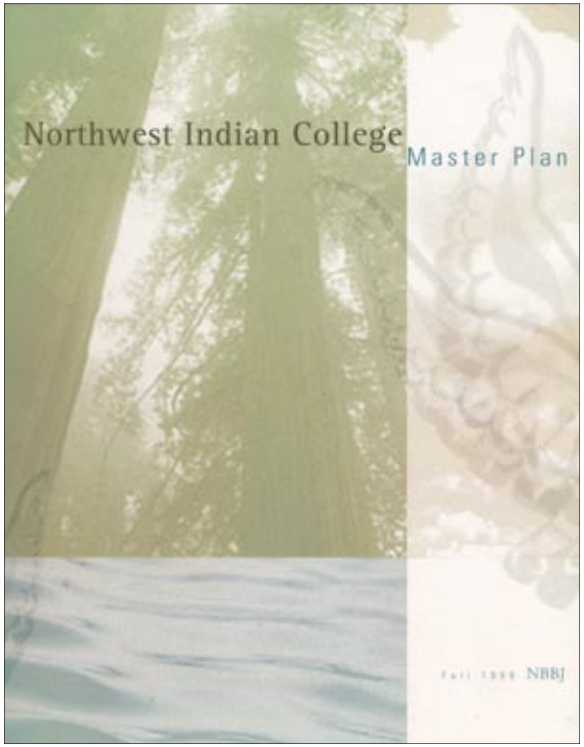
Since its original formation the Northwest Indian College (NWIC) has been working with Pacific Northwest Tribes, students, Lummi community leaders and the Lummi Indian Business Council to develop a tribal college that is rooted in the traditions of Northwest Native peoples while cultivating knowledge and skills of the Western world. NWIC was founded in the late 1970s as the Lummi Indian School of Aquaculture. From its original focus, it evolved into the Lummi Community College and developed a wider mission of serving other higher educational needs in the community. The name was changed to Northwest Indian College in 1989 to further embrace its mission of providing education to Native tribes from around the Northwest. Its long term plans include transition to a four-year institution.

The college has outgrown and out-used its current temporary facilities located on the Lummi Indian Reservation, and has been earnestly exploring the possibility of a new campus over the last several years. This effort culminated recently with the acquisition of the Kwina Estate – property owned by the Henry Kwina family and sold to the Lummi Nation, with 113 acres assigned to Northwest Indian College for the new campus.

The Kwina Estate encompasses 230 forested acres, located on the south side of Kwina Road, between Lummi Shore Road and Haxton Way (see Figure 1). This location is adjacent to existing Lummi community services and college facilities that lie on the north side of Kwina Road and is a logical location for the college's new campus and expansion of Lummi facilities. The Campus Master Plan focuses development on the easternmost 40-acre section of land directly across Kwina Road from the college, at the corner of Kwina Road and Lummi Shore Road. This location is most convenient for the college and allows for the remainder of the land to be used for potential future tribal, college, or joint facilities, with much of it to be preserved as an ecological and cultural resource.

In addition to the development on the Kwina Estate, NWIC intends to collaborate with other tribes and tribal communities to develop site-based facilities, using the new Lummi Campus facilities as templates.

Community meeting by UW Landscape Architecture Department study of Kwina Estate



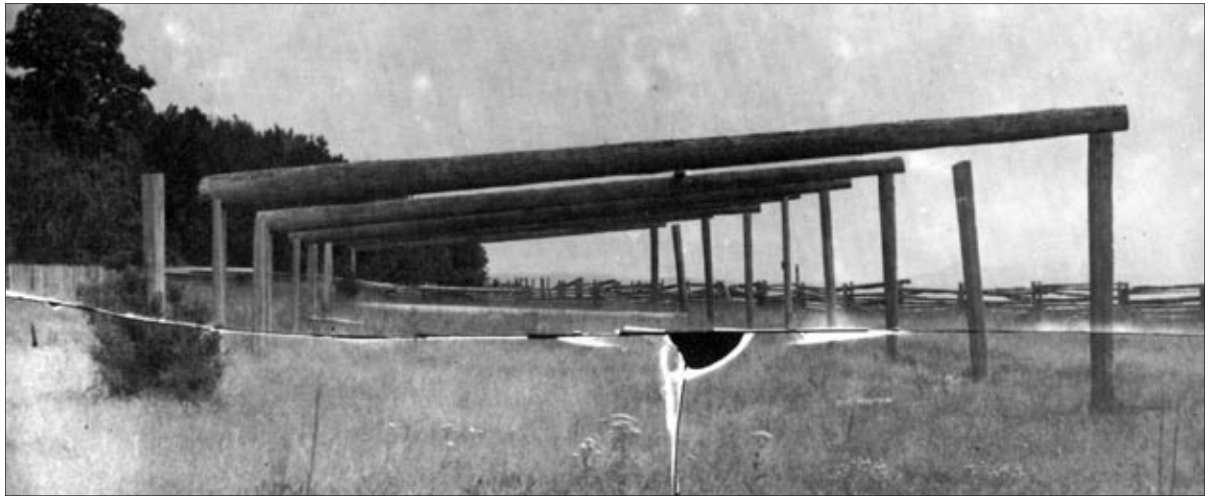
NBBJ Master Plan Document 1999

Historical Perspective

The expansion of the College facilities has been studied over the last several years, including two separate master planning efforts – one completed in 1999 for site selection (including consideration of the Kwina Estate), and a study of the Kwina Estate completed by the University of Washington's Landscape Architecture Department and NWIC's TenRM program in 2002. The Master Plan builds on these past efforts.

The Kwina Estate has rich ecological and cultural histories. The site was originally assigned to **Henry Kwina** in the 19th century, around the time he was made chief. Other prominent Lummi figures have a history with the land, including Chief James McKay and Chief August Martin. **Numerous Lummi Elders and community members have shared stories of growing up on or near this land.** The design team has worked with the College and the community to find ways to reference this historical significance in the design of the Master Plan.

Site issues will be further explored in the Site Assessment chapter of this document.



"Potlatch House" of Chief Chow-its-hoot, Lummi Reservation, photo c. 1900

Master Plan Process

A central view in Native American philosophy refers to the importance of knowing **"**where we come from, where we are and where we are going**."** The master plan process took this approach. The team researched the history of Northwest Indian tribes, the Lummi Tribe and Reservation specifically, and the Northwest Indian College. The team worked closely with the college to understand its mission, array of programs and degree offerings, the characteristics of its students and current condition and functional adequacy of its facilities. The process also included developing a clear understanding of the college's future vision and how to chart a course so the future physical campus fully supports that vision. All of this information came together to form the master plan.

The Master Plan team scheduled several "listening sessions" to gather input from NWIC administration, faculty, staff, and students, as well as the larger Lummi Community. The team met with Displaced Fishers to listen and gather input on the project, and held interview sessions with Lummi Elders at Little Bear Creek Home for the Elders. The team also attended a meeting of the Lummi Indian Business Council and the NWIC Board to share design work and listen to input. These sessions with the greater community helped the design team learn more about Lummi cultural history and stories of the history of the Kwina Estate.

Mission, Goals, and Objectives

NWIC Mission Statement

Northwest Indian College is dedicated to self-determination of Native people through education.

NWIC Goals

1. To provide **excellent educational programs** and services in a Native American college environment **on reservations throughout the Northwest**.
2. To provide developmental and continuing education courses, certificate programs, associate and baccalaureate degrees to **meet the academic, vocational and cultural needs of Native American communities**.
3. To provide educational programs and services using a **variety of technological delivery systems** to instructional sites on Native American reservations.
4. To provide **support services** that assist students in achieving success in their academic, career, cultural and personal goals.
5. To provide learning experiences that **respect individual values, promote individual growth, and enhance and preserve the cultural traditions** of Native American communities.
6. To engage in research and provide **technical support to tribal governments and organizations** or employers consistent with available resources and community needs.

"The best traits of NWIC should endure:

- *Nurturing*
- *Growing*
- *Multi-Cultural*
- *Supportive*
- *Place of many blessings*
- *Unique..."*

"The image of the College should be

- *Strong & Enduring*
- *Coast Salish*
- *A campus in the woods*
- *Not imposing on the land*
- *Sustainable*
- *Environmentally smart*

(Quotes from NWIC and tribal members at first master plan workshop.)

Master Plan Goals

1. Use architecture, planning and design to **express and reinforce** the Northwest Indian College **mission and goals**.

2. Reinforce the college as a **"learning-centered community"** with quality programs focused on **student success**.

3. Reference the **environmental and cultural history** of the site.

4. Provide a plan that establishes a **dynamic framework** accommodating flexibility in growth and program offerings at the College.

5. Design a campus that encourages both **environmental and cultural sustainability**, values open space and strengthens stewardship of the environment.

6. Maximize **operational** and **maintenance efficiencies**.

Site Assessment

Site History, Vicinity, & Context

The Lummi Indian Reservation is located northwest of Bellingham, Washington, 25 miles from the Canadian border. The reservation borders Puget Sound and includes a peninsula between the Georgia Straight and Bellingham Bay. The Kwina Estate is located in the heart of the Reservation, along the south side of Kwina Road between Haxton Way and Lummi Shore Road. Lummi Tribal facilities and the existing Northwest Indian College campus are located across Kwina Road. The following pages explore the cultural and environmental history of the site.

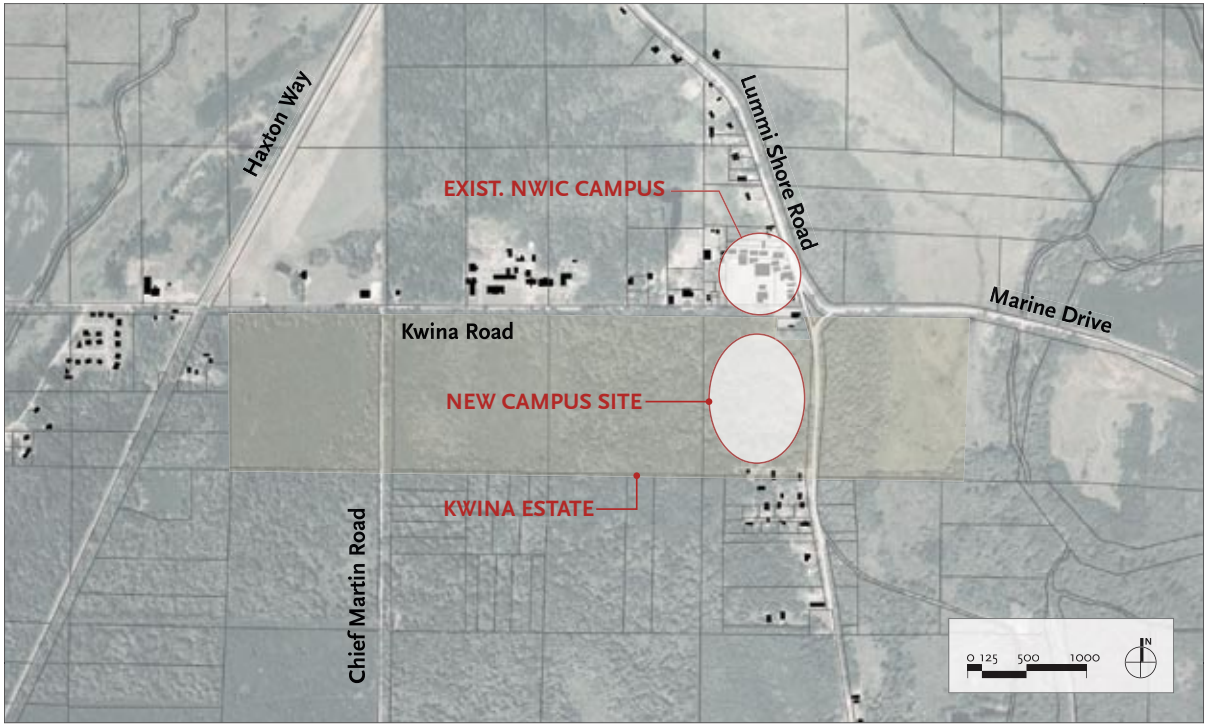
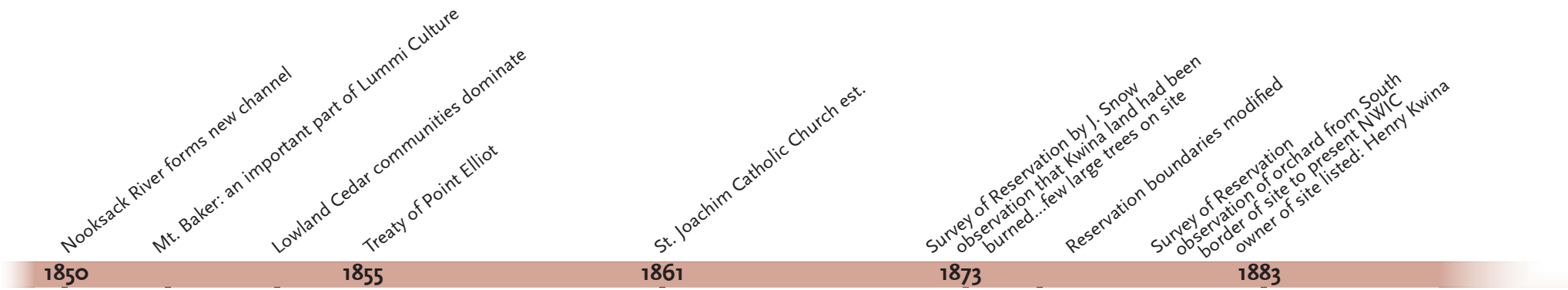


Figure 1: Kwina Estate Vicinity

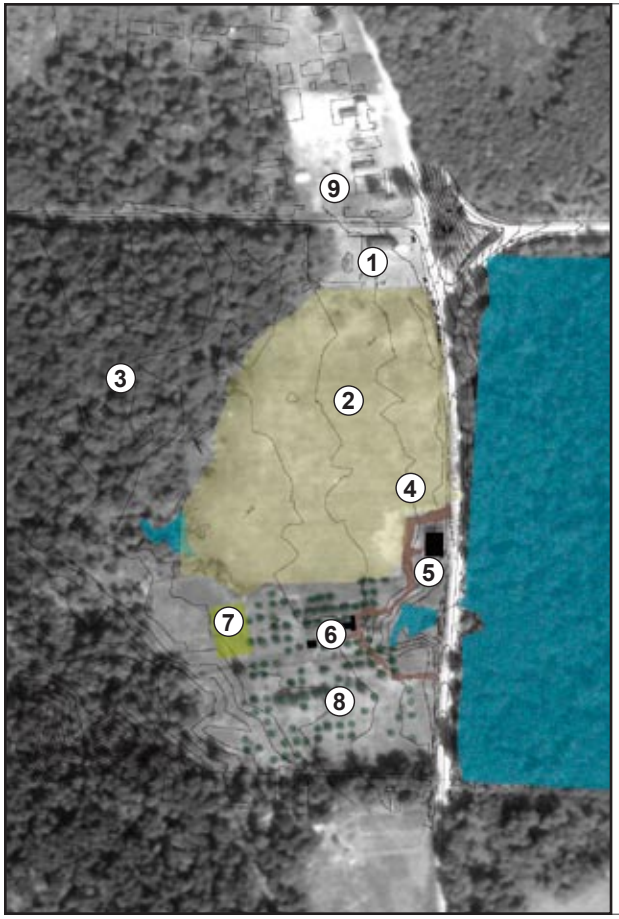
Figure 2: Lummi Indian Reservation vicinity

The Master Plan design team undertook an analysis of the human and environmental history of the site and the site's current environmental and development conditions. The Kwina Estate property remained largely undisturbed, prior to Euroamerican occupation in the 19th century. Private ownership of the land first came with the assignment of the property to Henry Kwina in the 19th century, likely during the allotment era of 1884-1887. As with other Indian reservations, the non-Native population encouraged the Native population to take up Western farming practices, and the site soon became the home of the Kwina Farm. Henry Kwina donated a section of the land to St. Joachim Church, which was relocated to the corner of Kwina Road and Lummi Shore Road,



and is one of the oldest churches in Washington State. Early aerial photographs of the area provided by the University of Washington's "Puget Sound River History Project" show hay- or wheatfields on the farm site, a farmhouse, a barn, and a large apple orchard in the 1930's. See Figure 3. Notes from a General Land Office survey noted the presence of the apple orchard as early as 1883.

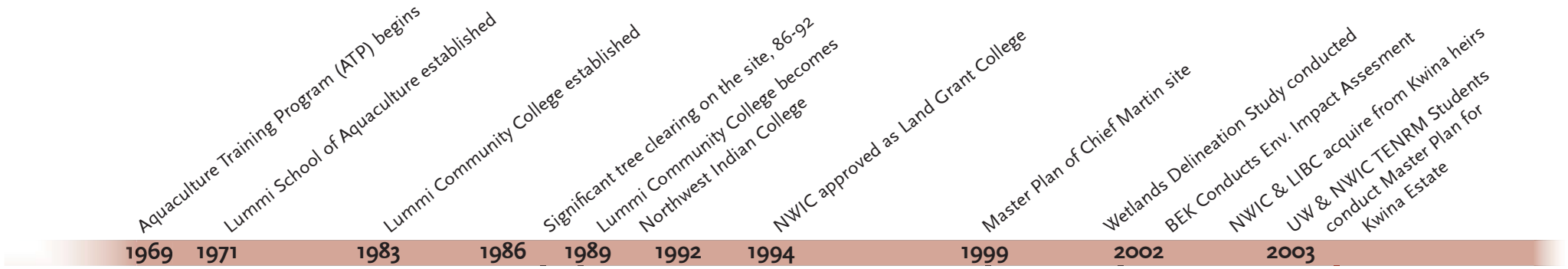
An analysis of subsequent aerial photography indicates that the Kwina farm fell out of use some time in the 1960s. The house is known to have burned down sometime in the 1970s, and the barn was burned or removed between 1955 and 1966. Since the old structures were removed, invasive plant species have infiltrated the previously developed land. Remnant trees from the apple orchard provide the only sign of the former farm.



1933 Site Conditions

1 St. Joachim Church
2 Hay- or Wheatfield
3 Established Forest
4 Driveway
5 Barn/Shed
6 Farmhouse and outbuilding
7 Vegetable Garden
8 Apple Orchard
9 Lummi Day School

Figure 3: 1933 Site Conditions



Vegetation and Landforms

Most of the site, except for the small areas of current and historical development, is dense forest. Vegetation consist largely of established native forest plant species including Cedar, Alder, and Douglas Fir trees, as well as smaller unique native species such as licorice fern, sword fern, stinging nettles, snowberry, and salmonberry. The areas of development are currently infested with invasive species, primarily Himalayan Blackberry. The topography is generally flat at the easternmost portion of the site (where the college will be developed) but directly adjacent to the campus boundaries are landforms created by the changing flow patterns of the Nooksack River that include a mix of striking topography and rolling hills. This undulating landform creates a powerful quality of light within the site, and the unique vegetation enhances the spirit of the site.

Historical aerial photo of the area, from 1933
Photo courtesy of "Puget Sound River History Project", Dep't of Earth & Space Sciences, University of Washington

Recent aerial photo of the area, from 1998
Photo courtesy of "Puget Sound River History Project", Dep't of Earth & Space Sciences, University of Washington

Pattern of Development

The Kwina Estate and the surrounding area have experienced minimal development. Existing development consists of institutional or community buildings and single family houses. The institutional facilities are concentrated on Kwina Road, between Chief Martin and Lummi Shore Roads, including the current NWIC campus, various Tribal facilities, and the St. Joachim Church. Development does not exceed two stories in height.

Figure 4: Pattern of Development

Pattern of Landcover

As previously mentioned, the Kwina Estate and its immediate vicinity consist mainly of open spaces/grasses and forested areas. Many areas, including the historic Kwina Farm, have been used for agricultural purposes. Some areas, including the section of the Kwina Estate to the east of Chief Martin Road, have been clear cut and re-forested. This area is identified as a wetland in the Northwest Ecological Services Wetland Delineation Report from September 2002. Other significant wetlands lie on the Kwina Estate, including Class II and Class III wetlands at the east end of the site.

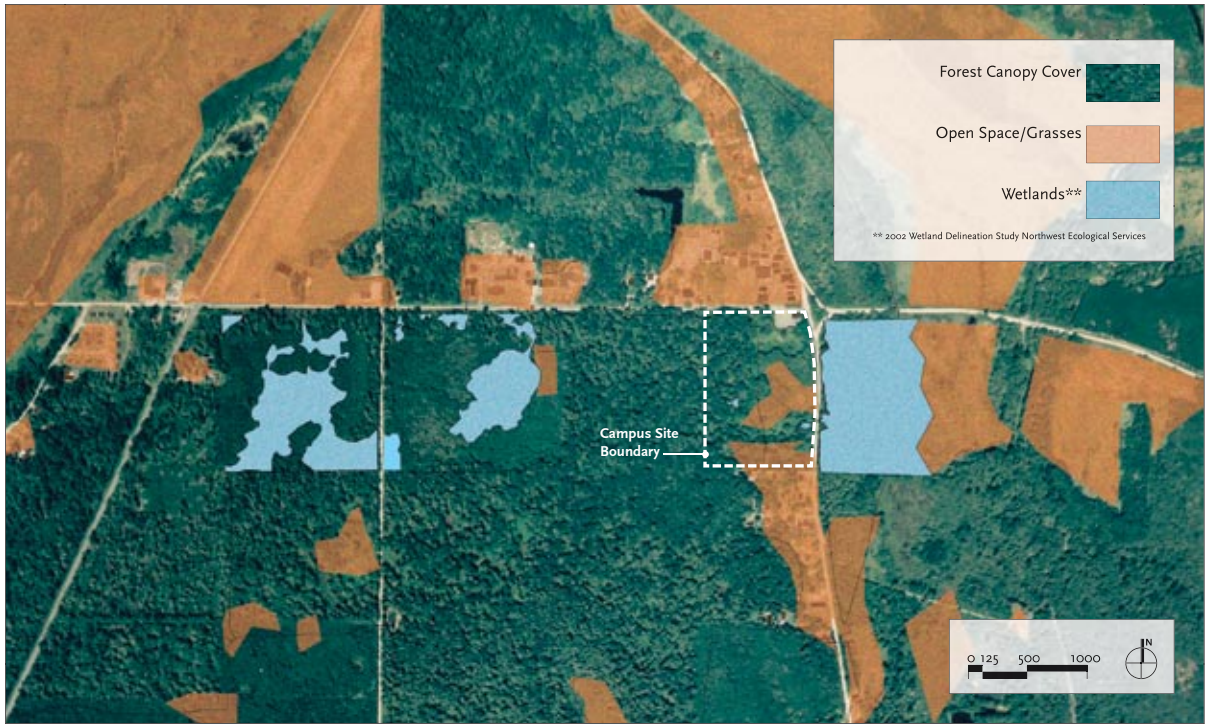


Figure 5: Pattern of Landcover

Circulation and Access

The Kwina Estate site, as with much of the Lummi Indian Reservation, is rural in character. Primary access to the site is vehicular with the majority of traffic coming from the west along Kwina Road. Minor vehicular traffic is from the north, south, and east. Pedestrian access is currently minimal but present from all directions. No roads in the area have adjacent sidewalks, but there are plans for a sidewalk connecting the current NWIC campus to the Tribal facilities to the west. There is significant pedestrian activity in the vicinity of the existing NWIC entrance with food vending located there. Whatcom Transportation Authority (WTA) buses serve the campus with stops at the existing NWIC entrance. The street intersection at the corner of Kwina and Lummi Shore Roads is hazardous. The layout, vegetation, and topography of the intersection have contributed to a number of vehicular accidents.

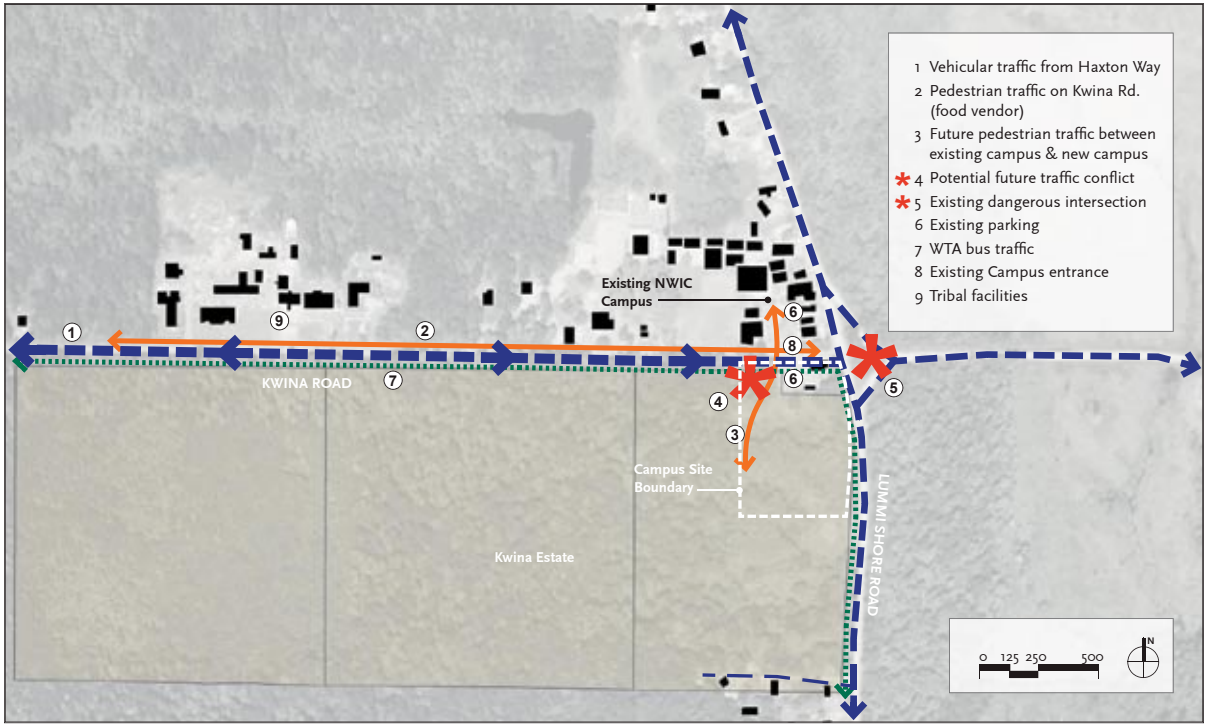


Figure 6: Circulation and Access

Critical Site Factors

Several factors influence the suitability of the site for development of the campus. The new college facilities will be concentrated on the easternmost 40-acres of the Kwina Estate. This area is flat with ten feet of grade change across the site east to west. Significant landforms begin at the southwest corner and continue westward. Water flows across the Kwina Estate in two directions with the western sections draining toward the Lummi River and into the Georgia Strait, and the eastern sections draining to the Nooksack River and into Bellingham Bay. Drainage from the campus site is to the east. A geotechnical survey completed in November 2003 determined that the site has soils suitable for construction.

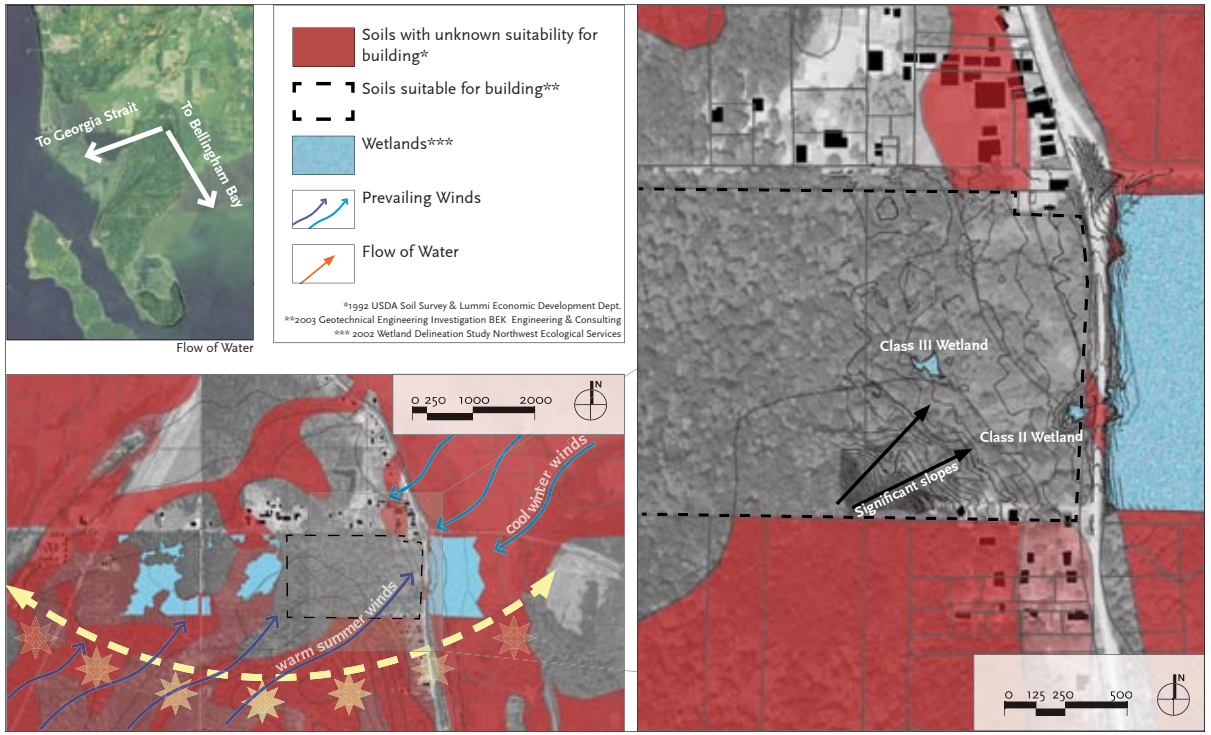


Figure 7: Critical Site Factors

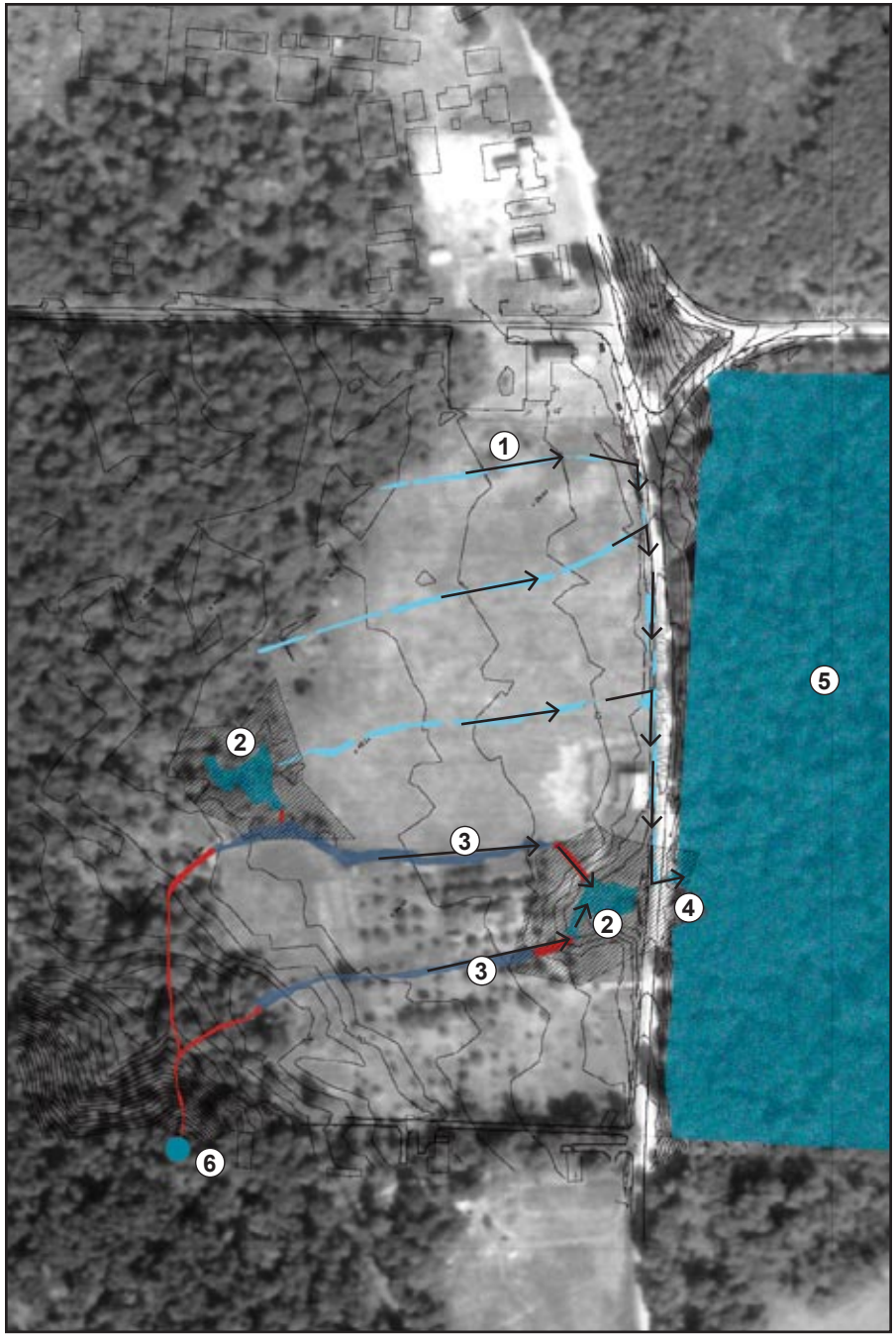


Figure 8: On-site water flow, with historical underlay

On-site water flow

Given the generally flat topography of the proposed campus area, the current pattern of shallow ground water is distributed relatively evenly across the site. The direction of this flow is northeasterly until reaching a ditch that borders Lummi Shore Road. From this point much of the water is exposed and captured in the Class II wetland at the east side of the site then flows into a culvert underneath Lummi Shore Road into a large wetland at the east side the road and ultimately the Nooksack River. The 1933 aerial photograph (p. 13) reveals two linear areas of vegetation which may indicate shallow springs or irrigation canals which follow the existing topography. However, no evidence of any exposed water bodies other than the designated wetlands are currently present on the site.

1 Current pattern of Sheet Flow into ditch along Lummi Shore Road
2 On-site wetlands
3 Linear development follows existing topography, indicating the possibility of irrigation canals or streams that feed wetlands
4 On-site wetlands drain to culvert which flows under Lummi Shore Road
5 Off-site wetlands
6 Site of former off-site water tower. Hill may be source of moving water on site.

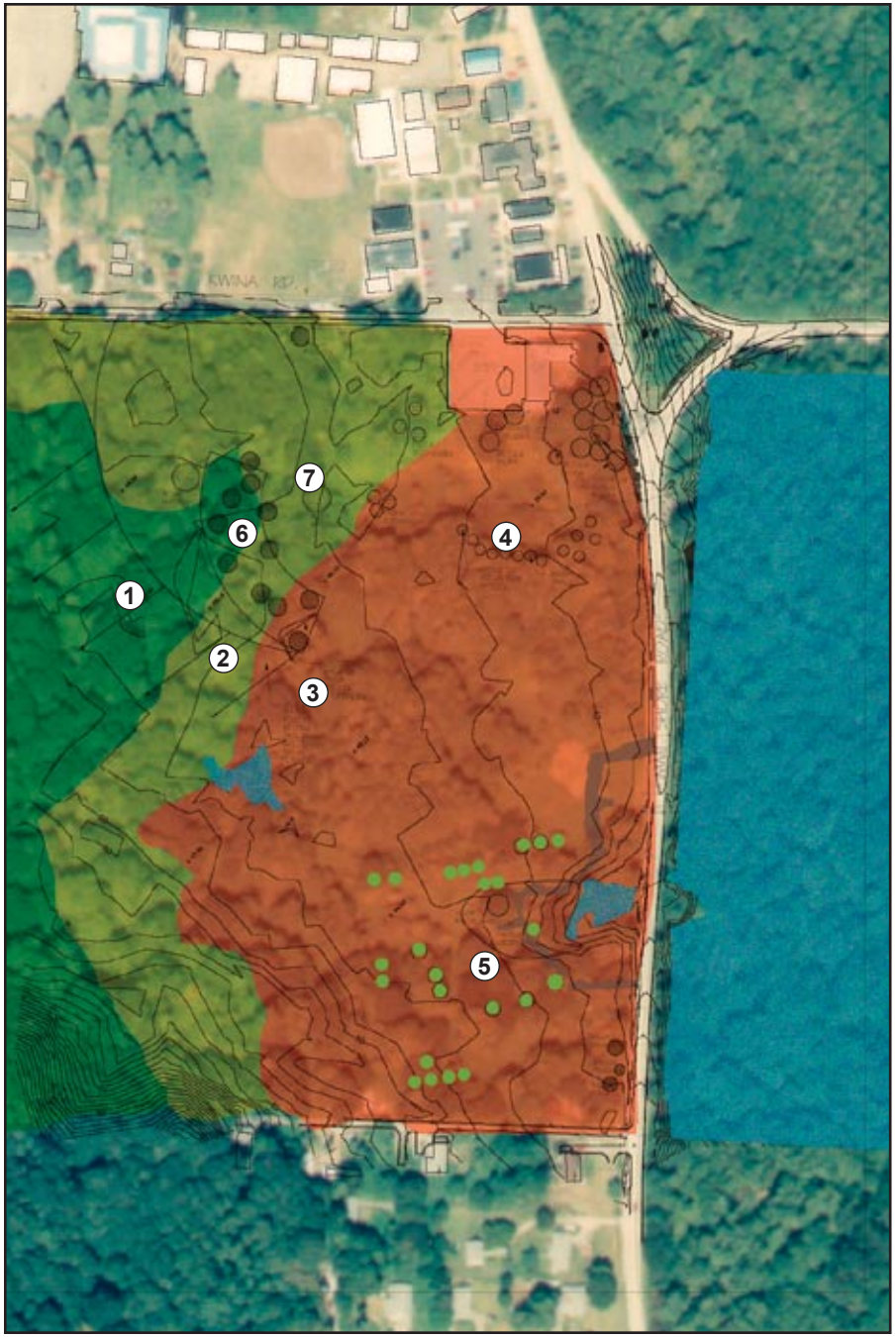


Figure 9: On-site vegetation

On-site pattern of vegetation

Historic development greatly influenced the pattern of vegetation that exists on the Kwina site today. The areas where invasive species dominate the landscape mimics the extent of the historic hayfield with Himalayan Blackberry and other invasive species. Some trees from the orchard have survived despite the thick mass of underbrush, but their health and potential for regeneration remains unknown. As wildlife and wind have distributed the original seeds from the orchard, volunteer apple trees have sprung up on the north side of the site near St. Joachim Church. Additionally, a significant stand of Cedar trees exists on the edge of the original disturbance signifying the edge of the dense stand of forest to the west. Three mature Big Leaf Maple trees dot the landscape, the one to the south appearing to exist on the site of the Kwina farmhouse.

The area of dense forest to the west of the site has been less disturbed by development, though logging has occurred periodically over the past 30 years. Generally this area has resisted the infiltration of invasive species, though an intermediate area to the east of the forest and along Kwina Road is a mixture of native and invasive plants.

1 Current area of native forest.*
2 Intermediate area, with native species intermixed with invasive species. This extends approximately 150-200 feet from the original hayfield and Kwina Road.
3 Area with invasive species (primarily Himalayan Blackberry)
4 Volunteer apple trees, carried by wildlife and wind from original orchard.
5 Surviving Orchard trees
6 Significant stand of Cedar trees
7 Mature Big Leaf Maple trees

* The area has been disturbed by selective logging and burning, but it is primarily undisturbed

Site Opportunities

Through the site analysis, the team identified several design opportunities for the site. The on-site and adjacent wetlands provide a unique educational opportunity for the College and its science programs. In addition, the surrounding forested areas provide an expanded environmental educational opportunity as well as being an asset to cultural learning programs specific to the traditional medicinal plants and cedar growth in the area. The view of Mount Baker from Kwina Road and the existing location of the college render the north side of the site as the most appropriate main campus entrance. The site's development history with the remnant orchard trees on site, and potential references to the Kwina Farm, also provide educational and design opportunities.

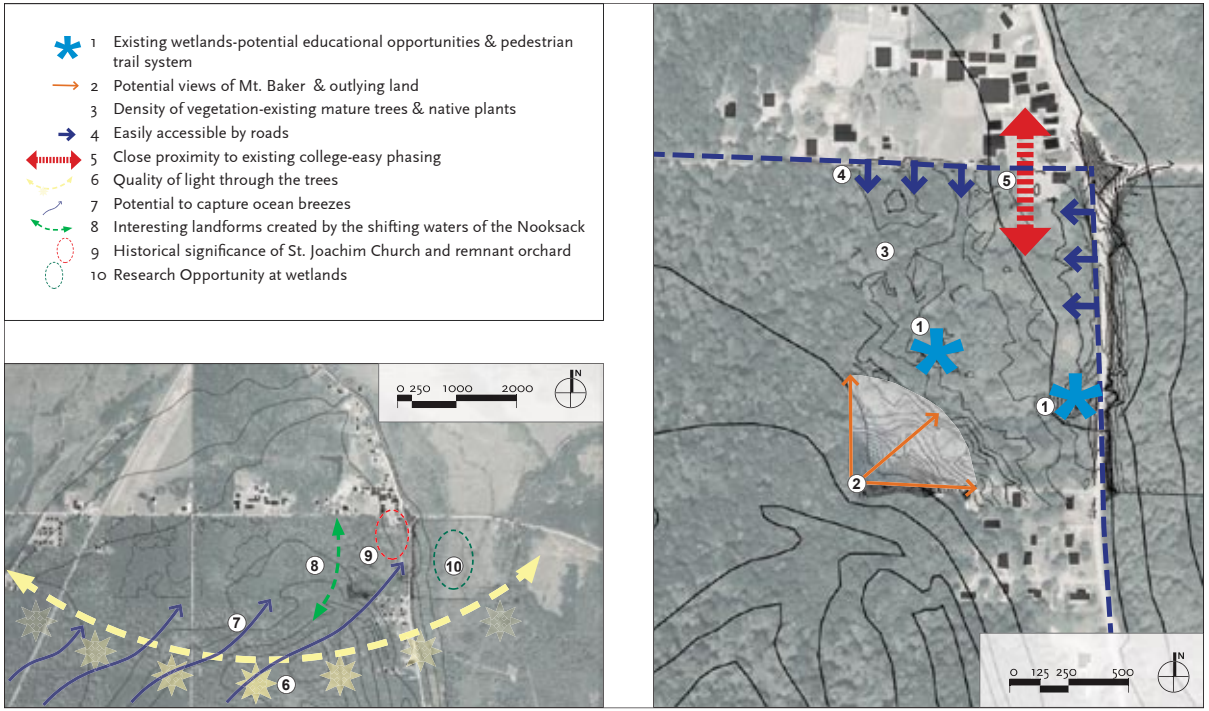


Figure 10: Site Opportunities

Site Constraints

Northwest Indian College is expected to phase into its new campus over a number of years. During this time, pedestrian activity across Kwina Road will increase and could create traffic/safety concerns that must be considered in the design process. Vehicular traffic is also expected to increase as the college grows. Safety of the Kwina Road and Lummi Shore Road intersection could worsen without improvements. Significant trees and the on-site wetlands require setbacks which limit the development area of the site.

The tribe plans to site a new wastewater treatment facility at the south end of the campus site. With its close proximity to the campus, specifically the student housing area, this facility will impact future planning and building on the campus site. Coordination between NWIC and the tribe will be necessary to mitigate this impact.

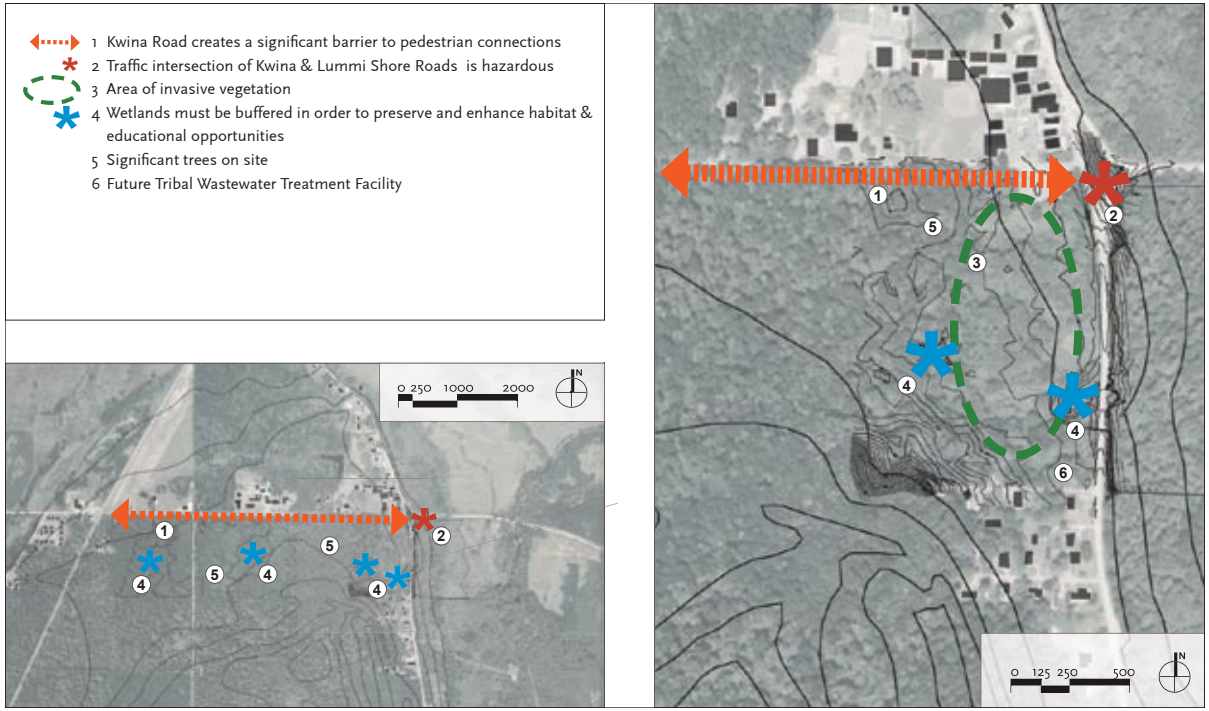


Figure 11: Site Constraints

Existing Facilities

Northwest Indian College's current facilities are owned by the Lummi Tribe. The college has been granted use of the facilities for as long it needs them.

The existing buildings are comprised primarily of modular, portable structures, all of which are in generally poor condition. The campus also includes four permanent structures, three of which are designated as historic by the Lummi Tribe. These are Buildings 3, 5, 6, and 7, (see Figure 13) which at one time formed the Lummi Day School complex. A facility condition study was performed by Pack & Associates in 1990 and additional documentation has been compiled for grants and accreditation purposes.

Existing Buildings

Building		Abrv.	Type	Acquired/ Constructed	Last Modified
1	Central Administration	CAB	Modular	Apr. 1990	1999
2	Foundation Bldg.	FND	Modular	Nov. 1989	1998
3	Learning Asst. Center	LAC	Heritage	Sept. 1986	1994
4	Faculty and Classroom	FAC	Modular	Jan. 1998	1998
5	Lummi Library	LIB	Heritage	Mar. 1990	1990
5	Library Basement	LIBB	Heritage	Mar. 1993	1998
5	Business Asst. Center	BAC	Heritage	Mar. 1990	1999
6	Classroom		Heritage	Jan. 1992	1992
7	Cultural Arts Center	CAC	Heritage	Dec. 1986	1998
7A	Cultural Learning Center	CLC	Permanent	Sept. 2001	2001
8	Computer Bldg.	C-BLDG	Permanent	Nov. 1989	1990
9	Education Bldg.	EDUC	Modular	Dec. 1986	1994
10	Instructional Admin. Bldg.	IAB	Modular	Dec. 1986	1999
11	Science Building	SCI	Modular	Sept. 1992	1993
12	Student Services	SSB	Modular	Jan. 1992	2001
13	Student Activity Center	SAC	Modular	Jan. 1995	2001
14	Student Union	Esq'Alph	Modular	May. 1996	1996

Figure 12: Existing Buildings

All of the modular buildings (Buildings 1, 2, 4, 9, 10, 11, 12, 13, and 14) on the existing campus were purchased in used condition with the expectation that they would be occupied temporarily while a new campus was planned. Most are in poor condition, many with persistent physical damage and programmatic difficulties that challenge the college's ability to achieve its goal of providing excellent educational programs. With the lengthy site selection process for the new campus (the campus master plan was delayed several years), most of the modular buildings have been used well beyond their original life expectancy.

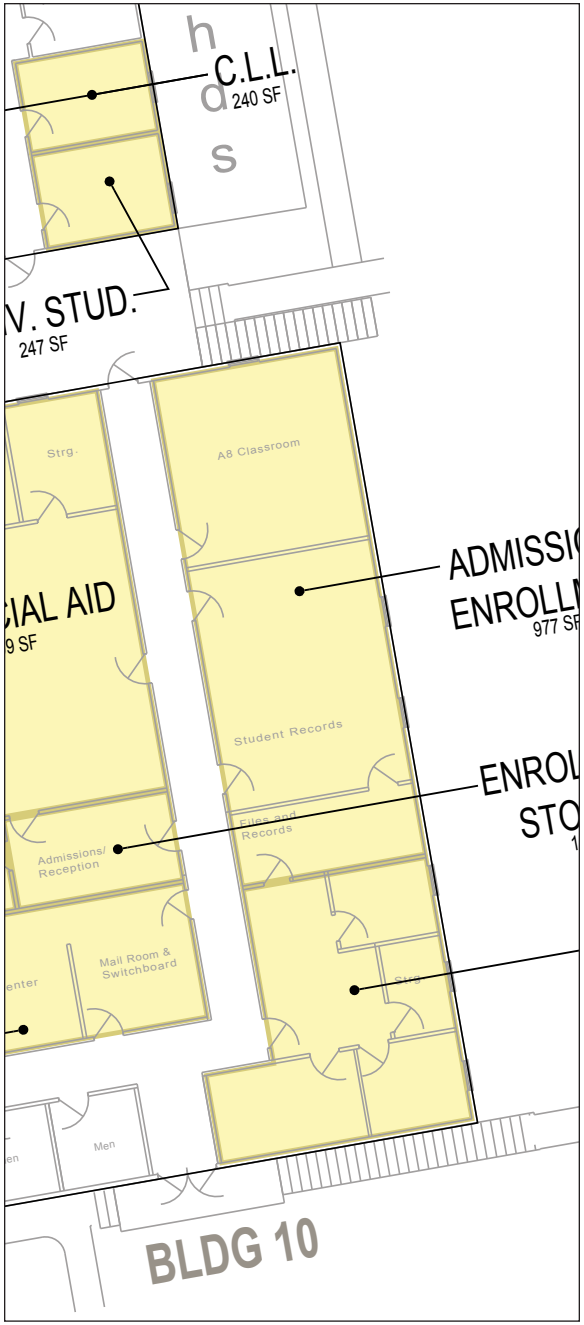
In addition, there is no record of the location, age or condition of underground utility services on campus. This is a reflection of the ad-hoc evolution of the campus and has challenged planning efforts - new development often results in conflicts with unforeseen utility problems.

As projects are constructed at the new NWIC campus, college administrators, planners, and designers will need to consider the physical condition of the existing buildings in order to identify phasing strategies during the development of the new campus. Functional and programmatic issues will likely play a large role in determining which modular buildings are vacated or removed, and when.

Future of the Existing Campus

Figure 13 below shows the existing NWIC facilities and indicates what is expected to remain (with the exception of the C.L.C., each viable remaining structure will be available for tribal use once NWIC moves out). As indicated, many of the buildings are expected to be removed. Buildings likely to remain on the site are the historic Lummi Day School buildings and the Cultural Learning Center (C.L.C. - known as the Log Building).

Figure 13: Potential future uses at existing campus



Needs Assessment

At the early stages of the Master Plan design process the planning team toured existing space and conducted interviews with faculty, staff, and administrators at Northwest Indian College. This helped identify current needs and directions for the growth of NWIC. The team also met with the college leadership to determine the expected timing and magnitude of growth in the student population, and the total build-out capacity of the new site.

Growth Projections

Current on-campus enrollment (2003/04) at Northwest Indian College is 191 full-time equivalent students (FTEs). (The College has many more students enrolled that take courses through distance learning and do not physically come to campus. Growth projections of distance-learning students were not included in this analysis, however, their impact on administrative staff and space requirements was taken into account.) The College anticipates an annual growth rate of on campus students to be approximately 10% in the coming years. This is based on enrollment figures from the last few years, plans to offer more housing on-site, and to become a four year college within the next 10 years. The current and planned infrastructure capacity at the Lummi Reservation and a desire to remain small led the College to identify a target of 750 FTEs total for the new campus. With an annual growth rate of 10%, the student population would reach 750 FTEs within 15 years.

Future College Needs

The analysis of future space needs was conducted at a broad level for the master plan to identify the number and size of buildings needed to plan the full build-out of the campus for 750 students. As each building project moves into architectural design, program needs must be analyzed in further detail and may vary from this master plan level analysis.

To determine future college space needs, the planning team examined existing space for

efficiency and functionality. While the existing facilities are in poor condition, they were usable as a baseline to determine square footage needs. The results were compared against the Capital Analysis Model (CAM), used by the Washington State Board for Community and Technical Colleges to determine square footage requirements based on the number of student FTEs.

An ideal class size for the college falls within the range of 18-25 students but many classes presently have less than five in attendance. The College is currently restructuring its academic offerings to narrow the range of degree programs so enrollment in each program will expand, increasing the number of students in each class.

Most future instructional needs were determined by increasing the amount of existing square footage proportionately to accommodate 750 FTEs. Common spaces such as the Bookstore were projected at the same rate of growth as the growth in FTEs. Other common facilities such as the Library and Childcare are based on the CAM model. Administrative space, after current deficiencies were accommodated for, were expanded minimally or not at all.

This initial analysis focused on assignable square feet (asf) which reflects the usable (or 'assignable') area needed for each department. Once asf needs were determined, a factor was applied to account for stairs, corridors, mechanical space, building structure and other 'unassignable' space to determine the total gross square feet (gsf) required. The gsf was then used to determine the total building area that must be accommodated on the site.

Space needs for the college at full build-out are estimated to be approximately 133,000 asf or 178 sf per FTE (See Appendix B for detail). This is close to estimates from the CAM model for a campus with the same enrollment size (128,000 asf). For planning purposes we converted this 133,000 asf to 205,000 gsf that must be accommodated on the site.

Phase 1 includes one small classroom building, housing for 50 students and daycare for 10 toddlers and six infants. These projects are currently being designed.

Master Plan Program

The following table shows square footage for the campus at full build-out with 750 FTEs. The majority of the buildings will house instructional space, and faculty and staff offices. Other buildings include the Library, Student Center, Physical Education and the Coast Salish Institute. The Coast Salish Institute is a unique facility currently being planned by NWIC. Its mission is the preservation and revitalization of Coast Salish culture and it will house the college's arts and music programs as well as an auditorium space. It will serve as a conduit between the NWIC student body and the traditional cultural knowledge held by tribal elders.

Student Housing space is not included in this area projection, but it is estimated to be between 250-300 beds in the long term. A 50-bed student housing facility is planned for Phase One, which is set to begin construction in the summer of 2004.

Master Plan Program

Building Type	GSF
Classrooms/Offices/Admin	100,700
Coast Salish/Auditorium	15,700
Construction Trades	6,200
Library/Computer Lab	25,300
Rec/Phys Ed	30,800
Childcare	3,900
Student Center	22,400
Total	**205,000**

Note: Phase 1 is included with approximately 4,300 sf of classroom/office space, 20,000 sf of student housing and 2,300 of childcare

Parking Needs

Parking needs were estimated as a function of student FTEs. As the number of residential students grows, the amount of campus parking (outside of residential parking) is expected to decrease. With a growing population of students, staff and faculty, the frequency of Whatcom Transportation Authority service will likely increase. At this early stage, the number of required parking spaces at full build-out is estimated to be 60% of the total number of students (approximately 400 students). This factor is within the range of 50-70% used by other residential and commuter campuses. It will be necessary to update parking requirements periodically as the campus develops and parking needs become more clear.

Master Plan Solution

The Campus Master Plan was developed using the analysis information as a springboard. Site characteristics, projected needs and the college mission all were crucial to informing the plan. The team developed a series of alternatives to be explored and evaluated together with the college. The strengths of those schemes were consolidated into the final master plan solution described below.

The master plan solution shows a fifteen year plan to the total build-out of 750 FTE students. The two major design components of the plan include a focus on the existing significant stand of cedars that form an arc to the west of the site, the adjacent dense forest and the grid of the remnant apple orchard historic to the Kwina Estate. In meetings with elders, stories were shared about walking through the orchard picking apples on their way to school. The cedars are highly valued by tribal members who talk about their majestic presence.

The plan places buildings on the grid of the remnant orchard. This structure is intersected with a 'river of trees' running through the site, beginning at the woods to the west, continuing through the existing arc of cedars and extending into the housing zone.

A major central open space is defined by the Library, Student Center and Coast Salish Institute. Academic buildings (which include all instructional space, faculty offices and administrative areas) are concentrated at the north end of the site. These buildings are paired, each pairing including both large and small buildings that together form a south facing court. These courts create a mosaic of open space in the academic zone. Student Housing is concentrated at the south end of the site. The housing buildings are also paired, one wing of single student housing and a second for families, and together form courtyards and less formal open space. A large informal open space bridges the student housing area to the student center at the north.

Figure 14: Master Plan Solution

Master Plan Uses

Figure 15 illustrates the intended use zones at the new campus. Academic areas are concentrated on the north end of the site, major public buildings are grouped in the center, and housing is concentrated to the south.

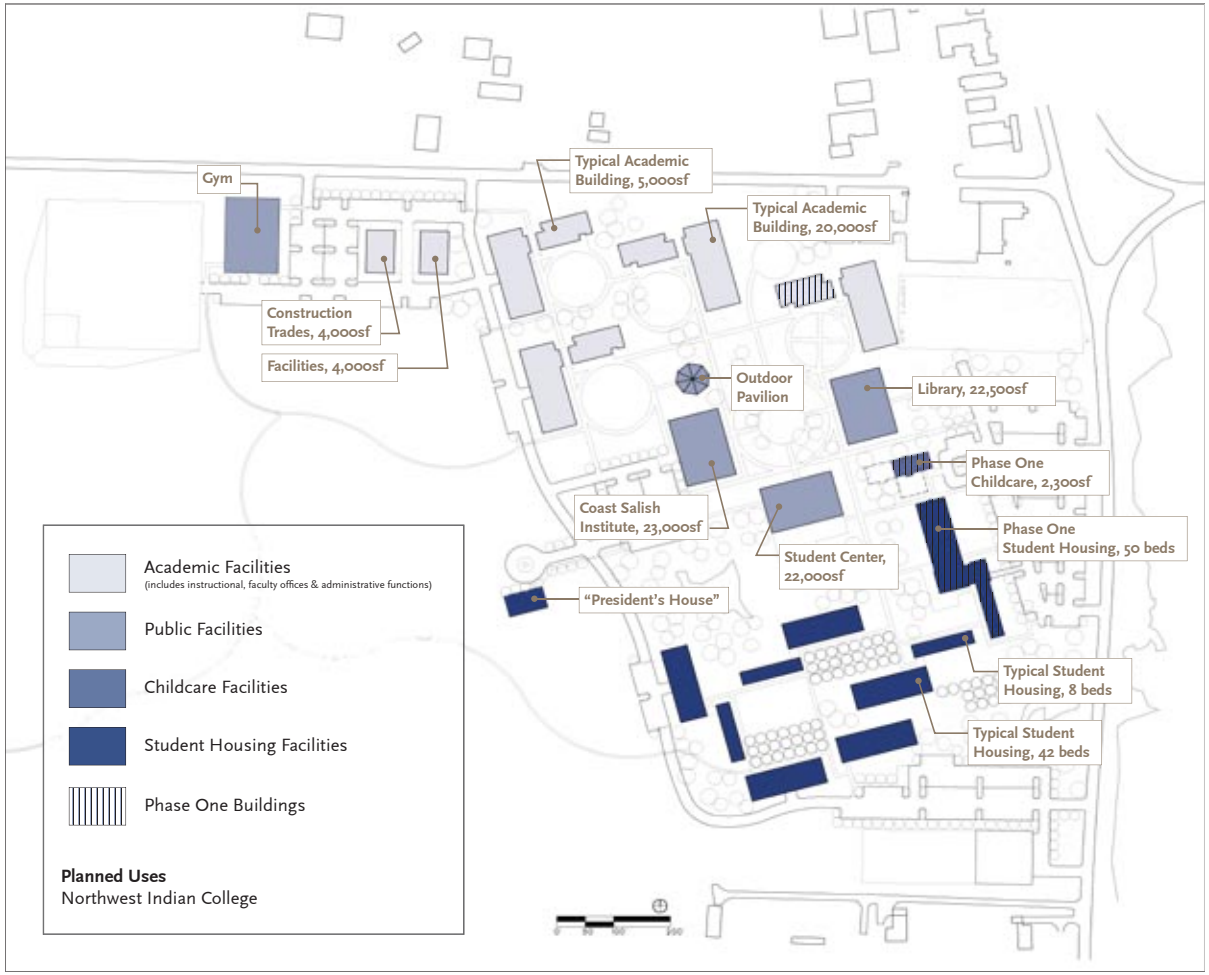


Figure 15: Master Plan Uses

Phase One Development

The first phase of the master plan is currently under way. Development includes a small classroom building, student housing building and a childcare center. The buildings are expected to be completed in the Summer of 2005. Figure 16 shows the schematic phase one site plan.

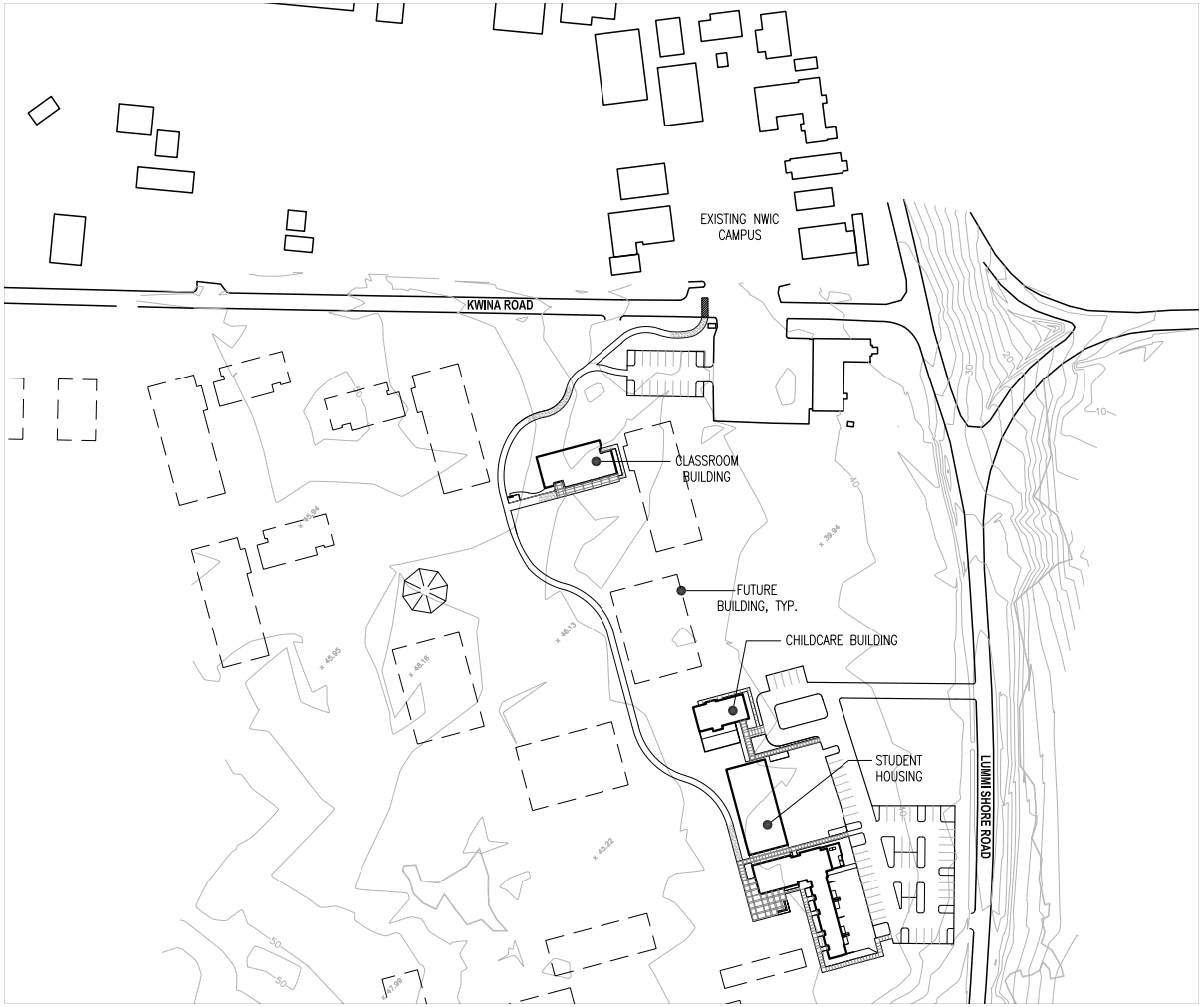


Figure 16: Phase One Site Plan

Implementation Plan Beyond Phase One

An implementation plan distinguishes development priorities and the phasing of projects within the context of a master plan. Identification of development priorities is usually based on a range of factors including likelihood and potential sources of funding, expected growth in certain programs, the need for specialized space that cannot be accommodated in existing space, the condition of existing buildings, the need to create a strong campus identity early on in the development process, and cost.

The NWIC campus will be developed over time with prioritizing strategies influenced by the factors above. The following matrix shows recommendations for potential next-step projects beyond Phase 1. The size of each project is estimated at a Master Plan level using the table in Appendix B. Further programmatic and concept studies will be needed to verify building size, scope and cost before beginning design and identifying funds required.

In the table, benefits and/or drawbacks are identified with each recommendation. Because the physical condition of existing buildings is such a major challenge facing the college, as projects are identified, college administrators, planners and designers will need to consider carefully the adequacy of existing space, along with functional and programmatic needs, to determine which modular buildings are vacated or removed and which projects take priority at the new campus.

Buildings	Benefits and Drawbacks
Library **(20,000 GSF)**	**Benefits** ❑ New library building would strengthen campus identity and sense of place ❑ Library would gain more and better space ❑ Possible greater potential funding because it's a signature building on campus ❑ Building will be larger than initially needed for library so other functions could also be accommodated temporarily **Drawbacks** ❑ If building houses other functions temporarily, the space constructed is typically more expensive in order to accommodate library functions in the long run
Student Union **(22,000 GSF)**	**Benefits** ❑ New Student Union would strengthen campus identity and sense of place ❑ Quality of space for Student Union activities would be much improved ❑ Possible greater potential funding because it's a signature building on campus ❑ Build larger building than needed for student union space but could house other functions ❑ New building will be a draw for new students

Buildings	Benefits and Drawbacks
Large Classroom Building (20,000 GSF)	**Benefits** ❑ New building will strengthen the classroom/learning identity of the campus ❑ New building will form the south-facing open space with the Phase 1 classroom building
Coast Salish Institute (8,000 GSF)	**Benefits** ❑ New building will strengthen campus identity and sense of place ❑ New building will be icon for the cultural offerings at NWIC ❑ New building will replace poorly functioning classroom space

Design Guidelines

The following design guidelines will assist in the review of proposed development projects as well as guide the implementation of the master plan.

Campus Character and Site Design

- Develop design strategies for buildings and spaces that best **reflect the values and goals of the college**
- Promote **long-term vision and quality in development**
- Work with the college and community to **embrace historical architectural Coast Salish traditions**
- Develop **outdoor spaces** that can be used **for concerts and ceremonies**
- Use **open spaces to unify design elements** and uniquely define the housing and academic areas
- Provide **landscaping and pedestrian enhancements** with every new development
- **Preserve and enhance the natural landscape**. Locate buildings to preserve mature, healthy evergreen trees
- Use **plantings that complement the site** and native plantings
- Apply special attention towards delivery and maintenance circulation so as to **avoid conflicts with pedestrians**
- Provide **distinctive, pedestrian-scaled** lighting, benches and other **site furnishings** throughout the campus as an element of continuity
- **Consolidate parking areas** to minimize surface parking and increase pedestrian circulation
- **Screen parking and service areas** from pedestrian routes
- **Minimize vehicular circulation** within campus

Building Design

- Design buildings to **form and reinforce outdoor spaces**. Building entrances should be oriented toward the open spaces with service access located to avoid conflicts with pedestrians
- The master plan was designed to comfortably accommodate 2-story buildings. Buildings taller require special attention in design. **Vertical elements above 2-stories in height may be used as landmarks for special uses** or buildings that deserve special prominence.
- The phase one buildings use Coast Salish architectural tradition as a design precedent, making reference to traditional building form, sequence of spaces, and construction technologies. **The college is simultaneously rooted in cultural tradition and present in the contemporary world** and the intent of the phase one building designs is to express this complexity – **to respect the significance of cultural tradition while designing facilities for a contemporary college**. The design of future buildings should take a similar approach. Other specific approaches to follow are:
    - Use **simple roof forms** to celebrate water collection
    - Use **overhangs as a transition between inside and outside** and for rain protection
    - Group buildings to **form south-facing courtyards**
    - **Respond to environmental influences** such as sun, wind and water flow through architecture, orientation and building form
    - Design buildings to **minimize the necessity for artificial lighting**
    - Use **materials that reflect or exceed the quality of those used in the Phase One buildings.**

Sustainable Construction and Resource Conservation

Sustainable building is an integrated framework of design, construction and operations practices that encompasses the environmental, economic and social impacts of buildings. Sustainable design includes: **efficient management of energy and water resources, management of materials and waste, protection of health and indoor environmental quality, projection of the environment and reinforcement of natural systems, and an integrated design approach**. The following practices contribute to sustainable design:

Sites & Landscape

- Maximizing quality and quantity of landscape
- Using plants that don't need Irrigation
- Using native plants
- Creating habitat
- Encouraging alternate transportation

Energy & Atmosphere

- Optimizing daylighting
- Using natural ventilation when possible
- Creating facades responding to sun
- Maximizing renewable energy use
- Designing for longevity

Materials & Resources

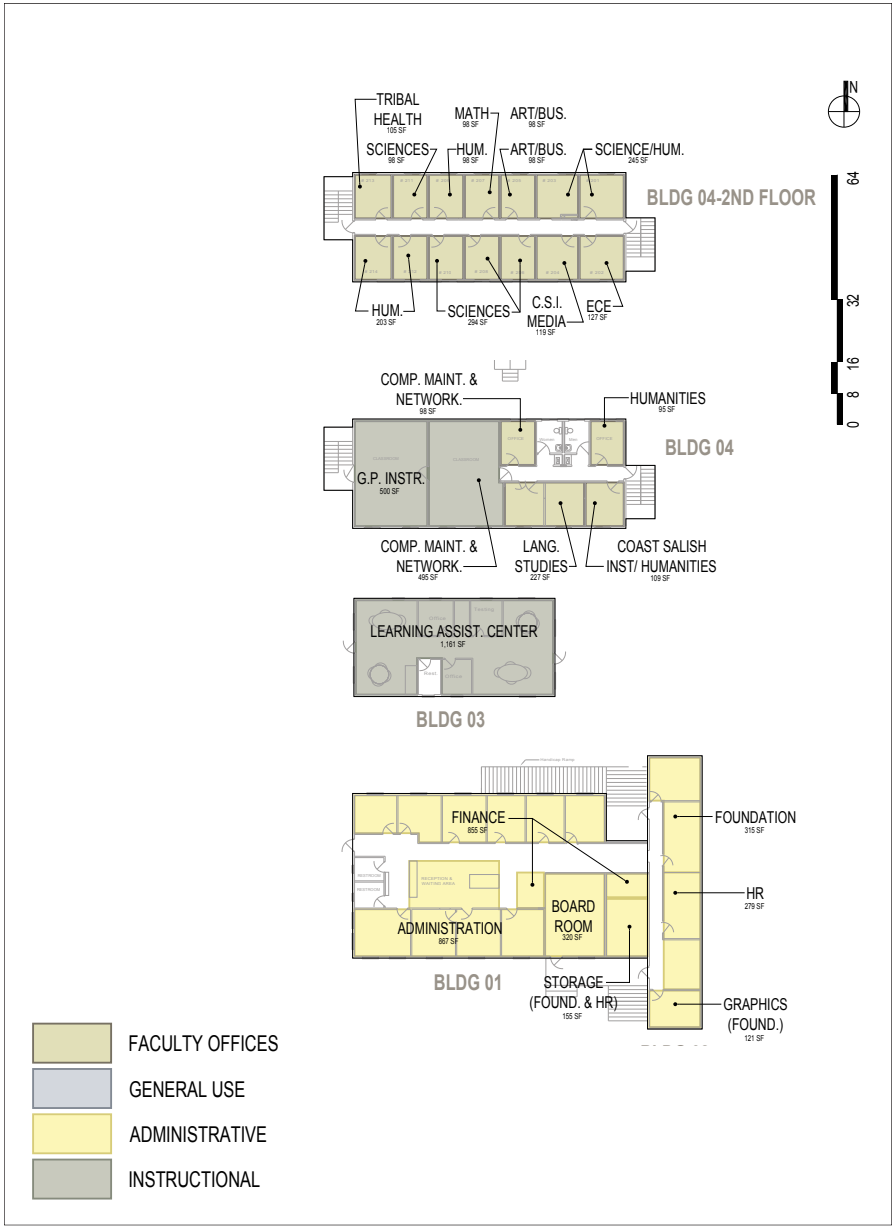
- Reducing waste
- Using local materials
- Creating healthy building with low toxicity
- Designing for longevity

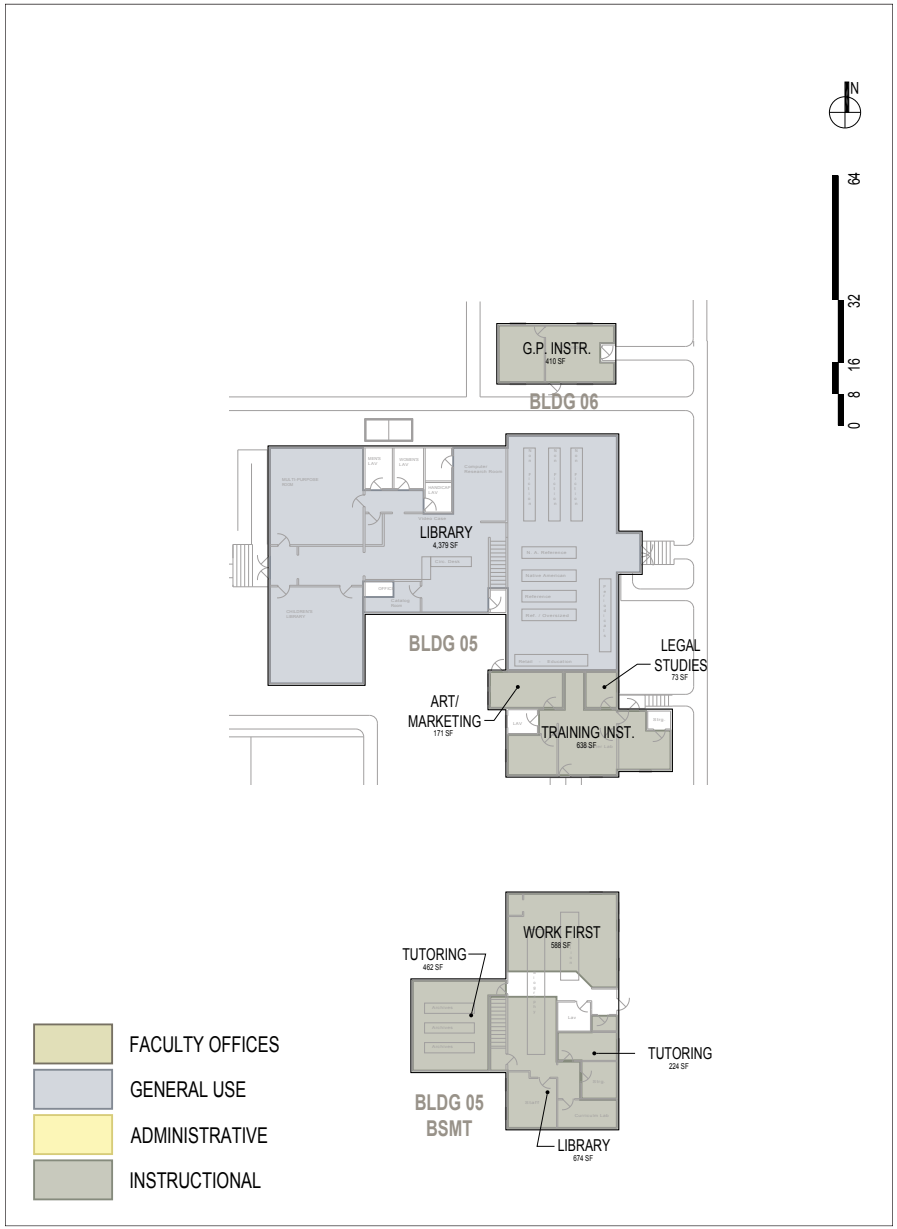
The college will use sustainable practices whenever possible. The following policies support such practices:

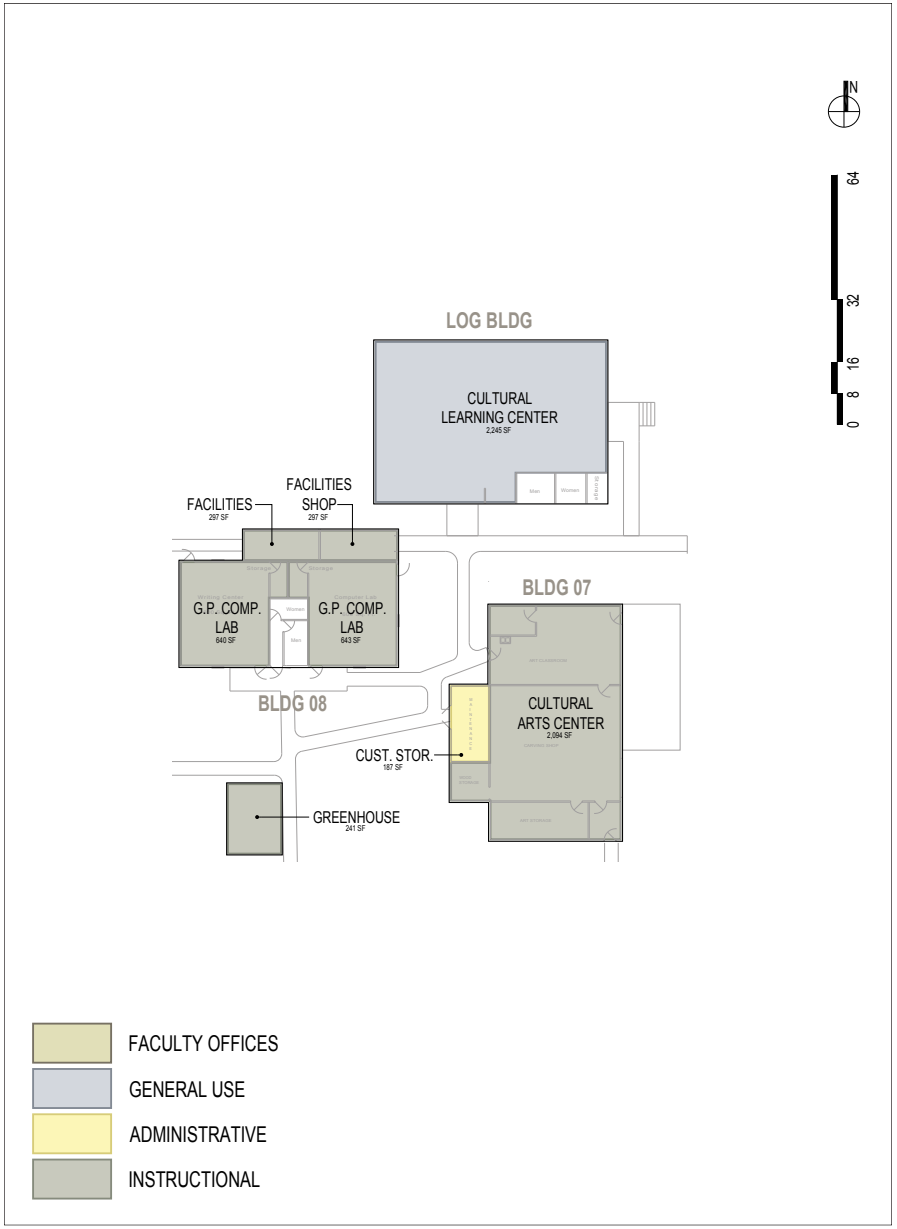
- Adoption of Leadership in Energy and Environmental Design (LEED) standards whenever possible (LEED certification is a lesser priority than the use of LEED supported practices whenever feasible).
- Adoption of Life Cycle Cost Analysis standards to optimize energy and water efficiency in buildings and better coordinate between capital and operational budgets.
- Integration of sustainable solutions at the campus/community level, in addition to the building level.

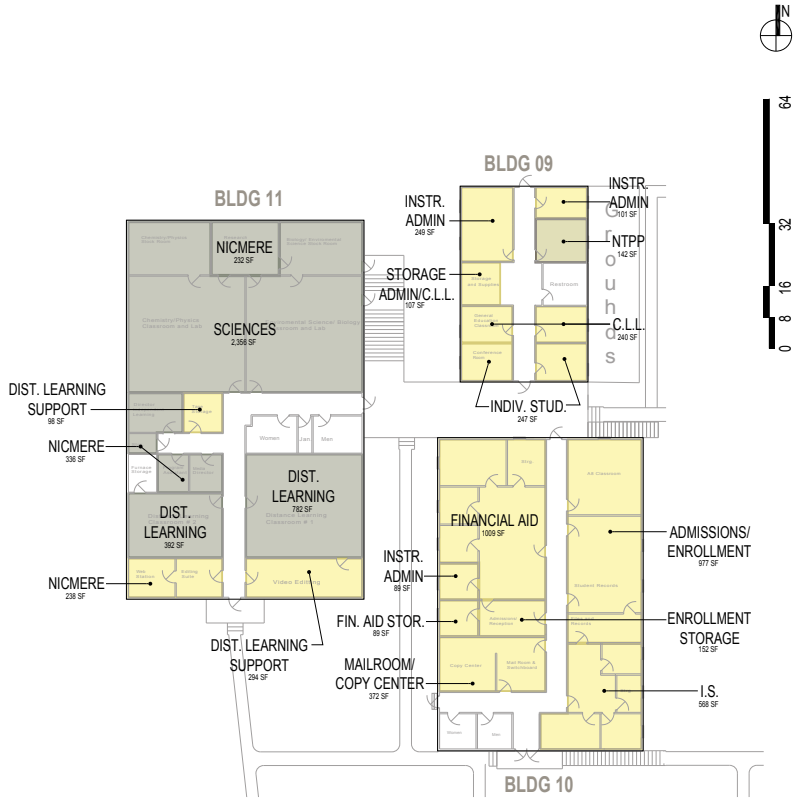
Appendix A: Existing Facilities Analysis

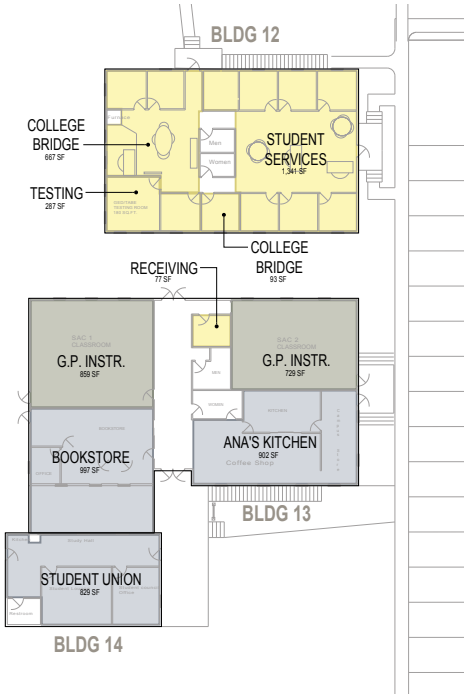
During the Needs Assessment portion of the Master Plan, the design team conducted interviews with NWIC faculty, staff, and administration to determine the allocation of existing space at the College and determine how to project that area into the future. Following are drawings done as a part of that process, for coordination purposes.




N
64
32
16
8
0
G.P. INSTR.
410 SF
BLDG 06
LIBRARY
4,379 SF
BLDG 05
LEGAL
STUDIES
73 SF
ART/
MARKETING
171 SF
TRAINING INST.
638 SF
WORK FIRST
588 SF
TUTORING
462 SF
TUTORING
224 SF
BLDG 05
BSMT
LIBRARY
674 SF
FACULTY OFFICES
GENERAL USE
ADMINISTRATIVE
INSTRUCTIONAL


N
64
32
16
8
0
LOG BLDG
CULTURAL
LEARNING CENTER
2,245 SF
FACILITIES
297 SF
FACILITIES
SHOP
297 SF
G.P. COMP.
LAB
640 SF
G.P. COMP.
LAB
643 SF
BLDG 07
BLDG 08
CULTURAL
ARTS CENTER
2,094 SF
CUST. STOR.
187 SF
GREENHOUSE
241 SF
FACULTY OFFICES
GENERAL USE
ADMINISTRATIVE
INSTRUCTIONAL





FACULTY OFFICES
GENERAL USE
ADMINISTRATIVE
INSTRUCTIONAL

FACULTY OFFICES
GENERAL USE
ADMINISTRATIVE
INSTRUCTIONAL

Appendix B: Needs Assessment Data

Following is a table summarizing the existing and projected future assignable and gross area allocated to each program area at Northwest Indian College. This area summary was used as a basis for the Master Plan.

NORTHWEST INDIAN COLLEGE MASTER PLAN
Space Comparisons

	EXISTING AREA (ASF)			LONG-TERM ASF (750 FTEs)		
Space Type	**NWIC Existing Space**	**NWIC Existing Need**	**Capital Analysis Model (CAM)**	**Capital Analysis Model (CAM)**	**NWIC Projected Need (ASF)**	**NWIC Projected Need (GSF)**
General Classroom	4,795	4,795	2,368	9,300	11,986	18,440
Basic Skills Labs	2,722	2,772	5,272	20,700	8,765	13,485
Classroom Totals	**7,517**	**7,567**	**7,640**	**30,000**	**20,751**	**31,925**
Science Labs	2,597	2,697	1,146	4,500	6,743	10,373
Computer Labs	1,283	1,933	611	2,400	5,722	8,803
Art	2,094	2,094	6,000	6,000	5,235	8,054
Music[1]	-	-	4,000	4,000		
Drama[1]	-	-	5,000	5,000		
Vocational Space[2]	4,095	4,743	4,743	4,743	4,000	6,154
Specialized Space Totals	**10,069**	**11,467**	**21,500**	**26,643**	**21,700**	**33,384**
Auditorium[3]		-	9,000	9,000	5,000	7,692
Library / LRC[4]	5,053	7,899	3,209	12,600	12,600	19,385
Physical Education[5]	-		4,966	19,500	20,000	30,769
Faculty Office & Support[6]	2,156	3,456	1,547	6,075	10,252	15,772
Subtotal Instructional Supp.	**7,209**	**11,355**	**18,722**	**47,175**	**47,852**	**73,618**
Total Instructional Space	**24,795**	**30,388**			**90,303**	**138,928**
Admin./Student Services[7]	9,576	11,282	1,715	6,735	21,624	33,268
Student Center & Related[8]	2,728	2,927	2,519	9,893	11,495	17,685
C. Stores / Maintenance[9]	858	1,558	1,337	5,250	6,118	9,412
Child Care[9]		1,500	649	2,550	2,550	3,923
Miscellaneous[10]	1,397	(103)			1,182	
Total Admin. / Misc.	**14,559**	**17,164**	**6,221**	**24,428**	**42,969**	**64,288**
TOTAL (ASF)	**39,354**	**47,552**	**54,082**	**128,245**	**133,272**	**205,034**
FTEs on Campus	**191**	**191**	**191**	**750**	**750**	
ASF / FTE	206	249	283	171	178	

Notes for 'Adjusted Projection' column

[1] Music and Drama are included in classroom space
[2] Vocational Space includes Construction Trades (currently off-site). No growth is shown.
[3] The future Auditorium is estimated at 5,000 sf, assuming capacity for 300 people
[4] Includes shipping/receiving/purchasing.
[5] Includes full court gym and lockers.
[6] Includes NICMERE
[7] Does not include Facilities
[8] Includes Cafeteria and Bookstore
[9] Includes Facilities, Shipping/Receiving/Purchasing
— Coastal Salish Institute includes ___

Space Type	Existing Conditions (2003) ASF	ASF DEF./SURPLUS	DEF./SUR. COMMENTS	*ASF NEED*	Projected 2018 ASF NEED	GSF NEED	COMMENTS
General Classrooms	**4,795**			**4,795**	**11,986**	**18,440**	assumes exist. capacity at 300 FTEs
Small	0			0	0		
Medium				3,672	9,180		
Bldg 06	410						
Bldg 04	500						
Distance Learning	392						
Distance Learning	782						
Bldg 13	859						
Bldg 13	729						
Large				1,123	2,806		
Cultural Learning Center	1,123						
Dedicated Instructional Space	**6,692**			**7,440**	**12,599**	**19,383**	
Science Labs		*100*	*mud room*	2,697	6,743		assumes exist. capacity at 300 FTEs
Bldg 11 (two labs)	2,356						
Greenhouse	241						
Computer Networking		*248*	*50% of exist., to serve current needs*	743	1,856		assumes exist. capacity at 300 FTEs
Bldg 04	495						
Construction Trades		*400*	*need new building, on new campus*	4,000	4,000		no long term growth projected
OFF-SITE- Gooseberry Point	3,600						
General Ed/Basic Skills	**3,600**			**3,650**	**8,765**	**13,485**	
Learning Assistance Center		*50*	*offices too small*	1,211	3,028		assumes exist. capacity at 300 FTEs
Bldg 03	1,161						
Tutoring Center				686	1,715		assumes exist. capacity at 300 FTEs
Bldg 05 - Bsmt	686						
Training Institute				638	1,595		assumes exist. capacity at 300 FTEs
Bldg 05	638						
Workfirst				588	1,470		assumes exist. capacity at 300 FTEs
Bldg 05	588						
ABE/GED			*need shared office (OFF SITE)*				
off-site							
Center for Lifelong Learning				240	240		no long term growth projected
Bldg 09	240						
* storage included under Instr. Admin							
Testing Center				287	718		assumes exist. capacity at 300 FTEs
Bldg 12	287						
General Computer Labs	**1,283**			**1,933**	**3,866**	**5,948**	double over long term
		650	*one g.p. open lab or study stations*	650			
Bldg 08	640			640			
Bldg 08	643			643			
Art/Studio Space	**2,094**			**2,094**	**5,235**	**8,054**	assumes exist. capacity at 300 FTEs
Cultural Arts Center	2,094			2,094	5,235		
Faculty Offices	**2,156**			**3,456**	**8,640**	**13,292**	assumes exist. capacity at 300 FTEs
Additional Office Space		*360*	*(3)(additional offices*	360			
Part-Time Faculty		*500*	*Work room for P/T faculty*	500			
Humanities				855			
Bldg 04 - Language	227						
Bldg 04 - C.S.I.	109						
Bldg 04	95						
Bldg 04 - 2nd floor	424						
Computer Networking				98			
Bldg 03	98						
Sciences				514			
Bldg 03	514						
Tribal Health				105			
Bldg 04	105						
Math				98			
Bldg 04	98						
Art				98			
Bldg 04	98						
Business		*120*	*separate office*	120			
* office shared/included w/ Art							
Media (C.S.I.)				119			
Bldg 04	119						
Early Childhood Education				127			
Bldg 04	127						
NTPP/Oksale				142			

Space Type	Existing Conditions (2003) ASF	ASF DEF./SURPLUS	DEF./SUR. COMMENTS	*ASF NEED*	Projected 2018 ASF NEED	GSF NEED	COMMENTS
Bldg 09	142						
Legal Studies / PTAD				73			
Bldg 05	73						
Individualized Studies				247			
Bldg 09	247						
Library	**5,053**			**7,899**	**12,600**	**19,385**	follow "CAM" model for 750 FTEs
		2,846	*gain rest of library bldg*				
Bldg 05	5,053						
Recreation / Physical Ed	**0**			**0**	**20,000**	**30,769**	b-ball, bleachers, & support
Child Care	**0**			**1,500**	**2,550**	**3,923**	follow "CAM" model for 750 FTEs
Child Care				1,500			
Phase I of Master Plan							
Physical Plant	**0**			**0**			
* see Facilities, under Admir							
Administrative / Student Support	**9,479**			**11,185**	**24,691**	**37,986**	
Facilities			*okay now, new bldg should be 1400sf?*	781	3,067		"straight" projection
Facilities office	297						
Shop	297						
Bldg 07	187						
Finance		*530*	*storage(400)+recept(80)+cashier(50)*	1,385	3,412		1/2 "straight", 1/2 no growth
Bldg 01	855						
Exec. Admin				867	867		no long term growth projected
Bldg 01	867						
Board Room				320	320		no long term growth projected
Bldg 01	320						
Shared Work Room		*150*	*Copier, printer, storage*	150	150		no long term growth projected
HR				279	399		add (1) office, long term
Bldg 02	279						
* HR storage included under Found.							
Financial Aid		*200*	*reception area*	1,298	3,197		1/2 "straight", 1/2 no growth
Bldg 10	1,098						
Admissions/Enrollment		*200*	*reception area*	1,329	3,274		1/2 "straight", 1/2 no growth
Bldg 10	1,129						
I.S.		*440*	*25% additional space+storage(200)*	1,400	3,449		1/2 "straight", 1/2 no growth
Bldg 10	568						
Bldg 11 - Dist. Learn. Support	392						
Copy Center/Mail Room		*186*	*50% increase-copy room*	558	558		no long term growth projected
Bldg 10	372						
Instructional Admin		*120*	*additional office*	546	746		additional 200sf for long term growth
Bldg 09	208						
Bldg 09	249						
Bldg 10	89						
Center for Student Success				1,341	3,353		assumes exist. capacity at 300 FTEs
Bldg 12	1,341						
Art/ Marketing				171			
Bldg 05	171						
College Bridge Program				760	1,900		assumes exist. capacity at 300 FTEs
Bldg 12	760						
General	**2,805**			**3,704**	**14,546**	**22,379**	
Bookstore		*199*	*20% more inventory*	1,196	4,698		"straight" projection
Bldg 13	997						
Ana's Kitchen				902	3,542		"straight" projection
Bldg 13	902						
Student Union		*829*	*double existing space*	829	3,255		"straight" projection
Bldg 14	829						
Shipping / Receiving / Purchasing				777	3,051		"straight" projection
Receiving Clerk	77						
Staging		*200*					
Loading		*500*					
Other	**1,397**			**1,397**	**7,794**	**11,991**	
Foundation				591	1,182		double over the long term
Bldg 02	591						
NICMERE			*need remodel, but size adequate.*	806	1,612		double over the long term
Bldg 11	806						
OFF-SITE - see below							
Auditorium (to be included in C.S.I.)					5,000		estimate for 300 people
TOTAL	***39,354***			***49,052***	***133,272***	***205,034***	

Appendix C: Needs Assessment Interview Notes

During the Needs Assessment portion of the Master Plan, the design team conducted interviews with NWIC faculty, staff, and administration. The following are Mithun's notes from those meetings, in the order in which they were conducted.

NWIC Foundation

- Currently at the tail end of a transition period. Have recently finalized the "Foundation Agreement" with the College.
- Ready to launch into a significant fundraising campaign. This will likely lead to new positions in the near future.
- 2-5 year growth: need board room (20 people) for meetings, 1-2 new positions (gifts coord. & consultant), 50% more storage
- 10 year growth: 4 new positions, double the storage
- Foundation office should be easy to locate, but not perceived as a part of the College Admin.

VP for Instruction – Rissa Wabaunsee

- NWIC is in transitions, trying to build an academic program
- Recent years have seen a push for Baccalaureate degrees (4-year), and formation of Dean structure. That effort was changed, and, at least in the interim, they now have Faculty Chairs tracking programs.
- Future: College has many too many programs, and should look to consolidate them – working toward a Degree in Native Studies, with a specialization in a certain subject.
- Space: Focus is moving towards Interdisciplinary, Experiential education. TenRM and First Year Experience are the beginnings of this. Spaces should therefore be conducive to this idea.
- Have all faculty in an interdisciplinary faculty building – a "community center for faculty."
- Move away from having dedicated spaces, except very specific needs.
- Approach Master Plan by "type of space", not by program.
- Good gathering areas are a must
- Immediate need for P/T faculty offices

Faculty Chair – Sharon Kinley

- Classrooms are clearly too small, and facilities are inadequate.
- The Lummi dynamic will lead the way; this is not Whatcom Community College
- How can the campus communicate that NWIC is a Tribal College?
- Elders have been talking about what the best space for teaching Native language.
- Coast Salish Inst. will need fire, water, and earthquake proof building.
- Rethinking NWIC: rethinking of College is two-fold
  - Gain English and Math skills to operate in western world.
  - Necessity to acquire what it means to be Lummi.
- Sharon is shifting from "Humanities" to Director of Coast Salish Institute. Institute will focus on the preservation and revitalization of Coast Salish culture. Will have a research component, as well as language, etc.
- Campus plan should consider communicating "the seasonal rounds"
- The notion of "Elder" has less to do with age, and more to do with traditional knowledge.
- Master Plan effort should include interviews with Elders, including those individuals who help with language program

Bookstore & Finance Department

Bookstore

- Needs storage room for new items.
- Should be separate from snack shop in the future
- Book inventory (retail) needs to grow for current needs
- Purchasing and Bookstore Manager should be separate in next 1-2 years.
- Prospect of a food vendor on campus would impact Bookstore

- Finance
- Overall goal: to "increase efficiency" and be more "professional."
- Being right off the hallway is problematic. They should be a "destination."
- Separate Purchasing from Bookstore in the near future
- Campus needs a loading dock. Finance Department should be in the same area as loading dock, all in one spot. Should also be near other admin functions.
- Finance needs a larger storage area (400-500sf in next 1-2 years.)
- Need a place for auditors to work, and for meetings. For 12 people.
- Slightly larger offices
- There should be a cashier as "gatekeeper" at a reception area.
- Need a centralized work area.

Information Services

- Dispersed data rooms need to be in every building, with rooftop access for wireless. They need to be good sized (5x8?) Isolated for sound.
- Size of office would ned to grow 20% for current needs, including additional office.
- Distance Learning should also grow by 25% for current needs
- In the future, the server room will need to grow. If funds were available, it should double.
- Future campus buildings will likely be wireless connections from existing campus, then hard connections when the majority of buildings are on the new site.
- Current phone service should be relocated to the main server room.
- Would be nice to be close to the computer labs (same future building?
- Security is a concern, cameras are in use.

Faculty Chair – Ted Williams

Science/Math/Computers/Health

- Sciences and Computer Networking have only dedicated space. Science programs overlap with NICMERE.
- Three types of computer needs: study labs, teaching labs, and working/repair labs.
- Need space for science presentations
- Need more distance learning classrooms, more multi-purpose rooms with K20 capability.
- Open study labs, dispersed around campus would be good, for group and individual studying.
- Campus spaces will likely need to change with changes to First Year Experience.
- Faculty offices – should be arranged around a central gathering area – open office?
- Incorporate "seasonal rounds" into campus planning.

Training Institute

- Working with tribes to lead people towards a degree for a "progressive wage" job.
- Apprenticeship program could take off – would need specific spaces (dedicated shop space, etc.)
- Current spaces are "very cramped." Classes are offered

around campus, at LIBC, and at conference centers.
- Class size is determined by facilities, not by demand – could double in 1-2 years to serve the needs.
- College could use a "large Conference /Training Center." – for large meetings, as well as community needs.
- Various apprenticeship and other programs could be coming on board in coming years – small engine, boat repair, fire fighter training?

Center for Lifelong Learning, College Bridge Program, Tutoring

College Bridge

- "really cramped" in building 12, need meeting space immediately – two rooms for tutoring.
- Currenly, tutors use HS facilities and tutoring center when available. They need their own space.
- Difficult to be right near the Testing Center
- Could "easily triple" the space, and serve current demand.
- Needs "lots" more storage, for student files, equipment.

Tutoring

- Tutoring program is a whole new program
- Current space does not have an office, is not safe for WWU students working down there – no phone, poor lighting. No private tutoring space, need one small room.
- Could benefit from increased connection to faculty.
- Future needs – growth in next 2-5 years would be handled with scheduling
- Mentoring program may be on the horizon – would involve more than tutoring, with community elements. Maybe student run. Would need office, room for group meeting and mentoring.

Center for Lifelong Learning

- Most CLL courses are off, at the various sites. There is talk of bringing more courses to the Lummi campus.
- Currently need storage space. Items are being stored in offices, shared storage, and he restroom.
- Need an office space for the 2 faculty who work with the sites.
- Need workspace for the site people to work.
- Addition of wellness courses could mean more office space.
- Space could easily double or triple in next two years.

Overall Adjacencies

- College Bridge should remain near Student Services, but should also be near Financial Aid.
- Center for Lifelong Learning, Tutoring, and College Bridge should be in the same building.

General Comments

- Theater/Conference Center for Master Plan? This is necessary.
- Regarding the prototype office/classroom building: classroom and office should be adjacent, with sliding class between. See the building built at the New Perce site.

Student Services & Student Activities

Student Union

- Student Union should significantly grow, need offices for student clubs, better meeting rooms, gathering areas. Gym facility would be nice.
- Poster room, media room, recreation area? Everything should be family friendly.
- Tied into multi-purpose facility, for community use?

Student Services

- All facilities are substandard, leaks, mold, etc.
- Financial Aid, Student Services, and Enrollment/Admissions should be all in one area. With testing center. Records area should be separate, and secure.
- S.S. needs 2 additional work areas, should have a real reception area, to direct traffic.
- Admissions/Enrollment has storage concerns – related to headcount (not FTEs.)
- Financial Aid would like an area the size as Enrollment.
- Student Services need storage areas – for equipment, etc.
- Security has been a concern – some items have been stolen.
- New campus should encourage "collegiality", and communication between staff members of like departments.
- There is a need for "Career Center" on campus – for info on jobs, etc.
- Students have need for study areas, across campus.
- Outdoor covered area for posting, outdoor events, etc.
- Master Plan should communicate Coast Salish Culture, bringing together the new and the old.
- Lighting and safety are an issue around campus.

Computer Networking

- Currently maxed out on space, could be recruiting, but do not have the space for more students
- Would like two classrooms, one for single-computer work, one for multi-computer work. Space could double to serve current demand.
- Subsequent growth would be based on market demand.

Library

- Nancy has prepared materials for past programming and master planning efforts, so she has a good idea of space needs.
- The library is a shared facility – community and college.
- In the last 10 years, the library has shrunk, not grown. No room to grow now, and are throwing materials away, for lack of storage/shelf space.
- Need more student study areas on campus, including library
- To serve current needs, would need to include the entire basement, and the Training Institute space.
- Future growth would involve a 36,000sf building
- Moving to a 4-year institution would change the library demands.

Faculty Chair – Shelley Macy

Art Department

- Spaces are currently too crowded, but the new remodel may cover the needs.
- Future growth in next 5 years – double size of remodel.
- Outdoor areas for carving and drum making.
- Possibly connected to Coast Salish institute?
- See Salish Kootenai College

Construction Trades

- Offsite, to be moved on-site. Facility would need to be a "traditional shop", with good power, good lighting, good tools, etc. Roughly 3,500 sf + offices
- Location should be near a service road, "not as upfront."

Business

- 4-year programs would influence future – Business Admin program.
- Future growth will depend on accreditation and decisions of Management (4-year?)
- Office professions has long range goal to have an "open lab" – 15 computers, to allow students to flexibly complete their work. Would still need access to general classroom and a

small dedicated lab.
- Entrepreneurship program will be related to a "business incubator" – business assistance center. Could be successful if it is committed to.
- Business admin/economics would need more computers with 4-year program. Demand seems to be there for 4-year.
- Would be nice to have a meeting area for business students, to encourage communication
- Could be near social sciences and math programs

Daycare
- Would be great to have a "daycare and family center", for students and community to use – support groups, potlucks, etc. as an umbrella
- Daycare would ideally be located close to campus, to encourage use
- Design it to be licensed, even if it doesn't happen.
- Phasing will be important to the daycare – when do you build the big building?

Early Childhood
- Demand for program is high, because of requirements for Headstart faculty.
- Currently have only few classes, seminars off site.
- Future growth is unknown, but it will definitely increase.
- Need 20x30 room for ECE, with various work environments.
- Would be nice to have all faculty together, in one building.

Facilities/Maintenance
- Every new building needs a janitor closet, and restrooms – to be "self-sufficient."
- All buildings need to be ADA compliant.
- Lighting is an issue – parking, doorways, etc. Lighting at transition to new campus will be important.
- Facilities would rather see FEWER buildings on the new campus – less maintenance, etc.
- Storage needs around the campus are high – for equipment in rooms and hallways.
- Infrastructure is a big issue – what sort of heating will be on the campus, when does it go in?
- There has been no talk about a physical plant on campus, or centralized heating.
- Facilities spaces are adequate now, but in the next 2-5 years should get a new building on new campus – roughly 1400sf. Should be on the edge of campus, near service road.

NICMERE
- NICMERE should be considered an "addendum" of the Master Plan. Not on-site, but consider spaces and location in Master Plan design.
- The college began with resource management, and it is still important to the college and community.
- NICMERE will be located on one of a few sites – best one is next to the Lummi Aquaculture project.
- NICMERE facilities are currently scattered, and the new location should put them all together. Would be approximately 30,000sf facility, plus cabins for students living.
- This is a potential Capital Campaign project. Beneficial to the College, Lummi Tribe, and tribes from California to Alaska.

Health Sciences
- Currently have no dedicated space.
- Working to develop program for CHR training. Space needs would include exam area and one lab with multiple stations. Bill will get back to us with info on sizing.
- Need more Distance Learning facilities – 2 more?

Learning Assistance Center

- LAC used to be combined with ABE/GED (now at LIBC)
- Current space is good, offices are slightly too small.
- 70% of incoming freshman are taking developmental ed courses, so growth would be strongly related to student body.
- Could double in 5 years? Student housing will influence this
- Good to be separated from ABE/GED. They are actually quite different, functionally.
- Nice to be in their own building. Could be closer to Student Services.

ABE/GED

- Located at LIBC
- Classroom is good sized, but need separate office space.
- Need student access to computers.
- Works well to be at the LIBC. Most people are coming from the community.
- Could shift to offering some evening classes to handle winter quarter attendance drop.

Human Resources

- Office space is decently sized. Need room for meetings and interviews – for 6 people
- Need separate storage room, for fireproof records, for 4-5 large file cabinets.
- Do not need to be by front door, the location they have now is fine.
- Staffing can handle up to 25% growth, but further growth would necessitate an additional staff member.

Individualized Studies

- Spaces are "crammed."
- Need three additional rooms:
- Shared office space for 2 people
- Storage room
- Work area for part-time faculty

NTTP/Oksale

- Need access to more K20 classrooms – for 20 students. Could be shared, but the current facilities are tight.
- Future would ideally involve a building which would allow students to observe educational classrooms, without disturbing them. This could be connected with the Daycare facility, and outside classes (Tribal School) could also come to the building for instruction/observation.

Workfirst

- Currently need a classroom space, for 10-15 students, with immediate adjacency to office.
- Would like future adjacency to Training Institute.