2015 CAMPUS IMPLEMENTATION PLAN

Reflections on the 2008 Campus Master Plan
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2008 CAMPUS DEVELOPMENT PLAN

2015 CAMPUS DEVELOPMENT PLAN
MISSION

The University of Washington Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.

VISION

Within the next ten years, UW Tacoma will become a more comprehensive institution that will respond with distinction to the needs of the region, state, nation and the world. UW Tacoma will achieve distinctiveness as an urban campus of the University of Washington through its commitment to three principles:

- Access to an exceptional university education;
- An interdisciplinary approach to knowledge and discovery in the 21st century;
- A strong and mutually supportive relationship between the campus and its surrounding communities.

As the campus grows, UW Tacoma will strengthen its learning culture, research, institutional structures, and academic and co-curricular programs necessary to embody these three commitments and to uphold the standards of excellence, shared governance and academic freedom that are hallmarks of the University of Washington. It will also develop and implement assessment plans that serve as measurable benchmarks for institutional progress.

The core values of the institution — excellence, community, diversity and innovation — will shape the specific goals and methods UW Tacoma chooses to address these commitments and build its distinction as a campus.
INTRODUCTION

Reflecting on the 2008 Campus Master Plan, the University of Washington Tacoma continues to make intentional progress as an exemplary model of an urban-serving campus. Working together with the stakeholders to support an inviting environment through relationships that advance the well-being of the greater community, the campus serves as a leader in knowledge and discovery through its community-engaged students, faculty and staff.

A campus advisory committee was charged by the Vice Chancellor for Finance and Administration with the responsibility to analyze the current 2008 Campus Master Plan (CMP) and provide updates and recommendations based on the continued growth of the Tacoma campus. The committee review was focused on student body growth, academic program demands, facility and space development, capacity and utilization, and overall campus environment to ensure the CMP continues to align with the vision and mission of the campus.

During scheduled master plan meetings, the campus advisory committee developed the following 2015 Campus Implementation Plan (CIP). These outcomes were confirmed throughout to ensure the guiding principles and premises established in the 2008 CMP were sound and consistent with the planning objectives of today and into the future. These principles are utilized by the campus and its stakeholders to review and assess the planning and development of campus.
COMMITTEE  In an effort to represent the various areas of the campus, the committee comprised of the following members:

- Director of Campus Planning and Real Estate
- Director of Facilities Services
- Director of Environmental Health & Safety
- Director of Planning and Sustainability
- Manager of Space Planning
- Manager of Real Estate & Planning
- Manager of Capital Budget & Planning
- Manager of Auxiliary Services
- Manager of Facilities Services Construction

The committee integrated the 2008 CMP framework developed into the planning process and recommendations layout herein. Both the 2015 Campus Implementation Plan and the 2008 Campus Master Plan itself reflect the future direction and intention of the campus, but also recognize the values, aspirations and expectations desired by the campus and greater community. It is the intent of the 2015 CIP to acknowledge current planning efforts in the community while forging an interactive relationship with the City of Tacoma and the greater South Puget Sound region. Suitable partnerships and complementary resources of both UW Tacoma and other groups can bring new investments and development, while expanding the influence and educational contribution to the larger City of Tacoma and State of Washington communities.

STAKEHOLDERS  To help provide a thorough review process, the committee identified key campus stakeholders that were consulted with and provided critical review and detailed insight. The stakeholders were instrumental in contributing to the creation of this document. Guidance was provided by the following representatives:

- Associate Vice Chancellor for Finance
- Dean of Student Engagement
- Vice Chancellor for Academic Affairs
- Vice Chancellor for Finance & Administration
- Vice Chancellor for Information Technology
- Vice Chancellor for Student Affairs
- Vice Chancellor for Organizational Effectiveness
- Vice Chancellor for Advancement
- Director of Campus Safety & Security
- Director of Economic Development for the City of Tacoma
- Principal Engineer for Tacoma Power & Utilities
Campus Implementation Plan Focus

The student growth projection has resulted in the campus to think broadly about the highest and best use of urban land and facilities, while continuing to provide the greatest flexibility for long-range program development. For the purpose of this reflection, the focus of growth is rooted using the 2008 CMP assumptions analyzing campus capacity and development. This information coupled with new developments is expressed through several areas of concentration. The 2015 Campus Implementation Plan areas of concentration include:

1. Enrollment
2. Academic Program Demand
3. Academic Support & Administrative Services
4. Student Life/Housing
5. Facilities and Space
6. Infrastructure/Utilities
7. Transportation Demand Management
8. Site Development & Land Use

2015 CIP GOALS

1. Reflect the continued growth and development of the campus that furthers the vision and mission of the university.
2. Create predictability and common expectations for campus growth and (re)development.
3. Ensure the physical environment is indicative of the high-quality programs and services of the campus and community now and into the future.
4. Express opportunities for developing partnerships in support of campus growth through business, government and non-profit communities.
Several driving forces have served to guide the UW Tacoma campus in the development of the 2015 Campus Implementation Plan. These eight driving forces, or areas of concentration, were collaboratively recognized and derived early in the planning process to define the fundamental values necessary to support the campus’s strategic aspirations and development. The CIP will continue to assure that the physical environment aligns with and provides for an invigorating academic environment for knowledge and discovery, but also recognizes best practices for increased consolidation and density, building a more community-friendly campus, and better serving the needs of our diverse community and student population. With this in mind, there is a need to increase space for academic learning and student life while creating a welcoming place that embraces the intercultural and international diversity of our growing campus population.

Other contributing factors include the South Downtown Subarea Plan and Environmental Impact Study (see page 20) which is intended to support the UW Tacoma campus and City of Tacoma’s vision for future growth and development. For the intent of the CIP, this long-range collaboration plan provides an area of influence to UW Tacoma that aligns with the campus vision and mission, but also provides a coordinated, action-based framework promoting continued development in the south downtown Tacoma area and greater community.
ENROLLMENT

To fulfill the urban serving mission, the campus recruitment plan focuses heavily on serving students from the South Puget Sound region and surrounding areas. Building strong relationships with these schools and local populations play a critical role in accessibility of higher education in the region while also building a stronger local community. Access to higher education is a primary driver for continued success of both first-time/first year students and transfer students. At UW Tacoma, 84% of first-time/first year student applicants are admitted while 36% enroll in academic courses. In addition, 78% of transfer student applicants are admitted while 66% enroll in courses to complete their degree. These admissions and enrollment numbers are a reflection of the campus’ commitment to student access and opportunity for educational attainment for our communities.

Since the admission of the first freshman class of students in 2006, each year, student enrollment has rapidly continued to increase. This growth aligns with the CMP strategy for the projected student enrollment by the year 2020 and beyond. While many enrollment growth trajectories are possible, the campus has continued to meet its enrollment projection goals at an average rate of 5% each year. As the future unfolds, many factors are likely to emerge and the campus will be prepared to modify this plan to proactively address any new realities. For now, the admissions of transfer students from local community colleges and other institutions remains a high priority. Adding to this priority is the increased recruitment, marketing and student services for first-time/first-year students. This emerging and growing group of students have unique academic career needs that will be met with support through the development of campus facilities and program services.

\[ \text{PROSPECTIVE UNDERGRADUATE ENROLLMENT} \]

\[ \text{STUDENT-TO-FACULTY RATIO} \]

\[ \text{18:1} \]

1 First-time/First year students include those students registered for credit bearing courses who have not previously attended a four-year institution prior to admission to UW Tacoma.

2 Admissions application percentages provided by Enrollment Services
ACADEMIC PROGRAM DEMAND Students at UW Tacoma learn in small classes, getting to know their faculty while participating in research and service projects throughout their academic career. First-year students complete an innovative core curriculum, which blends different fields of study into various interdisciplinary classes. Courses might mix art and ecology, or business and social science. The result is a rich learning environment in high academic demand where students are encouraged to continually challenge themselves.

One intentional, but unique planning and placement element at UW Tacoma is the inventory of learning spaces across campus are not assigned to specific academic disciplines or departments. As pedagogy and instructional design vary across all academic disciplines, and continue to change as technology and teaching philosophies evolve, it is critical to the growth of campus that academic learning spaces be flexible and diverse in design and nature. While planning for campus growth and academic space needs are important, malleable space arrangements provides appropriate functionality for both a professor teaching computer engineering courses and a business school lecturer teaching management, as an example. Likewise, it is also important the campus have a diverse inventory of learning environments that will meet the needs of academic programs, from 12 students to 100, and from technology focused to group discussion and social interactions.

Since the 2008 CMP, the campus has developed 9 schools and programs, including 30 undergraduate majors, 22 undergraduate minor degree offerings, 10 graduate degree programs and several professional certificate programs. Each UW Tacoma academic program is fully accredited by the Northwest Commission on Colleges and Universities.

In response to the academic program demand in the South Puget Sound region, it is anticipated that STEM (Science, Technology, Engineering, and Math) degrees will continue to be a draw for prospective students. It is expected that UW Tacoma will respond to this demand with the development of multiple new undergraduate and graduate degree programs that will meet growing student demands.
ADDING TO THE PROGRAMMATIC DEMAND...

...is our faculty commitment to excellence in teaching, scholarship, and service where knowledge and discovery is central to UW Tacoma’s curriculum. The UW Tacoma faculty and researchers actively seek collaborative opportunities and consistently encourage students to obtain “real world” experiences via research, internships, co-op experiences and service learning.

The campus is home to an impressive group of active research centers, including:

- Center for Data Science
- Center for Information Based Management
- Center for Leadership & Social Responsibility
- Center for Strong Schools
- Center for the Study of Community and Society
- Center for Urban Waters

### Academic Program Enrollment

By Academic Origin 2014

- Undeclared / Pre-major: 20%
- Milgard School of Business: 14%
- Education: 4%
- Urban Studies: 2%
- Social Work / Criminal Justice: 10%
- Nursing & Healthcare Leadership: 8%
- Institute of Technology: 12%
- Interdisciplinary Arts and Sciences: 30%

Data from 7 in 7 Growth Plan—Sept 2013

### Research Proposals Submitted by Academic Units

Data from 2014 UW Tacoma Research Report
Faculty and staff are essential to the success of the University of Washington Tacoma. The number of people needed for academic services are highly variable and influenced by several internal and external factors such as operating procedures, teaching and learning pedagogies, and administrative endeavors. Adequate staffing is crucial to support the campus’ academic mission but also to sustain community outreach, campus development, and partnerships with outside entities. The University of Washington Tacoma systematic identification and prioritization of the staffing needs will continue to be analyzed to efficiently serve the educational needs of the campus and greater community.

For the purposes of this plan, the reasonable approach of tying faculty and staff growth to an assumed student growth reflects the campus staffing plan projections. This plan indicates approximately 761 faculty and staff will be needed to support and serve the 7,000 students and 636,700 square feet of occupied space by 2020.
STUDENT LIFE/HOUSING

While providing on-campus housing has been an important element to our campus transformation, the student housing experience can be demonstrated in many ways. The concentration of UW Tacoma’s students were place-bound residents and maintained their home community status. This student demographic focus was supported in the 2008 CMP which targeted an on-campus nit/bed for 12% of the total undergraduate student population.

Moving forward, providing a residential capacity and program service to support and enhance the growing student population is a priority for the campus. As the first-time/ first year student population grows, a living and learning community with on-campus housing will provide the academic-community support and student retention environment that is desired by the growing student population.

Responding to the social aspects of campus life, intentional facilities and areas for social interaction, play and recreation will become more important aspect to the student experience and development at UW Tacoma. By 2020, additional housing capacity and facilities for recreation are needed for a campus of this size. To meet the student life needs, the following projects are in the beginning planning phase:

- Full occupancy of all floors in Court 17 Apartment building by Fall 2016;
- Formalization of the on and off campus food services program
- Additional club and intramural team multi-purpose fields for diverse sports including; football, soccer, rugby and field hockey.
- Indoor/outdoor basketball courts. Two courts are included in the new University Y Student Center addition;
- New hard-surface, multi-purpose courts for games and volleyball;
- Additional active and passive recreation spaces for students, within or adjacent to the residential communities;
- A phased signage program for the network of pathways, corridors and trails for jogging, walking, and biking that utilize and connect other recreational areas in the community.
FACILITIES and SPACE

Consistent with the urban serving mission, the collaborative development of campus will continue to create facilities and spaces that catalyze the social and economic revitalization of downtown Tacoma and the South Puget Sound communities. These intentional efforts for collaborative-based projects have and will continue to forge the mutually beneficial development between the campus, city and surrounding communities.

Beginning with successful build-out of the Center for Urban Waters located on the Thea-Foss waterway, the UW Tacoma led research center is a collaborative effort with the City of Tacoma and Puget Sound Partnership. This cooperation is a community of environmental scientists, analysts, engineers and policymakers developing creative and sustainable solutions to restore and protect our urban waterways. Building on the collaborative science facility model, the Washington State Department of Commerce awarded UW Tacoma a grant to construct an on-campus Clean Water Innovation and Technology Transfer Laboratory. This specialized laboratory space and equipment allows the community to work collaboratively with students, staff, faculty, along with other community members to test theories, develop new products, and to work side-by-side to address emerging issues.

The innovative and strategic management of the UW Tacoma real estate portfolio and retail services also play an integral role in campus development. The intentional placement, concentration, and design of real estate assets creates a unique opportunity for members of the campus and community to informally converse, relax, and exchange ideas. These retail and commercial spaces function as what Ray Oldenburg (The Great Good Place, 1991) coined “Third Places”—welcoming, accessible, and playful spaces that encourage creative interaction and civic engagement that help strengthen the broader community. In many cases, these locations are just feet away from a more traditional learning space—the classroom—with opportunities for much more than just a place to eat and shop. It is here, where learning living and opportunities are increasingly occurring outside of the classroom (Brown and Lippincott, 2003). These critical spaces provide the campus community (students, faculty, staff, industry professionals, etc.) a place to informally come together in a rich learning environment. At the same time, these retail and commercial spaces allow the provision of products and services that are needed for day-to-day campus operations, but also contribute to the continuing resurgence of downtown Tacoma.

CAMPUS DEVELOPMENT

Recent examples of collaborative projects include the Prairie Line Trail (PLT) at UW Tacoma Station and the University Y Student Center. Intended to set the design standard for the larger trail corridor, the PLT at UWT Station is fast becoming the bustling place in the heart of campus. Students and community members crisscross the path many times a day while making their way to, from, and through the intellectual hub of UW Tacoma and downtown Tacoma’s university/museum district. The University Y Student Center provides critical space for student government and student organizations/programs while also serving the campus and community as a recreation and fitness center. It’s here, like very few places on any university campus, where students have the opportunity to work out or play a pick-up game of basketball with their colleagues, community members, and even future employers.

As the UW Tacoma campus continues to grow and develop, the new Urban Solutions Center (USC) will add more intentional development for collaborative academic learning spaces by providing a flexible facility and space for solving local, regional, and global challenges. Currently under design and scheduled for construction in the 2015-17 biennium capital request, the development of an Innovative Partnership Zone will bring the campus and community even closer through the creation of an intellectual hub primed for knowledge and discovery.

Future campus development will continue to look for synergies that encompass student growth with intentional design for campus and community spaces that encourage transformative learning, facilitate meaningful community engagement, and drive economic development in downtown Tacoma.
## SPACE DISTRIBUTION

**Current Classrooms**
- 48 General Use Classrooms
- 11 Computer Labs
- 10 Lab Classrooms
- 6 Conference Rooms

**2020 Classroom Plan**
- 64 General Use Classrooms
- 15 Computer Labs
- 13 Lab Classrooms
- 8 Conference Rooms

### FACILITIES

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<tr>
<th>Current Program</th>
<th>Proposed Implementation Plan</th>
<th>Unmet Explored Options</th>
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<tbody>
<tr>
<td><strong>Academic Space</strong></td>
<td>636,700 GSF</td>
<td>125,000 GSF</td>
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<td><strong>Parking Spaces</strong></td>
<td>3,403 Spaces</td>
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<td><strong>Physical Plant/Outdoor Storage</strong></td>
<td>98,100 GSF</td>
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<td><strong>Student Housing</strong></td>
<td>1,261 Beds</td>
<td>334 Bed (CT 17)</td>
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<td><strong>Student Recreation</strong></td>
<td>93,400 GSF</td>
<td>73,000 GSF</td>
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<td><strong>Student Health Center</strong></td>
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<td>800 ASF</td>
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<td><strong>Research Space</strong></td>
<td>12,000 ASF</td>
<td>2,000 (UrWa)</td>
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<td><strong>Welcome Center</strong></td>
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<td><strong>Technology Labs</strong></td>
<td>6,200 ASF</td>
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<td><strong>Commercial Space</strong></td>
<td>35,000 ASF</td>
<td>93,000 ASF</td>
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*Reflects transition of USC and Tioga space to academic use, addition of 19,000 ASF of new retail/office space.

### Academic Space Planning

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Data from Campus Planning and Real Estate
The 2008 Campus Master Plan included a recommendation for a central campus utility plant. The plan included a condenser water loop supported by a central pump station with a distribution of electrical power and data/com through a Utilidor system. Due to the inability to secure appropriated resources for a Central Plant, the extension of the Utilidor is no longer a viable solution to serve the growing needs of the campus. In addition to adding over 200,000 square feet of new construction or renovated facilities, the student population has grown from 1,200 FTE to over 4,200 full-time equivalent. Working with Tacoma Public Utilities, Puget Sound Energy and our other service providers, we have developed an alternate infrastructure concept that will allow the campus to continue the growth trajectory and enable the campus to meet the educational needs of the South Sound Region.

As the campus continues to grow over the next 5 years and beyond, renovating and restoring existing facilities like the McDonald-Smith, Tacoma Paper and Stationary and Tioga buildings will allow us to take advantage and improve existing infrastructure support systems. Service connectivity and consolidation of major equipment in select locations will allow engineers to develop and expand our traditional building footprint through a “Spine and Node” system maximizing adjacent infrastructure efficiencies.

The “Spine and Node” approach builds redundancy and capacity amongst campus facilities and spaces. Similar to Phase 1 of the Campus Master Plan along Pacific Avenue, the boiler system was setup for additional capacity to support adjacent buildings. This “Node” is connected to the current Utilidor and has the ability to serve or back-up other campus facilities in the future. Additional nodes that serve adjacent buildings can be created in Cherry Parkes, the Science Building, and Tioga Library Building. Each of these existing mechanical systems should be included in the design discussions as we renovate, repurpose or construct facilities on identified sites. By using this concept, the development on the eastern half of campus footprint will have the capability to serve and support appropriate mechanical systems. This strategy allows the campus to develop the capacity, redundancy, and flexibility for adequate, reliable and cost effective utilities to existing and new facilities.
...will provide:

- Data/communication connectivity with flexibility to be revised or upgraded as technology evolves;
- Ability to either connect to our existing capacitor bank or a new capacitor bank to help avoid power factor penalties with growth;
- Potential for transfer of energy between buildings (heat exchange or energy sharing);
- A pathway for public utilities (TPU, Click, other service providers) so above ground utilities can be eliminated within the campus footprint;
- The capability of connecting and/or transferring campus power from one substation to another (Redundancy of source and allows TPU to transfer between substations for maintenance, emergent situations and high demand periods.);
- Multiple pathways for the distribution of emergency and alternative power; and
- A variety of users to co-exist within the same system without compromising safety and performance.
TRANSPORTATION DEMAND MANAGEMENT

In response to increased enrollments and campus growth, the campus will look to reduce the potential strain on the existing parking inventory through development and implementation of Transportation Demand Management (TDM) strategies and policies. A number of TDM options will be employed to reduce single-occupancy vehicle travel onto campus, better utilize existing parking facilities, and improve access to alternative transportation modes.

UW Tacoma has launched several TDM initiatives which focus on improving utilization of existing parking lots that appear to be distant from the core. This sustainable project will improve pedestrian crossings along the east side campus and greatly increase utilization of existing lots that are currently underused. Future projects will be needed to enhance additional linkages to other parking areas on or near campus.

The University will integrate a variety of TDM strategies into its daily operations and implement sustainable facility projects to improve the campus and reduce its impact on the environment. A number of strategies are being considered to reduce the demand for new parking areas and increase use of alternatives to driving including:

- Advocate for improvements to bus routes, with the addition of making the UPASS program a universal benefit to students;
- Installation of additional covered bike storage facilities;
- Introducing a bike Co-op;
- Introducing a shuttle service for increased service of remote parking facilities;
- Improve ADA access to campus; and
- Improve pedestrian pathways and crossings.
PARKING SOLUTIONS

Even as UW Tacoma strives to reduce its carbon footprint through implementation of TDM strategies, the campus and City of Tacoma is prepared to respond to additional parking needs as they arise on campus. These new parking facilities are included in this plan:

- Work with community members and private parking vendors to create and utilize surface lots on C Street south of the Holiday Inn as well as other locations in the Dome District.
- As part of the Student Housing program building new housing for students, building an over-sized garage for the building, much like Court 17.
- Partner with the City of Tacoma in a contract for leasing out a floor of the proposed parking garage that will be built as part of the Yarton hotel project.
- Partner with the City of Tacoma and developer in proposing to build-out a parking garage as part of the 6 acre project on 21st and Jefferson.

Parking fees and fines will also rise over time; this will be another incentive for commuters to use an alternative to driving alone. These increases along with additional parking permits being sold will help fund a permanent parking structure beyond 2020.

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1 Yarton hotel project associated with the Convention Center on Broadway and S 17th St.
SITE DEVELOPMENT & LAND USE

As part of the reflection of the 2008 Campus Master Plan, a campus use core integrating mixed-use principles was developed, which clusters similar activities and programs into identifiable uses. This fosters community, provides an order and sense of place, improved interdisciplinary interaction, and efficiency. Each use concentration has an atmosphere and physical environment that best supports and identifies the uses within it. These land use cores help inform how the UW Tacoma campus approaches building and open space development, utility distribution, vehicular and pedestrian circulation, and parking. The links between diverse zones are planned and implemented in ways that foster collaboration and collegiality.

Each campus use core has distinct characteristics which support the various activities within the specific core. The scale and density of buildings, the types and quality of open spaces, the type of access, and diverse uses all contribute to the overall atmosphere and success of each part of campus. The UW Tacoma land use cores include: Academic, Student Life, Support and Service, Community Pathways/Corridors, Outreach and Retail.

Academic
The Academic cores include almost all of the instruction and research programs at UW Tacoma. The traditional academic core of campus is located on Pacific Ave and reaches to east Fawcett Street. The intent is to develop the academic expansion matching the successful densities of the existing academic core, using limited land resources as efficiently as possible.

Student Life
The Student Life core is located to the west of the Academic cores. Due to the increased percentage of students living on campus over the years, the campus has responded by developing new student life communities that offer housing and recreational options appealing to today’s students. As the student population continues to grow, new student life facilities will be modeled after our most successful communities.

Support and Service
Most of the campus’ principle support and service functions are currently located on the southern and northern edge of the campus perimeter. Designating this area as the Support and Service core is ideal now and in the future due to its ease of access, adjacency to the campus, and ability to support all other cores in an efficient manner.
CAMPUS USE CORES

Community Pathways/Corridors
As an urban campus where learning and work are intertwined, the five gateways outlined in the 2008 CMP enhance the greater environment around the campus. Whether that is the view of Mt Rainier, vistas of the Cascade Mountain range or Puget Sound inlet, the surrounding environment in an urban setting is unique. For the purposes of this reflection, the campus framework provides for improved connectivity into and within the gateways to create opportunities for education, research and recreational activities while increasing awareness of the natural surrounding environment.

Outreach
The outreach cores are located near the community pathways/corridors which serve as the main entries to campus. This not only provides ideal access for such programs, but also places these activities adjacent to academic, research and library, providing improved opportunities for future development and collaboration with students and the greater campus community.

Retail
The retail and commercial cores consist of carefully planned, designed and leased spaces that provide dining/food services and other critical campus-life amenities. These intentionally placed cores create a planned “3rd Place” for collaborative learning and engagement among students, faculty, staff, and community partners in support of the ongoing economic and cultural resurgence of downtown Tacoma. The location and development of cores are in clusters conducive to the campus community interaction and are sited at storefront level to enhance visibility and accessibility while contributing to the overall vibrant street presence.
Building on the 2006 Department of Ecology Draft Supplemental Remedial Investigation Work Plan, additional environmental investigation work was performed on identified Priority Development Areas within the campus footprint to evaluate the potential presence of contamination and potential impacts to any site development. The results of the investigative work found several additional sites contained chemical contaminants which may require remediation depending on the type of development. Cost impacts for subsurface development in the identified contamination areas range in varying degrees depending on the level of disruption to the soil, subsurface water flow and the type of development selected at particular sites. The information gained from the recent environmental investigation assessment provides valuable information for evaluating cost implications on future development areas on campus.