
2011 RUDY BRUNER AWARD PROJECT DATA



PROJECT DATA

Please answer questions in space provided. Answers to all questions should be typed or written directly on the forms. If the forms are not used and answers are typed on a separate page, each answer must be preceded by the question to which it responds, and the length of each answer should be limited to the area provided on the original form.

NOTE: This sheet and a selected image will be sent to the Committee in advance.

Project Name University of Washington Tacoma campus Location 1900 Commerce St., Tacoma, WA 98402
 Owner University of Washington
 Project Use(s) Baccalaureate and graduate education, retail, housing, parking
 Project Size Eventual footprint 46 acres; 571,647 gsf so far Total Development Cost \$195 M (NOT real estate)
 Annual Operating Budget (if appropriate) \$39.8 million for UW Tacoma
 Date Initiated Founding legislation 1989. Phase 1A opens 1997. Percent Completed by December 1, 2010 About 35%
 Project Completion Date (if appropriate) Campus being developed in phases. Eventual 100% build-out date unpredictable.

Attach, if you wish, a list of relevant project dates

Application submitted by:

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Perspective Sheets:

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Architect/Designer	THA	Kacey Jurgens (503) 227-1254 / kjurgens@thaarchitecture.com
Architect/Designer	Merritt Arch PLLC	James R. Merritt (253) 383-5300 or 720-1860 <i>merritt@merrittarch.com</i>
Developer	Lorig Associates	Kimberly Orr (206) 448-7968 <i>korr@lorig.com</i>
Professional Consultant	Michael Sullivan	Artifacts Consulting (253) 572-4599 <i>michaelsullivan@artifacts-inc.com</i>

Community Group

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Please indicate how you learned of the Rudy Bruner Award for Urban Excellence. (Check all that apply).

- Direct Mailing
 Magazine Announcement
 Previous Selection Committee member
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Date Dec. 10, 2010

UW Tacoma Campus Development Timeline

Year	Development Milestone	No. of UWT Students	Gross Square Footage	Project Cost *
1990	Founding faculty of 13 teach first classes in leased space	176	NA	NA
1993	Original master plan for permanent campus			
1997	Phase 1A , permanent campus opens	1,000	126,000	\$33.8 million
	<p>First academic building joins four historic buildings fronting the region's historic downtown arterial. Academic building houses registrar, financial aid and admission services, atrium, classrooms, faculty and staff offices, board room, showers to accommodate bike riders, student lunch/vending space, copy and mailroom. Walsh Gardner houses computer labs and IT offices. Library is the architectural heart of the campus, created from the renovated Snoqualmie Falls transformer station with modern addition. Project includes a grand outdoor staircase, plaza, landscaping and parking. Retail tenants include University Bookstore, Starbucks, Subway and a local small business offering florist, gift shop and restaurant.</p>			
1999	American Institute of Architects and National Trust for Historic Preservation honor UW Tacoma for its adaptation of historic warehouse buildings into modern academic space.			
	Phase 1B, new construction	1,493	13,200	\$5.8 million
	<p>1B, the Dougan Addition, completes first phase of campus construction. A new building at the Northern Gateway, Dougan features high ceilings and skylights to provide diffused light ideal for art, and sinks and space appropriate for the sciences in the interim before a true science building is constructed in the next phase. The angular brick building is shaped to fit triangular street layout.</p>			
2001	Tacoma School District opens SOTA (School of the Arts), an innovative three-year high school in which students attend classes in a variety of downtown venues, including UWT classrooms. SOTA students take buses and light rail to one of ten different buildings and businesses, including UW Tacoma, the Tacoma Art Museum (across the street from UWT) and Broadway Center for the Performing Arts (a City facility linked to the university campus by light rail).	1,685	NA	NA
2002	Phase 2A, site work and new construction	2,005	84,000	\$39.87 million
	<p>2A opens two new buildings and renovates a third. Keystone (named for its shape) includes a small auditorium, lobby and kitchen. Science Building expands opportunities to study live organisms, do chemical analysis, and use sophisticated geographic imaging systems. The building adds a chemistry lab, geology lab, two biology labs and one GIS lab. Computer labs add more than 250 computers. Building includes new space for the Teaching and Learning Center, including oral presentation practice rooms. Urban Studies program opens and campus enrollment reaches 2,068.</p>			

2003	Pinkerton, renovation	1,962	12,000	\$3.02 million
	In 2000, Washington's governor called for an Institute of Technology to be founded at UW Tacoma as an expansion of UW Tacoma's brand-new computing and software systems program. Launched as a public-private partnership, the Institute needed faculty offices, conference rooms and computer labs. This project converted an 1889 hotel (that once served those arriving on the transcontinental railroad) into academic space suitable for computing programs to support the state's high-tech industry.			
	Masterplan updated.	1,969	NA	NA
2004	Phase 2B, renovation	2,052	138,284	\$44.35 million
	The first LEED project within UW or City of Tacoma, Cherry Parks and Mattress Factory earned LEED silver status. Cherry Parks joined several historic buildings and added classrooms, conference rooms, business case presentation rooms and academic offices and suites. Mattress Factory (acquired through exercise of eminent domain) was completed partly with \$1 million in student fee revenue to create student recreational and lounge space, student government, student publications and student activity offices. Upper floors of Mattress Factory include classrooms and the campus finance, cashier and personnel offices. Ground floor houses facilities offices.			
2005	Legislature approves addition of freshmen and sophomores to UWT's enrollment of upper-division transfer students and graduate students.	2,117	NA	NA
	Sierra Club names UW Tacoma one of America's ten best new development projects.			
2006	First freshman class arrives.	2,292	NA	NA
2007	Court 17, new construction	2,653	107,163	\$14.62 million
	UW Tacoma funds garage. Above it developer Lorig Associates gets long-term rights from the university to build and operate market-rate apartments. Students, faculty and staff have first rights to lease apartments. The university later leases sections of the building to operate apartments as UW Tacoma's first student housing.			
2008	Philip Hall, new construction	2,965	21,000	\$12.07 million
	William W. Philip Hall replaces a 1960's-era storefront building and open-air covered "shed" sandwiched between two previously renovated historic buildings. Retail space on ground floor. Assembly Hall and student commons space on floor 2 for banquets, lectures, student and community activities. Group study spaces, a mezzanine study area and offices fill floor 3. Shell space on ground floor may become a catering prep kitchen. Funded with \$7.5 million in state dollars plus private gifts.			

2008 Masterplan updated by Mithun to accommodate UW Tacoma's future as a four-year university.

2010 Application for Rudy Bruner Award for Urban Excellence

UW Tacoma's lease tenants now include 13 restaurants, eight retail businesses and more than 30 others.

<u>Enrollment, gsf and cost for dev. complete through Dec. 1</u>	<u>3,331</u>	<u>501,647</u>	<u>\$153.53 million</u>
Phase 3 buildings Joy + Tioga/library expansion Joy Building to open in 2011 with classrooms, offices and additional retail space. Joy Building will complete UW Tacoma's eastern edge. Tioga/Library expansion will be next.		68,966	\$41.47 million forecast
<u>Total gsf and costs</u>		<u>570,613</u>	<u>\$195 million*</u>

*Project cost does not include real estate acquisition

2011
RUDY BRUNER AWARD
PROJECT
AT-A-GLANCE



PROJECT AT-A-GLANCE

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Project Name University of Washington Tacoma
Address 1900 Commerce St. City/State/ZIP Tacoma, WA 98406

1. Give a brief overview of the project.

In 1987, the Washington State Higher Education Coordinating Board (HEC Board) reported that "much of the state's population has insufficient and inequitable access to upper division baccalaureate education." Later that year, it tasked the University of Washington with expanding upper-division and graduate programs in the Puget Sound area. The resulting plan for expansion outlined the need for two branch campuses based on population growth in metropolitan areas surrounding Seattle, the lack of public universities in those areas and Washington state's low rate of participation in upper-division education. One of those campuses would be located in the Tacoma area, south of Seattle, and its mission would be to offer selected baccalaureate degree programs and master's degree programs, designed for the working, commuting student, in this under-served, diverse region.

Located on the southern boundary of Tacoma's historic downtown, the selected 46-acre site in a once-abandoned warehouse district was envisioned as a rich and diverse context, a strong impetus for a vital campus. Careful, collaborative planning between the University and the City of Tacoma has resulted in a lively redevelopment of the warehouse district, with a focus on encouraging the pedestrian experience. The restored masonry warehouses, now re-purposed for academic use, are complemented by new public attractions such as the Washington State History Museum, a glass museum, a convention center, art galleries and a variety of retail establishments. The site, with its steeply sloping topography, offers dramatic views of near and distant landmarks from Commencement Bay to Mount Rainier and is a natural metaphor for the opportunities for students and the City to connect with each other, the broader region, and the world, through education. +

2. Why does the project merit the *Rudy Bruner Award for Urban Excellence*? (You may wish to consider such factors as: effect on the urban environment; innovative or unique approaches to any aspect of project development; new and creative approaches to urban issues; design quality.)

The UW Tacoma merits this award because it is a thriving example of an urban development built on the creative foundation of envisioning, establishing, and encouraging 'connections'. These 'connections', at once: 1/ provided public university educational and mentorship opportunities to a previously under-served, racially diverse population; 2/ rescued and revitalized a neglected urban neighborhood, restoring its historic buildings with care; 3/ became the impetus for adjacent City development partnerships; 4/ created forums for local industry leaders and future employers to work with students; and 5/ has significantly improved the environmental quality of this brownfield site, by meeting DOE/EPA standards for clean-up and disposal of contaminated soils, and removing all sources of contamination, on a site-by-site basis.

Three successful connections:

1/ The State of Washington and the University envisioned this new Tacoma campus as the go-to public university option for students throughout the south Puget Sound region, with multiple local community colleges acting as feeder schools. Connection: Educational opportunities at UW Tacoma jumpstart creative liaisons with additional academic institutions including a high school alternative arts program now located within the campus boundaries and distance learning programs to link more out-of-area students.

2/ Local government, business and industry leaders demand a better-educated work force. Connection: UW Tacoma spearheads a mentorship program, drawing local leaders to the campus to work with, tutor, inspire and advise promising, committed students.

3/ The City of Tacoma envisioned a revitalization of the south downtown warehouse district. The University of Washington envisioned a new urban campus in the south downtown warehouse district. Connection: An agency and an institution realize they have similar goals to provide services, experiences and gathering spaces that would draw citizen interest, long and short term. They both recognize the opportunity to enrich and enhance each other's efforts. +

2011 RUDY BRUNER AWARD PROJECT DESCRIPTION



PROJECT DESCRIPTION

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1. Describe the underlying values and goals of the project. What, if any, significant trade-offs were required to implement the project?

Project Values/Goals: 1/ The original goal: establish a University campus to serve placebound students in the south Puget Sound region, a previously under-served, diverse population, who will attend classes primarily in the evenings and on weekends. The University would offer upper-division baccalaureate and master's degree programs, designed for the working, commuting student committed to earning a degree. In 2005, this goal expanded to include lower division programs to accommodate the mandate from the State of Washington to become a four-year University.

2/ Provide services for students, both academic and non-academic, on or adjacent to campus. The facilities, faculty and campus life must now respond to the unique needs of the working, commuter students as well as the freshmen/sophomore needs, including housing, recreation, and medical services.

3/ To contribute significantly to the development of a vital urban community. The campus is strategically located. Tacoma's central business district, along with the Broadway Theatre District, Antique Row and the convention center are all within walking distance north of the campus. Saint Joseph's Hospital lies three blocks to the west, while the glass museum, Union Station, Federal Courts, and the Washington State History Museum are across Pacific Avenue. This comprises a significant development and activity area. The University is committed to closely integrating with local community activities, developing a synergy with neighborhoods, local businesses, and industry leaders in the region, to create opportunities for exchange, growth, and experience in a variety of forums.

Project Trade-Offs: 1/ Despite UW Tacoma's commitment to the authentic historic restoration of the site, the decision was made to remove the Commerce Street railroad line and ties (circa 1800's) to facilitate the construction of the main campus spine as a universally accessible pedestrian path.

2/ Significant funding for each development phase had to be diverted from building development to "clean up/mitigation" of hazardous soils. Each building site on the campus has borne this clean-up burden in order to meet EPA standards of mitigation and disposal, at the expense of project development. +

2. Briefly describe the project's urban context. How has the project impacted the local community? Who does the project serve? How many people are served by the project?

Urban Context: The site selected for the UW Tacoma Campus is a 46-acre area in the historic Union Station Warehouse District in downtown Tacoma, Washington. The site is bounded by the major streets of Pacific and Tacoma Avenues, east and west, and South 17th and South 21st Streets to the north and south. The four most significant characteristics of the campus site are the strong presence of its 19th century masonry warehouse structures, its dramatic slope, the Cartesian geometry of its street grid and the sharply contrasting diagonal lines of the Hood Street railroad right-of-way and Jefferson Avenue.

Over 20 historic warehouse structures fill the blocks of the lower site giving that area a dense, urban fabric that contrasts with the more sparse pattern of development on the upper site. The change in grade, east to west, is over 160 feet, with grades in excess of 14 percent. This slope makes possible dramatic views of Mount Rainier, Union Depot and Commencement Bay, a strong regional connection.

Community Impact: UW Tacoma has been a significant impetus for the City's redevelopment of the south downtown district with the addition of the glass museum, the convention center, and art galleries, all of which contribute to the pedestrian experience and are a lively complement to the retail tenant spaces on street level in the Campus buildings along Pacific Avenue. Additionally, various campus buildings and open spaces provide a variety of venues available for community use for events, lectures, performances, etc., thus encouraging the mixing of neighbors and city dwellers with students, faculty and staff. The campus community have also become consistent new consumers and contribute to the success of local neighborhood business.

Project Serves: This campus currently serves 3,331 university students, but its impact is far-reaching. For example, a monthlong summer program for a diverse population of urban youth delivers a Math, Science and Leadership program for 120 students in grades 7 to 12, inviting them back all the way through high school. The assembly hall is in active community use for trainings, conferences, performances, lectures, nonprofit board retreats and corporate annual meetings. Library resources include grant research materials for local nonprofits and a large collection of multicultural children's literature.

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3. Describe the key elements of the development process, including community participation where appropriate.

1/ Development of the original 1993 Master Plan. Constituents from the State and the UW worked with the architectural planning team led by MRY Architects/Planners and LMN Architects/Planners.

2/ Phase 1A - four adjoining historic buildings are renovated and restored for academic use. LMN, Architects/Planners, leads design team. The University of Washington's Architectural Commission participates and provides input to the design process. Facilities Services, Classroom Support, and other UW services participate in the planning, programming and design process.

3/ Phase 1B, Phase 2A, the Pinkerton Building, Phase 2B, Philip Hall and Phase 3 (Joy renovation under construction and Tioga/Library expansion funded): UW Tacoma students, faculty and staff participate in all planning, programming and design processes with assistance from UW Architectural Commission and UW Seattle campus services (Facilities, Classroom Support, Capital and Space Planning, Environmental Health and Safety, etc.). The City of Tacoma's Building Dept. and City Council were integrated into all phases of development as well.

4/ Updates to Master Plan (2003, 2008): UW Tacoma students, faculty and staff participated and directed planning efforts, with input and assistance from Lee Copeland, University Architect, UW. Mithun, Architects/Planners, lead design efforts. Frequent presentations to City of Tacoma and various stakeholders provided opportunities for public comment.

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4. Describe the financing of the project. Please include all funding sources and square foot costs where applicable.

UW Tacoma's construction projects have been financed primarily with public dollars from the state's capital budget, although private philanthropy, student building fees, commercial leasing revenue and a public-private partnership with a private developer have been part of the financial picture. The City of Tacoma has also been a financing partner. Bonding has recently become part of our financing method. Because of the state's biennial budget model, construction financing is phased, with predesign dollars typically allocated in one biennium and design and construction in subsequent bienniums.

Phases 1A, 1B and 2A were financed entirely with state dollars. The conversion of a 19th century hotel to Institute of Technology facilities was paid for not with state dollars, but with private philanthropy and some federal HUD money. Student fees funded part of Phase 2B. The garage below Court 17 (apartments for campus and community) was funded with state dollars, a bank loan, and a loan from the City of Tacoma; the apartments above were financed by a private developer using a conventional bank loan. An assembly hall was financed with state dollars, retail revenue and private philanthropy (in that case, the university used cash reserves to front-fund construction while gift pledges were being fulfilled). Phase 3 was funded from state dollars, student building fees, university reserves and bonds.

(Real estate for the campus is acquired by a separate process, but purchased with state dollars. UW Tacoma has rarely had to exercise its power of eminent domain, but has mostly sought to acquire property when owners were ready to sell. In several cases property owners have sold property for less than its value, making a partial gift to the university. At the time of the original siting, community members interested in siting the campus downtown acquired real estate options on important parcels to keep speculators from driving prices up.)

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5. Is the project unique and/or does it address significant urban issues? Is the model adaptable to other urban settings?

Yes, this project is a unique response to a number of concurrently existing urban problems. The enlightened planners (from the state, the University, the City) recognized the problems and were inspired to resolve them, together. The solution evolved. It began as a seed of an idea (the State's mandate) that:

- transformed a racially diverse population, under-served by public higher educational opportunities, into a population excited and committed to improving their lives through education;
- transformed a neglected downtown district into a thriving, lively destination point for visitors, tourists, and locals;
- transformed a brownfield site into clean, healthy building sites and open spaces to be enjoyed by all; and
- transformed a steep hillside into a university campus with universal access.

The solution continues to evolve, with each generation of students bringing their enthusiasm for learning and their dreams for the future, to the halls and pathways of this campus.

With similar enlightened leadership, we believe this development model is adaptable to other urban settings.

2011
RUDY BRUNER AWARD
ARCHITECT
OR DESIGNER
PERSPECTIVE



ARCHITECT OR DESIGNER PERSPECTIVE

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This sheet is to be filled out by a design professional who worked as a consultant on the project, providing design, planning, or other services.

Name	James R. Merritt FAIA	Title	Architect/Principal
Organization	Merritt Arch PLLC (formerly Merritt+Pardini)	Telephone	(253) 383-5300 and 253-720-1860
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Signature  Date December 9, 2010

1. Describe the design concept of this project, including urban design considerations, choice of materials, scale, etc.

When the University of Washington was searching for the location of a new branch campus, a small group of local citizens of Tacoma, including a local architect, proposed the under-utilized warehouse area of the Union Station/Warehouse Historic District. The area had already started renewal with the restoration and adaptive re-use of the Historic Tacoma Union Station as a Federal Courthouse and the placement of the new Washington State History Museum on the same site. The warehouse district consisting of predominately three- to seven-story brick storage buildings that serviced the railroad station during its heavy use sat essentially forgotten. The urban grid was intact with utility services readily available. The access had been improved by the building of an access from the I-5 interstate highway and a light-rail system was in the planning stages. The durable masonry structures with heavy timber frames were open shells awaiting a new life.

The design concept was to adapt the warehouse building stock to the uses of university facilities and infill with compatible new structures to respond to the campus and community needs. The diversity of uses that include a courthouse, a number of museums, retail shops, offices, and living spaces in addition to the university campus needs has started to develop an integrated community. The campus is shaped by the urban grid and the 100-year-old building stock. Closing of a couple of streets that run up the 13 percent grade and across the mid-area of the campus provide the clear pedestrian pathways. The campus is part of the urban fabric while developing its own special identity.

2. Describe the most important social and programmatic functions of the design.

The most important social and programmatic issue was integrating the campus facilities into the historic urban fabric of the city in the Union Station/Warehouse Historic District. This revitalized neighborhood in what was a forgotten backwater area for years now has the challenge of marrying very diverse yet compatible uses of a courthouse, art museum, glass museum, living units, retail areas, history museum, and general city commerce. The students and campus visitors are immersed in an integrated neighborhood that serves a wide range of civic, cultural, and living needs. The transportation systems have responded with the completion of a light rail along the main street, Pacific Avenue. The adaptive use of the warehouse buildings has been a challenge for the university's needs, however, the results have been dramatic. The open spaces of the masonry/heavy timber warehouses have responded in exciting ways to the programmatic functions of the university.

ARCHITECT OR DESIGNER PERSPECTIVE (CONT'D)

3. Describe the major challenges of designing this project and any design trade-offs or compromises required to complete the project.

The major challenges started with the promotion of the forgotten Union Station/Warehouse Historic District as the home of a growing, vibrant university. Once the notion of this as a possible scenario became real, then the challenge shifted to the master plan and the adaptive reuse of the historic masonry/heavy timber warehouse as university classrooms, offices, and support spaces. A few spaces were opened up for gathering areas, a couple of streets were converted to pedestrian pathways, and infill structures were designed to compliment the historic character of the area. The uses of the urban grid and the warehouse fabric required numerous compromises in the nature of a university campus. This campus has become a seamless entity in the urban character of the south downtown area of Tacoma. A key challenge recognized the need to integrate with the diversity of uses in the area and the goal to increase this diversity by partnering with the courthouse, museum, and private sector users to make a fully integrated neighborhood.

4. Describe the ways in which the design relates to its urban context.

The design relates to the urban context because the campus has become a seamless element in the urban fabric. It would be hard to discern where the campus starts and ends and where the courthouse and museum are differentiated from the campus. These lines have been blurred in the design concept and this blurring has made this an integrated neighborhood.

The use of the historic masonry/heavy timber warehouses as the university classrooms and support spaces exemplifies the richness and quality of adaptive reuse and the new life it represents for the community and the region. The users have an opportunity to see this new life grow over time with more weaving of future university needs with the growing community demands for services.

What started out as a local citizens' goal to save the historic train station became the seed that started a total rebirth of an area. The vibrancy of diverse uses and life on the street in an urban setting that sat fallow for years is invigorating.

The future is bright for the University of Washington Tacoma and its emerging neighborhood.

2011
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PROFESSIONAL
CONSULTANT
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PROFESSIONAL CONSULTANT PERSPECTIVE

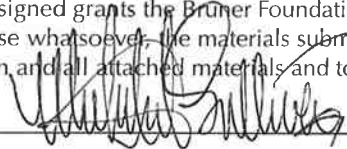
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This sheet is to be filled out by a professional who worked as a consultant on the project providing services other than physical design or planning (e.g., legal services).

Name	Michael Sullivan	Title	Principal
Organization	Artifacts Consulting Inc.	Telephone (253)	572.4599
Address	201 North Yakima Ave	City/State/ZIP	Tacoma, WA 98403
Fax ()		E-mail	michaelsullivan@artifacts-inc.com

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Signature



Date

12-6-10

1. What role did you or your organization play in the development of this project?

Artifacts has been providing historic preservation and building conservation guidance to the University of Washington for more than a decade in matters ranging from full building rehabilitation to minor maintenance and exterior building envelope repairs. I have also been an adjunct faculty member at UWT since 1993 teaching courses in Pacific Northwest history and urban studies. In a prior position as director of the Division of Cultural Resources for the City of Tacoma I also coordinated relations between the City and the University on urban design and regulatory issues. My responsibility included UWT project design review by the Tacoma Landmarks Preservation Commission.

2. Describe the project's impact on its community. Please be as specific as possible.

The development of the University of Washington Tacoma has not simply been the reuse of a group of 19th century warehouses as a setting for a new urban campus. The decision to build the academic institution in a railroad era historic district adjacent to the adaptive reuse of Tacoma's Union Station as a Federal Courthouse afforded the community the opportunity to significantly animate and reshape an entire industrial neighborhood. The UWT campus was further interwoven into the district by the selection of architect Charles Moore, who had recently designed the Washington State Historical Society museum next to Union Station, to create the campus master plan.

From the beginning in the mid 1990's, planning for the UWT campus revolved around incorporating the spaces and academic functions of the university into an emerging, lively downtown streetscape. In programming the sturdy masonry warehouses, the University of Washington kept street level retail on Pacific Avenue where the city's light rail corridor fuels pedestrian activity and street life. On the upper floors of the buildings and climbing up the stair step hillside of the 10 block district, the campus takes over in term of function and social patterns. The physical planning has been an invitation to local businesses, cultural organizations and creative city dwellers to join the university district while accommodating a modern, functional learning and research center.

The interesting fabric and setting of the UWT campus has become a laboratory for students and faculty and shaped a strong curriculum in urban studies, social services, public health and human sciences. The university was also instrumental in the formation of a public high school for the arts that utilizes the campus facilities.

PROFESSIONAL CONSULTANT PERSPECTIVE (CONT'D)

3. How might this project be instructive to others in your profession?

Universities are not typically dynamic urban design forces though they are often involved in city redevelopment efforts. In Tacoma, the University of Washington made the unconventional decision to locate in a dense cluster of historical industrial structures and invest in the potential of an idle but promising urban neighborhood. In creating an master plan for the campus, the University sought to encourage a retail and cultural context for the campus by mixing uses in existing buildings and filling in with specialized academic buildings and facilities. The clear industrial character of the historic district was embraced by the campus designers and continues to define the campus. As new structures have been added to meet programmatic needs, UWT has introduced challenging new ideas about design compatibility and contextual narrative within a national register historic district. The campus has won the highest recognition for design from both the National Trust for Historic Preservation and the Sierra Club.

In subsequent phases, the UWT campus has continued to rehabilitate historic structures for classrooms and academic offices while introducing new buildings for science, technology and assembly needs. The ongoing strengthening of historic character accomplished by restoring existing buildings along with the injection of modern design vitality embodied in new buildings has attracted significant public and private investment. Historic and existing buildings surrounding the campus have been converted to residential, office, cultural and mixed uses while smaller spaces have attracted creative enterprises such as glass hot shops, light manufacturing facilities and performing and visual arts studios.

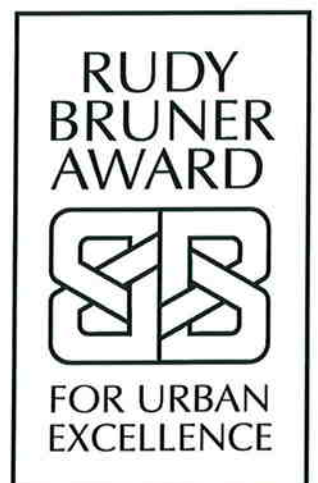
The reuse of existing masonry buildings by UWT has also become a model for sustainable development in a city that largely predates the automobile era. The conservation of energy embedded in quality buildings and materials from a century ago has become a platform and standard for new uses and careful, efficient new construction.

4. What do you consider to be the most and least successful aspects of this project?

The most successful aspect of the UWT campus is the broadly accepted wisdom of using the reusable fabric of the city for the new campus. Had the campus site been cleared for new construction or had a suburban site been chosen it is unlikely the new institution would be so embraced by the greater community. Today, the UWT campus is a centerpiece for a renewed downtown and an active component in Tacoma's continuing social, economic and cultural growth.

Perhaps a less successful aspect of the UWT campus development is its vulnerability to reductions in public funding and its inability to continue with capital projects during difficult economic times. Currently State of Washington funding for future phases of campus development is uncertain and private sector commercial development in the district is slowed. Ironically, enrollment and academic service demand has never been higher for UWT. The University of Washington Tacoma and its surrounding district continue to be a vital and thriving aspect of the city.

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PERSPECTIVE



ARCHITECT OR DESIGNER PERSPECTIVE

Please answer questions in space provided. Answers to all questions should be typed or written directly on the forms. If the forms are not used and answers are typed on a separate page, each answer must be preceded by the question to which it responds, and the length of each answer should be limited to the area provided on the original form.

This sheet is to be filled out by a design professional who worked as a consultant on the project, providing design, planning, or other services.

Name	A. A. (Kacey) Jurgens, AIA, LEED AP	Title	Principal
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Signature	<i>Kacey Jurgens</i>	Date	12/8/2010
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1. Describe the design concept of this project, including urban design considerations, choice of materials, scale, etc.

The steeply sloping site with its previously mentioned dramatic views offers many interesting urban planning opportunities. The Campus structure is directed by an existing orthogonal street system that extends into the neighboring communities and downtown. In addition to retaining streets within the campus, it was important to improve the pedestrian experience on those streets, improve accessibility to this Campus which is built into an urban hillside and create a strong sense of place with a series of open spaces at the heart of the campus.

From the initiation of new buildings and sensitive adaptive reuse of historic warehouses, the emerging campus has been a major catalyst for district revitalization. New buildings have been designed to sympathetically fit within the historic patina of the adjacent structures while responding to the scale and proportions of those buildings with a maximum of four stories in height. The renovated buildings have consistently reused many of the historic materials and celebrated them within the renovated spaces. The buildings also serve as accessible routes through the steeply sloped site by allowing public access to elevators connecting the upper street and lower street levels.

On a basically north/south axis the no longer operational railroad tracks are being transformed into a pedestrian, bicycle and storm water route in cooperation with the City of Tacoma (called the Hood Corridor Project). The pedestrian and bike trails will connect downtown, through the campus to regional trails to the south. The storm water management will include bioswales to clean and slow the water as it moves towards the bay.

In keeping with its historic warehouse character, the site materials and furnishings are made from simple and strong materials. The railings throughout campus are made from welded wire and steel sections. Remnants of the railroad equipment remain and canopies, as were once used along the rail side of the buildings, are being reinstalled. +

2. Describe the most important social and programmatic functions of the design.

For UWT a primary goal is to create a sense of community including students, faculty, staff and the surrounding communities. The revitalization of this historic district with the inclusion of a major upper division educational institution has always been in the forefront of the City of Tacoma planning goals.

The UWT campus will continue to expand its enrollment for many years. Currently the academic offerings include masters in a Nursing, Business Administration and Social Work, just to name a few. These varied programs often require different types of classroom and laboratory spaces. Since inception, UWT has been committed to meeting the educational needs of the region it serves.

The nature of this University is also transforming as it moves from a two year upper division program to a four and graduate university. This will mean the inclusion of student housing in the near future and all the auxiliary services needed for campus life. The Master Plan delineates a campus housing district that will serve this campus need.

On this steeply sloped site it has always been a challenge to identify appropriate space for outdoor gathering. Integrated into the design for the Hood Corridor Project is a plaza at the north end of campus with an adjacency to a major city intersection. This plaza will create a new and very visible gateway from the city into the campus.

UWT has put a great effort into weaving the campus into the life of Tacoma. By providing retail spaces along Pacific Avenue and its light rail line, the University has increased the vitality of this historic district and directly connected student life to the City of Tacoma. +

3. Describe the major challenges of designing this project and any design trade-offs or compromises required to complete the project.

This is a new campus which will develop and change over generations. The Master Plan articulates goals and visions, but attempts to remain general and open with respect to development over time and the changes in program which will certainly occur. The campus has been diligent in updating their Master Plan to address both physical and programmatic changes that have occurred over time.

Working within an historic warehouse district has allowed a level of consistency for the campus that is sometimes missing from new campuses. There are also a number of challenges that go hand-in-hand with the opportunities. The cost of site development is often quite high because of extensive soil contamination from years of industrial waste on site and to the west of campus. Each project must go through rigorous testing and, usually, expensive mitigation. With each project, UTW invests in a cleaner environment for the region. The existing warehouse buildings have generally been in very poor condition and the University has put a great deal of its capital improvement budget into bringing these buildings up to current code allowing these buildings a much longer serviceable life. Most of these buildings were built on a 25 foot column modular with brick party walls every 50 feet. This has limited how the buildings can be renovated for their program needs.

Of course, a major challenge is the topography and the means of providing accessibility throughout the campus. As mentioned, in some instances this is being achieved by designing buildings with public elevators and transparent lobbies. There is currently one sky bridge connecting two levels between buildings, and sometimes more importantly, elevators in each building. Another sky bridge is planned for new building across the Hood Corridor which will connect a new building to the existing library. The Hood Corridor was graded to allow freight trains to move diagonally up the hill. This provides an opportunity to create an accessible route diagonally through the campus which can be connected up the hill through adjacent building circulation. The safety of pedestrians on campus, who are often crossing streets with a great deal of traffic, is always considered seriously during any design work.

The retail spaces that UWT provides for the City of Tacoma add an additional complexity to managing this campus. Much of the campus is set within an historic district and every project must be reviewed and approved by the Tacoma Landmarks Commission. At times the operational needs of the campus can be in conflict with historic landmarks guidelines. There has always been a high level of cooperation and understanding between UWT and the City of Tacoma.

Describe the ways in which the design relates to its urban context.

As described previously the fundamental concept for this University campus is for it to become an integral part of an existing, historic context and fabric while also creating a strong sense of place within as a campus. This has been accomplished by adapting existing historic buildings for use by the University, adding new contemporary buildings complementary to the historic fabric, integrating the existing street system as the basic structure and planning a critical open space in the heart of the campus open to the entire community.

Making the campus open, inviting and transparent to the city continues to evolve as the last of the historic warehouses along Pacific Avenue, the Joy Building, nears the end of construction. This building will complete the retail spaces on this street and provide another open and accessible route from Pacific Avenue into the heart of campus and the Hood Corridor.

While working to repair the inauspicious elements of the site's history such as the contaminated soils and lack of accessibility, the campus has taken remarkable care to honor the past by complimenting its industrial nature with appropriate site features such as the sky bridges and site furnishings. Renovations, additions and new buildings strive to reinforce the texture, grain, and character of this revitalized historic district. Both the William W. Philip Hall, the campus main assembly hall, and the Joy Building have large folding doors that open the buildings to the larger community along Commerce Street.

With each decision during the Master Planning process and with each implementation of the ideas within the Master Plan UWT engages a discussion of their core values of continuing to integrate the campus into the City of Tacoma's urban context both physically and intellectually.

2011
RUDY BRUNER AWARD
DEVELOPER
PERSPECTIVE



DEVELOPER PERSPECTIVE

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This sheet is to be filled out by the person who took primary responsibility for project financing or is a representative of the group which did.

Name	Kimberly Orr	Title	Sr. Project Manager
Organization	Lorig Associates, LLC	Telephone	(206) 448.7968
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Signature Kimberly Orr Date 12/10/2010

1. What role did you or your company play in the development of this project? Describe the scope of involvement.

The UWT selected Lorig Associates (Lorig) as its Court 17 developer/partner for its experience with public/private partnerships, Lorig's ability to evaluate and develop financing strategies as well as its "teaming" approach. Working with the UWT, Lorig was able to introduce privately owned, market-rate housing onto the UWT campus in Downtown Tacoma, Washington. The market-rate, Court 17 Apartments are owned by Lorig (through an air rights lease), however, UWT students, faculty and staff have priority rental status and will help establish a demand helping the university finance future, university-owned housing. There is parking "synergy" in that the parking is oversold as UWT faculty, students, staff and the public for use during the day while the apartment tenants use the parking in the evening.

Lorig's role in the development of Court 17 garage and apartments was multi-tiered. Lorig managed the entire development which included a business agreement for the public/private partnership; an air-rights lease agreement for the apartments; the design and financing concepts for the garage and apartments; construction oversight of the garage, a publicly constructed project and the apartments, a privately constructed project. Lorig managed the architect and its sub-consultants and two General Contractors.

Lorig was very sensitive to the UWT "needs and wants" and incorporated UWT requested design elements into the building such as a brick facade, accepted design input from the UW Architecture and Landscape Boards and designed the apartments for future use as student housing.

+

2. What trade-offs or compromises were required during the development of the project?

Site constraints required several of the apartments to be shorter in than desired.

Ground level units have patios, but are not accessible to the street at the request of the UWT for safety reasons.

In general there were not too many "trade-offs or compromises" as we worked together as a team with the UWT to determine the top priorities for the two components of the project - the garage and apartments.

We often find that constraints drive us to a better product through more thorough investigation and open dialogue with our development partners in this instance the UWT.

3. How was the project financed? What, if any, innovative means of financing were used?

The Court 17 Garage was financed with state and city funds as well as conventional debt financing. The Court 17 Apartments were privately financed (equity and conventional construction loan). The project legal entity consists of two commercial condominium units. The financing for the project was relatively typical, however, the debt service coverage for the garage is through parking revenue generated by overselling of the available parking spaces (306 spaces). There is synergy in the daytime use of parking by university students, faculty and staff and the sale of parking passes and nighttime use by the residents.

The Court 17 Apartments are owned and privately financed by Lorig (private developer). Lorig pays a monthly "air-rights" lease payments to the UWT which also contributes to the garage debt service.

The air-rights agreement has an initial 50-year lease term with two 20-year optional extensions. At the end of the lease term(s), the apartment improvements will be owned by the UWT.

What do you consider to be the most and least successful aspects of the project?

One of the most important and successful aspects of the project was our partnership with the UWT. Through the guidance of the UWT Master Plan and our development experience with public/private partnerships to guide the project, we were able to design and construct a higher quality garage and apartment building within the UWT campus boundary. Our teaming approach with the UWT allowed us to create value to the University, the City of Tacoma and Lorig beyond that of a surface parking lot.

We created value to the University through housing and shared parking revenue and to the City of Tacoma by bringing people, parking and energy to the campus and thus Tacoma's downtown.

The building fits its context quite well, many people have commented that the building, "looks like it has always been there." Quite a compliment when the entire project is new construction situated in an historic warehouse district within Downtown Tacoma.

The project landscaping is a huge success. The City of Tacoma has very wide roads and arterials that are not very pedestrian friendly. There is a lot of "hardscape" in Tacoma with not a lot of street trees or urban landscaping to soften this condition. At Court 17 we were able to convert one lane of city street parking along the building's frontage into a pick-up and drop-off area that is densely landscaped and includes a double allee' of katsura trees along the sidewalk, creeping vines at the first level patios and various grasses and other landscape materials that buffer the roadway and building.

The lower, alley side of the building along the parking garage frontage is also densely landscaped and softens the harshness of the street-level concrete for a better pedestrian experience.

There is a public elevator and walkway fronting the south end of the apartment building that allows the public to access from the lower to upper level of the project. This elevator and walkway are elements were identified in the UWT Master Campus Plan and were completed as part of the Court 17 Apartment project.

2011
RUDY BRUNER AWARD
PUBLIC AGENCY
PERSPECTIVE



PUBLIC AGENCY PERSPECTIVE

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This sheet is to be filled out by a staff representative of a public agency directly involved in the financing, design review, or public approvals that affected this project.

Name	Andrew T. Smith	Title	Plan Review Engineer
Organization	City of Tacoma, Building and Land Use Services	Telephone ()	253.591.5574
Address	747 Market Street, Room 345	City/State/ZIP	Tacoma, WA., 98402
Fax ()	253) 591-5433	E-mail	asmith@cityoftacoma.org

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Signature
Digitally signed by Andrew T. Smith
DN: cn=Andrew T. Smith, o=City of Tacoma, ou=Building and Land Use Services Division, email=asmith@cityoftacoma.org, c=US
Date: 2010.12.07 10:58:14 -0800

Date December 3rd, 2010.

1. What role did your agency play in the development of this project? Describe any requirements made of this project by your agency (e.g., zoning, public participation, public benefits, impact statements).

The City of Tacoma's Building and Land Use Services Division developed a working relationship with the University of Washington when a branch campus was first opened in the Perkins Building at 1101 A Street. It was about that time that many people in Tacoma started to realize the value of preserving its historical buildings. In January 1991, I had the good fortune to be hired on to the Construction Management Team for the renovation of and addition to the Tacoma Union Station Federal Courthouse Project, my background was mechanical, electrical and civil engineering. Upon completion of the Tacoma Union Station I again had good fortune and in 1992 I joined the City of Tacoma as a Commercial Plan Review Engineer. It was the beginning of a very exciting time for me and for the City of Tacoma, spurred in large part by the University of Washington's decision to locate to the historical Union Station/Warehouse District. As various projects were being planned and discussions began with the City's Building Code Engineers, it was determined that many of the historical buildings in the Union Station/Warehouse District were significantly out of compliance with current codes. The City worked with the University, other developers and building owners and the Landmarks Preservation Commission to ensure the original look and feel of buildings where preserved while ensuring that fire-and life-safety issues, building egress, wheelchair accessibility, structural upgrades, fire separations, fire sprinklers, fire alarms and building systems were fully addressed.

2. How was this project intended to benefit your city? What trade-offs and compromises were required to implement the project? How did your agency participate in making them?

The project was intended to establish what was to become a facility that would eventually offer a 4 year education and degree in a variety of disciplines. An added benefit was the revitalization of a part of the City that had become somewhat run down and was a center for drug activity and prostitution.

3. Describe the project's impact on your city. Please be as specific as possible.

When it was announced that The University of Washington would relocate to the historical Union Station/Warehouse District and would procure, renovate and adapt existing buildings for higher education uses, it seemed the news was a catalyst for a variety of new developments. Among the many new projects that ensued were projects such as the Washington State Historical Museum, the Greater Tacoma Convention and Trade Center, the Tacoma Art Museum, the Museum of Glass, the Rainier Bank Building, the Courtyard by Marriott Hotel, the 1717 Market Building, the Marcato and the host of housing projects on Yakima Avenue and G street overlooking the UWT campus.

Renovation and adaptive re-use projects included such buildings as the Harmon Building, the Carlton Center, the Sandberg Building, the Sprague Building, the Albers Mill Building, the Waddell Building, the Bone Dry Shoe Building, Rainier Connect, Tacoma Self Storage, the Sussman Building, the Horizon Pacific Center, and the Hunt-Mottet Building

Many restaurants and food outlets followed all of this development, including the Pacific Grill, El Gaucho, Indochine, The Melting Pot, Two Koi, Rock Pasta, Hot Rod Dog, Taco Del Mar, Subway, Tullys, Starbucks, Burger Bistro, Harmon Brew Pub, Hello Cup Cake, and the Spaghetti Factory.

4. Did this project result in new models of public/private partnerships? Are there aspects of this project that would be instructive to agencies like yours in other cities?

A couple of examples come to mind:

Sound Transit Authority's Link Streetcar project has a stop close to the center of campus at Pacific and the 19th Street Hillclimb.

Related is the rebuilding of underground utilities under Pacific Avenue, and rebuilding of Pacific Avenue and adjacent curb, gutters and sidewalk and the provision of landscaping, street trees, artwork and public amenities along UWT's Pacific Avenue frontage. Also the vacating of several streets and rights-of-way.

The vacation of the former railroad corridor in Hood Street and the cooperative efforts to create a pedestrian/bike friendly pathway through campus.

5. What do you consider to be the most and least successful aspects of this project?

A positive side of the new developments, beside the obvious economic impacts, is the daily hustle and bustle of a growing student population and the impact they have had on the comfort of folks being safely out and about after dark.

A negative side is the parking problems, which really speaks to the success of the projects creating the parking problem.

2011
RUDY BRUNER AWARD
OTHER
PERSPECTIVE



OTHER PERSPECTIVE

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Name	Jo Enscoe	Title	Associate Director of Diversity Resource Center
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Signature  Date 9 December 2010

1. What role did you play in the development of this project?

As a former student leader and the Manager of Student Life at the University of Washington Tacoma my role was to ensure the Mattress Factory building was designed with student needs and desires in mind. My main focus was on the first floor of the building. The first floor needed to be a blend of multi-purpose areas to include: professional and student leadership office suites, student engagement spaces, eating areas, and student study spaces. This was an opportunity to bring Student Life to life on our campus. We desperately needed this space in order to provide our students with the full university experience. Being a student is more than having your seat in a seat for so much student learning occurs outside the classroom and we needed the space for this learning to occur. Our space had to be open, welcoming, flexible, and designed in a way the space could be used by varying groups to respond to our rapid growth. Furthermore, since the students were co-funding the project it was imperative that their voices be heard. I served as the bridge between the students and administration throughout the project.

2. Describe the impact that this project has had on the your community. Please be as specific as possible.

The positive impact on for our students and their experience is unmeasurable. This was the first time the students had a unified student engagement space that responded to their needs. The Mattress factory is a mini-hub for student life. It is a space where they can expand their boundaries of knowledge through "high touch" curricular programs and services. It provides students with a sense of belonging, a community, and an area they call there own. They are so proud of this space. The students were so committed to bringing this space to life they committed one million dollars of their services and activities fees toward the development of the first floor. The first floor quickly became the place for students to be on campus. This is a place where they can partake in a game of pool, fuze ball, air hockey, darts, etc; they can watch the big screen television or listen to music; they finally had a multi-purpose area to offer and engage in a multitude of events and activities from dances to bbq's to comedians; they have an eating area where they could gather and socialize with their friends; they have small study coves where they can get together for small student groups or just sit back on comfy couches and read; they had student publication and leadership team suites. The MAT was and continues to be the students living room, the space where they want to be.

3. What trade-offs and compromises were required during the development of the project? Did you participate in making them?

Compromises were made throughout every step of the process for there were many needs for the first floor and we had to determine how we could meet as many as possible while still allowing opportunity for future growth. Adding and deleting offices, storage areas, and adjusting square footage for a variety of the areas had to occur. I was involved in these conversations throughout the process. This was going to be the student space and our institution wanted to ensure student perspective played an integral part in the design process. Since I served as the advisor to our student government and a support administrator to our clubs and organizations it was crucial that we were consulted throughout the process. The development of the MAT didn't stop with the ribbon cutting. The students invested more of their services and activities fees for furnishings; recreational equipment, art work, and wall painting, stenciling, and signage. The usage of the building, specifically the first floor continues to evolve and I am proud to say we designed it in a way that had been able to continue to respond to our ever-changing campus.

.. What do you consider to be the the most and least successful aspects of this project?

There are three areas I feel are the most successful aspects of the project. The first being the very intentional selection of the phase 2b committee members. The university selected individuals who had knowledge and interest in the development of this project. Furthermore the process was very transparent and respectful. Active listening occurred throughout the process. Secondly was the collaboration that occurred from pre-planning through today between the university and the students in the development of this project. It is because of this mutual respect and collaboration the project was and continues to be so successful. Last, but certainly not least, is the fact the MAT is still able to meet student needs even though our campus population has almost doubled since the beginning of the planning stages and we have evolved from a 2+2 campus serving non-traditional transfer students and graduate students to a full fledged 4 year institution.

If there is a least successful aspect of the project it has been the loss of institutional memory as to the original purpose and agreements between the students and the university.

2011
RUDY BRUNER AWARD
OTHER
PERSPECTIVE



OTHER PERSPECTIVE

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Name	Erin McKeown, CIH	Title	Program Operations Specialist, HazMat
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Fax (206)	685-2915	E-mail	mstoxic@uw.edu

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Signature Erin McKeown Date Dec. 10, 2010

1. What role did you play in the development of this project?

The University of Washington Tacoma (UWT) Campus is being developed within a 46-acre historic district located in Tacoma, Pierce County, Washington. Some historical uses of the district's properties (gas stations, car repair, tire maintenance and repair) are suspected sources of soil and groundwater contamination. The EPA inspected UWT in 1996 and concluded that releases of hazardous substances, including volatile organic compounds like trichloroethylene (TCE), perchloroethylene PCE), and petroleum, had occurred.

The University entered into an Agreed Order with the Department of Ecology (Ecology) in 1997 to investigate the nature and extent of environmental contamination and then recommend appropriate cleanup actions. As a member of the Environmental Health & Safety Department (EH&S) my role is regulatory oversight to ensure compliance with the Washington State Model Toxics Control Act (MTCA) and the Agreed Order. I am a technical liaison to UW Capital Projects, UW Campus Engineering, UWT Administration, and UWT Facility Services to ensure contamination is assessed and remediated and that waste is managed appropriately. I also work with UWT Real Estate to complete environmental due diligence prior to property purchases.

As of January 2010, the UW has expended \$2,420,000 on investigation and remediation activities.

2. Describe the impact that this project has had on the your community. Please be as specific as possible.

The environmental assessment and cleanup activities at UWT have benefited both the State of Washington and the City of Tacoma in their efforts to revitalize the City of Tacoma downtown sector and to address the state's higher education needs. The soil and groundwater assessment and cleanup activities accomplished thus far are protective of both human health and the environment in accordance with Washington State MTCA laws.

3. What trade-offs and compromises were required during the development of the project? Did you participate in making them?

The UWT Campus Master Plan specified the boundaries of the 46 acre UWT Campus. I work closely with UWT Administration and UWT Real Estate Office to determine if properties are contaminated and what impact contamination has on property acquisition costs, construction costs and development timelines. UWT has limited acquisition and remediation dollars and attempts to apply the funds efficiently.

4. What do you consider to be the the most and least successful aspects of this project?

The University has done an outstanding job of restoring this industrial and historic area into a beautiful campus that serves the community and achieves environment management standards.

The least successful aspect of this project has been the slow pace at which assessment and cleanup activities can be accomplished under an Ecology Agreed Order.



THE UNIVERSITY OF WASHINGTON TACOMA FOOTPRINT IS BOUNDED TO THE WEST BY TACOMA AVENUE, TO THE NORTH BY 17TH, TO THE SOUTH BY 21ST AND TO THE EAST BY PACIFIC AVENUE. DEVELOPMENT SO FAR IS CONCENTRATED IN THE LOWER PORTION OF THE FOOTPRINT AND WILL PROGRESS UPHILL OVER TIME.

PHOTO BY DREW PERINE | REPRINTED COURTESY OF THE NEWS TRIBUNE ©2010

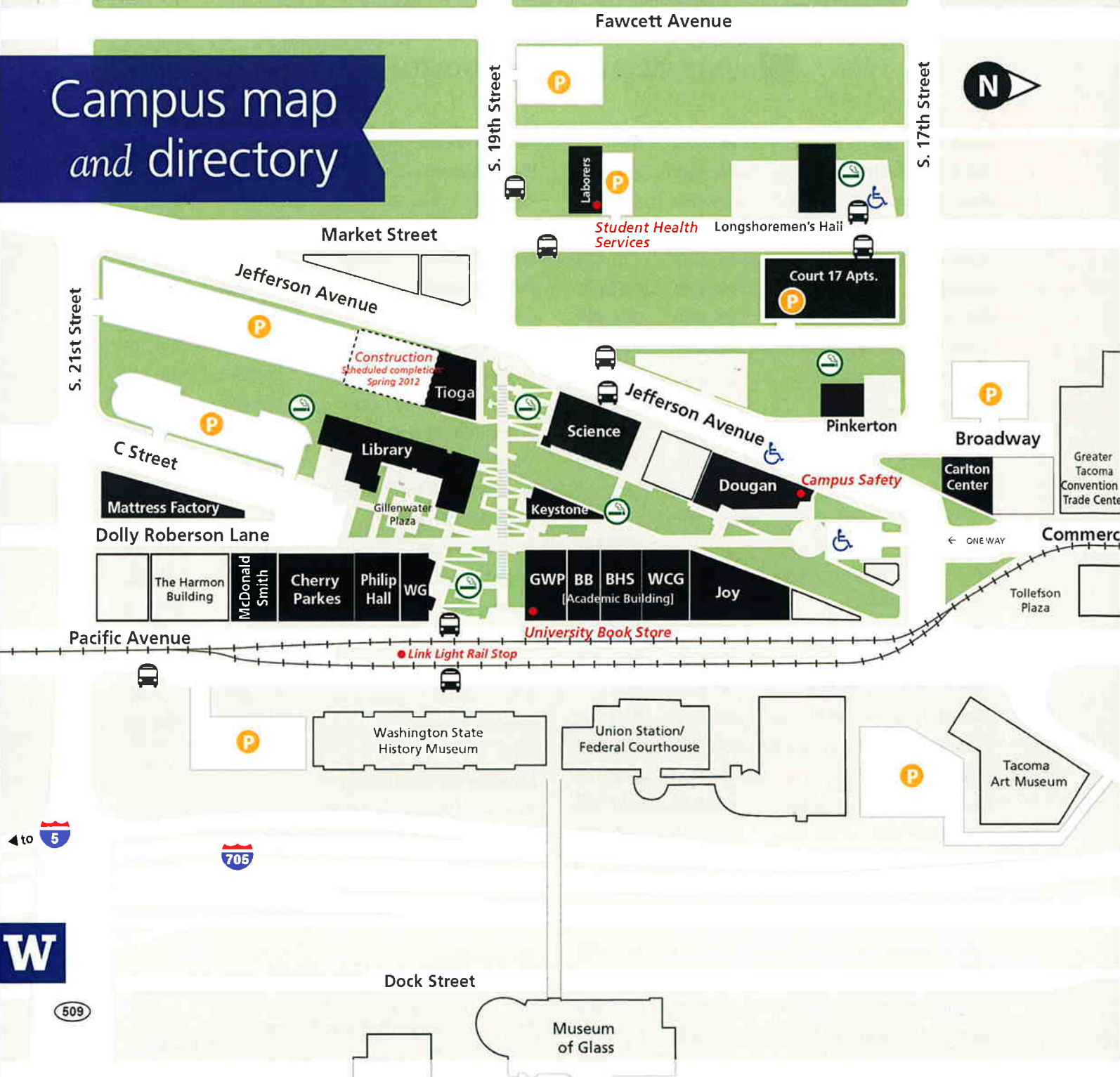


UNIVERSITY *of* WASHINGTON | TACOMA



20
YEARS
1990 - 2010

Campus map and directory



UNIVERSITY of WASHINGTON | TACOMA


The UW Tacoma campus is located on Pacific Avenue in downtown Tacoma across from the Washington State History Museum and Union Station.


Driving: From I-5 take the I-705/Tacoma City Center exit (exit 133). From I-705 take the South 21st Street exit. Turn left at the traffic light onto 21st Street. Go through the light at Pacific Avenue and you will see parking on the right.


Public Transportation: A number of Pierce Transit and Sound Transit bus routes stop on campus. The free Link light-rail train stops right in front of campus at the 19th Street/Union Station stop.


Parking: There are several pay parking lots on campus. Most street parking around campus is metered and limited to two hours. Parking is also available at the Tacoma Dome Transit Station, where the light-rail line begins.

 Public Pay Parking

 Bus stop

 Disability Reserved Parking

 UW Tacoma is a non-smoking campus. Please help us maintain a healthy environment by smoking in designated areas only. WAC 478-136-030

 Skateboarding is prohibited on lawns, benches, stairs, hand rails, loading ramps, sculptures and inside buildings. Skateboarders must dismount and walk in areas designated as walk zones during regular class hours. WAC 516-15-045





DOUGAN ADDITION



SCIENCE BUILDING



← CHERRY PARKS → ← PHILIP HALL →

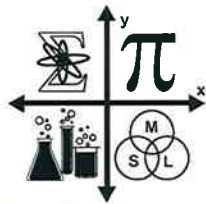


120 urban youth are served with a free, monthlong Math, Science and Leadership Camp at UW Tacoma. They can attend every summer from 7th to 12th grade. MSL is an outreach program of UW's Institute of Technology.



INSTITUTE OF TECHNOLOGY
UNIVERSITY of WASHINGTON | TACOMA

Math, Science and Leadership



10th graders do service learning at nonprofits close to UW T as part of their summer experience. In 2009 donors supported stipends for them to help build their resumes and preparation for jobs. Some MSL alumni are now UW T students.





W

UNIVERSITY of WASHINGTON | TACOMA

Campus walking tour





Welcome to the UNIVERSITY of WASHINGTON TACOMA

Walking around the University of Washington Tacoma campus, visitors are treated to a unique blend of historic and modern architecture, works of art and amazing views. This guide takes you through the buildings and art pieces. The views, you can see for yourself.

UW Tacoma opened in 1990, initially taking up four floors of the Perkins Building in downtown Tacoma. In 1997, the university moved to its permanent campus site, received by an enthusiastic and supportive South Puget Sound community.

As part of the Union Station Historic District, UW Tacoma's work to re-adapt historic buildings has been recognized by the American Institute of Architects, the National Trust for Historic Preservation and the Sierra Club.

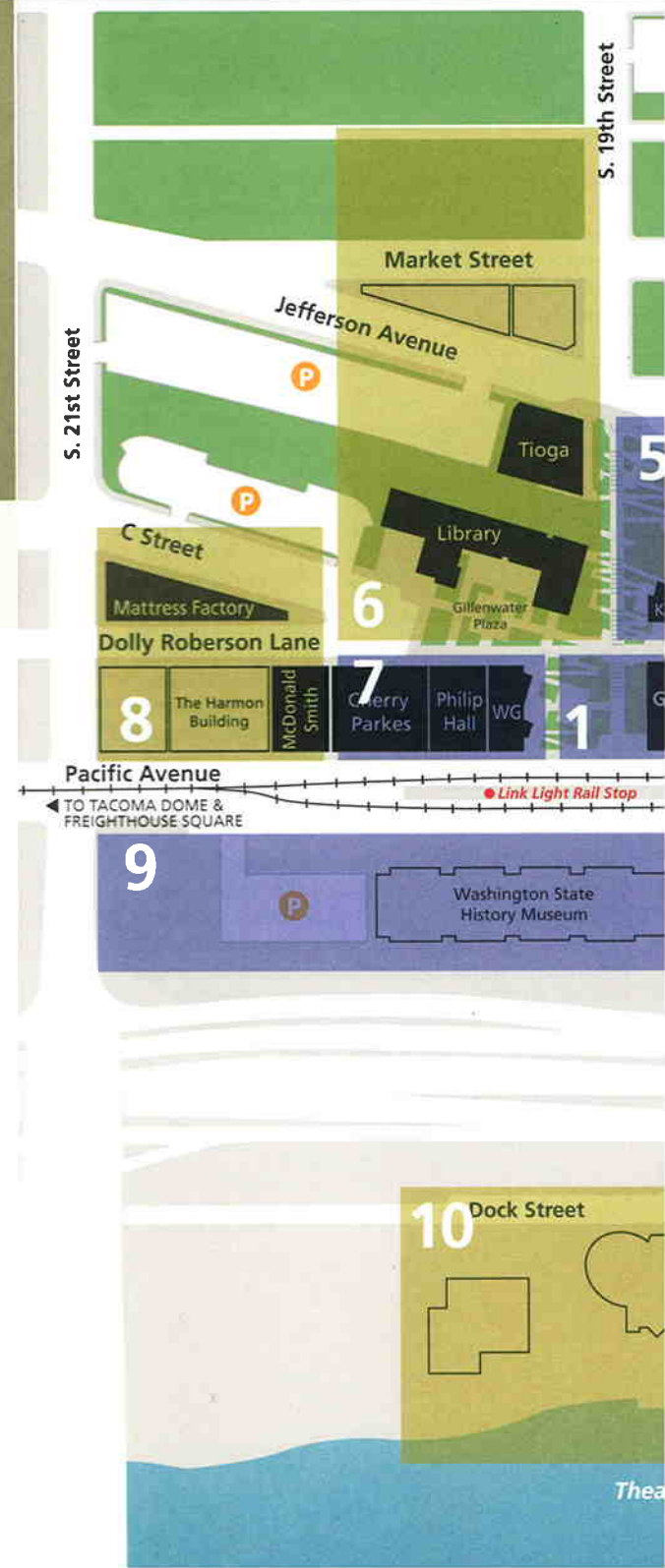
Sound Transit's Tacoma Link train stops directly in front of campus on Pacific Avenue and connects the campus to the business district of downtown Tacoma, the Tacoma Dome and Freighthouse Square.

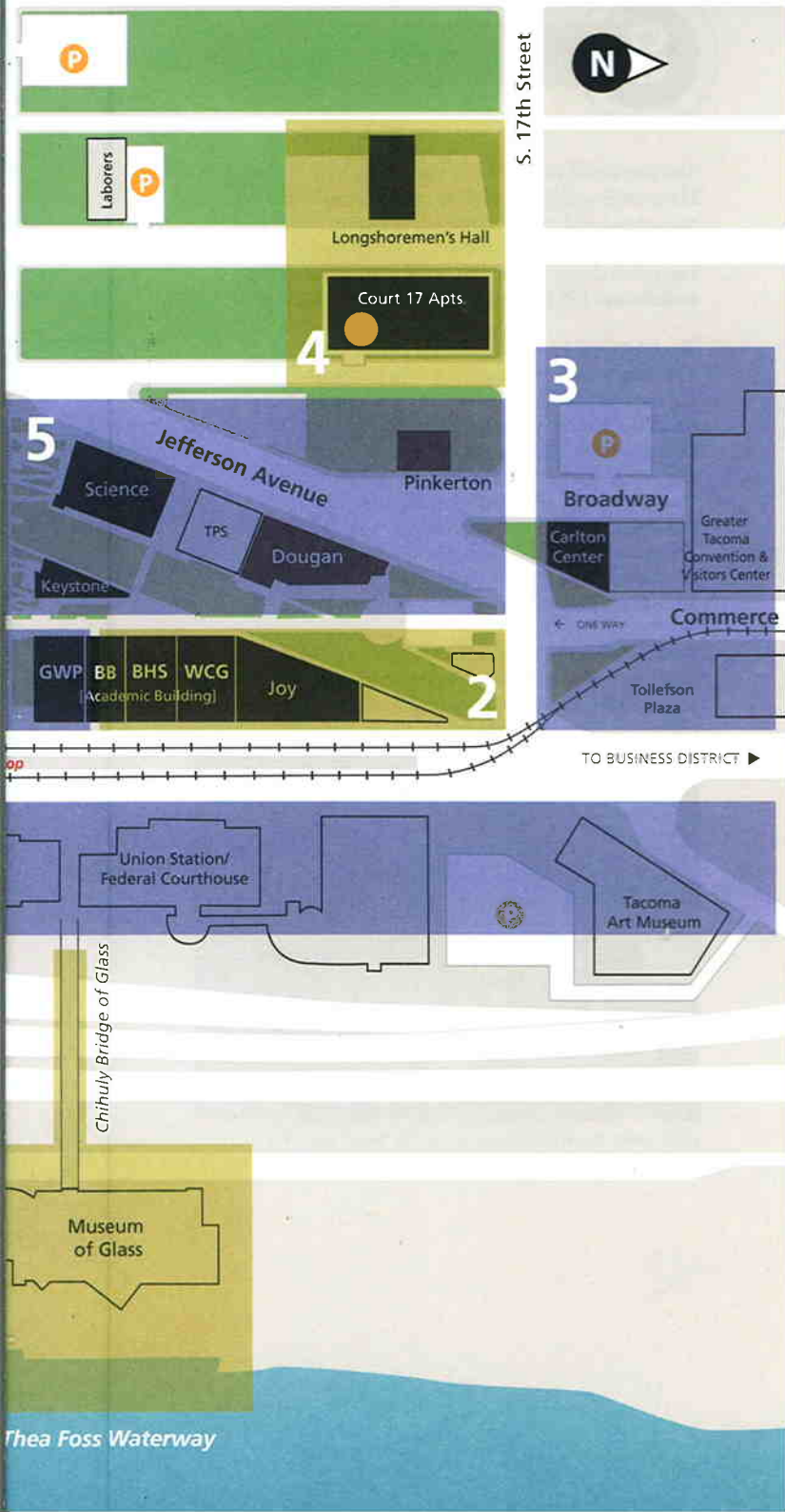
Many of UW Tacoma's academic buildings feature restaurants and retail shops along Pacific Avenue. This mixed-use approach to developing the campus is part of the university's commitment to building a vibrant, welcoming urban setting for students and the community.

The development of UW Tacoma and its surrounding neighborhood reflects Tacoma's desire to revitalize its downtown, preserve significant architectural landmarks and convert historic structures to modern uses. UW Tacoma has been a major participant in implementing these goals, providing important early momentum to Tacoma's continuing urban renaissance.

The city of Tacoma takes its name from the American Indian name for Mount Rainier: "Tahoma." On a clear day, the mountain is visible from many spots on campus.

Enjoy your visit to our campus. If you have questions, please call 253-692-4000 or visit our website at tacoma.washington.edu.





1

Garretson Woodruff Pratt and

Most of the buildings on the UW Tacoma campus to date were built in the late 19th and early 20th centuries and have been renovated for modern academic use. The historic buildings are named after their builders, long-standing business occupants, most prominent owners or distinctive architectural details.

The massive Romanesque **Garretson Woodruff Pratt Building (1891)** was designed as a commercial warehouse. The rear of the building faced a spur of the Prairie Line railroad tracks where boxcars could load and unload goods. The spur line is marked by the gray paving bricks on the walkway that has replaced Commerce Street.

This building now is used as classrooms and faculty offices. Inside, the building is linked with its neighbors by a long hallway that makes it feel like one giant building (sometimes referred to as the "Academic Building" because when the campus first opened, this building was home to all of the academic programs and most of the classrooms). Like many campus buildings, the street level space is used for retail, including the University Book Store.

Standing in the plaza between Walsh Gardner and GWP, you are on the site of the one building that didn't survive. The **Schaub-Ellison Building (1921; demolished 1996)** was a small art deco structure used as an auto tire and service business. The main staircase has taken the place of 19th Street, which now ends at Jefferson Avenue.



TOP LEFT: Schaub-Ellison Building

TOP RIGHT: Garretson Woodruff Pratt Building in the early 1900s.

ABOVE: Parapet Relay artwork on the GWP building.

If you look up at the south and east rooflines of GWP, you will see artist Buster Simpson's thought-provoking art installation, **Parapet Relay (1997)** which echoes historical signage. Different words are displayed when viewed from different angles. The south sign reads "Gather," "Labor," "Idea" and "Wisdom." The east sign reads "Storage," "UW" and "Tacoma." Plaques embedded in the sidewalks expand on the work.

The interior stairway of GWP between the Pacific and Commerce levels includes another artwork by Simpson, **Free Speech Zone Pallet (1997)**, a galvanized steel warehouse skid presented by the artist to the Associated Students of UW Tacoma as an independent platform for expression. Donated to the university by the Class of 2001.



1 Gateway Plaza

In the atrium, **African Music** (1983), a bold oil on canvas painting by Richard Mock was donated to the university by Bill and Bobby Street.

If you head to the third floor, you can see **Hombre en Llamas (Man in Flames)** (1998) at the end of the hallway next to the Tacoma Room (GWP 320). A glass sculpture by Isabel de Obladia, it was donated by Lee Gillenwater in honor of his father, Kelso Gillenwater, for whom the Library plaza is named.

Inside the Tacoma Room—which is not always open to the public—are two large artworks. **Twelfth Street Pedestrian Bridge, City of Tacoma** (1991) by Alexander Brodsky showcases the concept for an artist-designed pedestrian bridge connecting the downtown to the waterfront. Although never built, it inspired the city to build the Chihuly Bridge of Glass in 2003. This

striking copper etching was donated by the artist and Ilya Utkin. **Crazy Horse Disappearing** (1991) by Dean Richardson is an oil on canvas painting donated by Gerald Grinstein in 1999.

Finally, in the Chancellor's Office (GWP 312) is the sculptural mixed media piece **Tabula**

Saragdina (1997) by Dennis Evans. This artwork was a gift from Carol Murray in memory of Harold and Helen Stueckle.



Ellison Building
Woodruff Pratt
Relay on the east face
of the building

2

Birmingham and West Coast

William Birmingham built the original **Birmingham Block** (1893) for his grain wholesaling business and constructed the **Birmingham Hay & Seed** (1903) addition as his business grew. These two buildings form the center of the academic block. From inside, most people don't realize they are walking through four once-separate buildings.

A gift of Action for Art hanging in the Birmingham Block hallway, the **Commerce Street Series** (1994) of black-and-white photographs by Larry Dahl, depicts scenes on Commerce Street in the southeast section of campus.

In the same area, look for the Asian Pacific Islanders' Student Association gift to the university, the ink and watercolor **Ash-Wednesday Series** (1991) by M. Lucia Enriquez.

Also in the Birmingham Block are calligraphy examples that were used in the **Japanese Language School** in the 1920s. The school sat on Tacoma Avenue just south of 17th Street. Unfortunately, by the time the university acquired the property it had been abandoned for many years and was too deteriorated to be saved. A garden to honor the Japanese community that called this neighborhood home before World War II is in the planning stages.

Tucked behind the BHS 106 classroom is a small lounge area featuring **Red Suit #1** (1996) by Marit Berg. An oil on canvas work, it was a gift of Action for Art.

The West Coast Grocery Company (which later became the Tacoma Grocery Company) used the **West Coast Grocery Building** (1891) to supply foodstuffs around the region, including to Alaska as part of the Klondike Gold Rush. You can still see the sign for their Amocat brand on the south side of the building. Any ideas where they came up with that name?

The interactive **Vertical Penduling** (1999) by artists Dan Senn and Patty Quake is an aluminum, steel, wood and electronic piece that was a project of UW and the Washington State Arts Commission's Art in Public Places Program. A control panel on the second floor landing of West Coast Grocery activates this sound sculpture.

On the top floor, in the offices of Interdisciplinary Arts and Sciences (WCG 424), UW Tacoma's largest academic program, is **Salmon of the Pacific Northwest** (2001) by Christina Anderson. Ceramic models of chinook, coho, chum, sockeye and pink salmon swim across the walls. Sponsored by the student organization Project Earth.

The **Russell T. Joy Building** (1892), currently under renovation, will add classroom spaces and offices for faculty

3

North of campus

The north edge of the campus footprint is bordered by South 17th Street. Just on the other side of 17th, the campus leases space in the **Carlton Center** (1905), the KeyBank Professional Development Center and some administrative offices for the university. Like the Pinkerton Building across the street, the Carlton Center originally built as a hotel for railroad passengers.

At this point, Broadway ends at the **Greater Tacoma Convention & Trade Center**, built in 2004. It is one of the largest convention centers in the state, with 136,000 square feet of meeting and event space.

Across from the Convention Center is **Tollefson Plaza**. Developed in 2006 as part of the Link light rail project, the plaza hosts public events and concerts throughout the year.



Carlton Center

4

West campus

Used as a student recreation and event space, the **Longshoremen's Hall** (1952) includes basketball courts, gaming facilities, a stage and collaborative study space.

The **Court 17 Apartments building** (2007), across the street from the Longshoremen's Hall, is a public-private partnership designed to expand university parking and the availability of housing downtown. The market-rate apartments are privately owned. In response to demand for student housing expanded, UW Tacoma leased a wing of the building to provide an on-campus living experience to approximately 40 students. The apartments sit atop a parking garage owned by the university and open to the public.

5

Jefferson Street

A mix of old and new, the **Dougan Building (1891/1999)**, was home to a variety of businesses over the years including a saloon, a bottling plant, a coffee merchant, a freight and storage company and even an Oddfellows hall. Now it's home to the Milgard School of Business. In 1999, a modern addition with classroom space was built on the north end.



On the first floor of the building is **Journey into the Night (1996)**, a wood sculpture by Morse Clary.

The home of UW Tacoma's Institute of Technology, the **Pinkerton Building (1889)** is the oldest building on any UW campus (the oldest building on the Seattle campus was built in 1895). This elegantly decorated structure was originally constructed as the Massasoit Hotel by Colonel Pinkerton to serve passengers arriving at the terminus of the Northern Pacific Railroad.



Just south of Dougan is the **Science Building (2001)**. It includes a range of natural science, computer and GIS labs along with faculty offices. On each level of the main stairway on the south side is the art installation **The Four Elements (2003)** by Steve Gardner—four carvings symbolizing earth, wind, fire and water. This piece was funded by the Washington

State Arts Commission's Art in Public Places.

The **Keystone Building (2001)**—named for its shape—contains UW Tacoma's largest classroom (165 seats) and is home to the Teaching and Learning Center, a student and faculty support office. Outside at the Keystone's narrow end (under the skybridge) is an artistic tribute to the area's train travel heritage. **Terminus (2002)**, a granite sculpture by Brian Goldbloom, was funded by the Washington State Arts Commission's Art in Public Places program.

6

Library and west



A detail from *Chinook Red Chandelier* by Dale Chihuly

The UW Tacoma Library is the heart of the current campus and includes the beautifully restored **Snoqualmie Falls Power Company Transformer House (1902)**. Now used as the reading room of the library, this elegant neoclassical building once was home to giant transformers that supplied power to much of the city. The building served as a power station until 1958. It stood unused for many years before it was restored as part of the UW Tacoma campus. Some of the infrastructure once used to move heavy equipment has been left in place.

Internationally renowned glass artist Dale Chihuly created the magnificent **Chinook Red Chandelier (1999)** that hangs in the Library tower. Seven feet wide and 19 feet long, the fiery Chinook Red is composed of more than 900 pieces of glass and weighs 1,500 pounds.

The plaza in front of the Library was named after Kelso Gillenwater, publisher of the *Tacoma News Tribune* from 1991-97. He was an early and vocal advocate for UW Tacoma and higher education in general.

Up the hill from the Library, the **Swiss Building (1913)** has been operated as a pub since it opened and today is a popular eatery. In the early part of the last century, it also served as a meeting hall for the Swiss Society, a local civic club.

7

Pacific south

Designed by local architect Carl Darmer, the **Walsh Gardner Building (1912)** is a departure from its older brick-and-timber neighbors. The side walls of reinforced concrete were innovative at the time. A new north facade was added as part of its expansion and renovation for the UW Tacoma campus.

The three small warehouse buildings that make up the **Cherry Parkes Block (1890-1904)**, originally home to wholesale grocers and distributors of coffee, spices and candy, were integrated in a 2004 renovation. The building takes its name from the designers of the cast-iron facade on the ground floor.



A detail from the *Cherry Parkes facade*

Inside Cherry Parkes, **Black Gold (2004)** consists of seven artworks created by sign-painting collectives in Kerala, India, based on concepts and schematic designs by artist Don Fels. It was funded by the Washington State Arts Commission's Art in Public Places. On the second and third floors, technology becomes organic in **Comparative Morphologies (2004)** by Stephanie Syjuco. The pieces look like vintage natural history drawings of computer cords and peripherals. It was funded by the Washington State Arts Commission's Art in Public Places program.

Also in the main lobby (next to Cherry Parkes 103) is a display that explains how the campus earned **LEED certification** from the Green Building Council for its renovation of Cherry Parkes and Mattress Factory and the construction of Philip Hall. Small plaques throughout these buildings highlight features and a guide brochure is available in the display.

The newest building on campus is **William W. Philip Hall (2008)**. Philip is a local business leader and philanthropist who championed the creation of UW Tacoma and has continued to be a strong supporter. The building includes the James A. Milgard Family Assembly Room for lectures and fairs and includes space for students to study.

Philip Hall features art both modern and historic. Three oil paintings done in 2007 by Oregon artist James Lavadour—**House, Flare Up and Intersection**—hang in the Columbia Bank gallery. These works were funded by the Washington State Arts Commission's Art in Public Places program. The building also allows a close-up view of some historic "**ghost signs**"—early 20th century advertisements painted on the exterior walls of many of the buildings.

8

Harmon corner

The south end of the block was dominated by the F.S. Harmon Furniture Company, which manufactured mattresses and other furniture. The central eight-story **Harmon Warehouse (1909)** is now home to restaurants and shops on the ground floor, offices in the middle and loft apartments on the upper floors.

The **Mattress Factory Building (1912/1908)** on 21st Street joins two buildings: the Lindstrom-Berg Cabinet Works and the Harmon's triangular factory building, which was originally connected to the main Harmon building by a third-floor skybridge over the alley (removed in 2000). An old Harmon Furniture Company sign, still visible on the north end of the building, provides inspiration for the building's name. The renovated building includes a student center, offices for most student support services and other administrative offices.

A student lounge area at the narrow end of the building includes pool tables and a big-screen TV. It also features a large oil painting of an unusually colorful husky dog done by an unknown artist.



From Left, The Harmon, McDonald & Smith and Cherry Parkes buildings and Philip Hall, seen from Pacific Avenue

9

East of Pacific

Built in 1996 to complement the graceful arches of Union Station, the **Washington State History Museum** houses an outstanding permanent collection celebrating the entire state and regularly hosts special exhibits. It's a great place to spend a couple of hours exploring.



Since Tacoma was originally designated as the terminus of the Northern Pacific Railroad, it is fitting that its train station should be such a magnificent structure. An extraordinary example of the beaux arts style, **Union Station (1911)** served

passengers into the 1980s. But as interest in railroad travel diminished, so did the fortunes of the station, which ended up a deteriorating relic and was eventually sold to the city of Tacoma for just one dollar. Renovated in the 1990s as the lobby for a new federal courthouse, Union Station is once again one of the shining jewels of downtown Tacoma.

Tacoma Art Museum was founded by a group of volunteers in 1935 and has since grown to become a national model for regional, mid-sized museums. The museum is dedicated to exhibiting and collecting Northwest art, with the mission of connecting people through art. The museum's permanent collection includes the premier collection of Dale Chihuly's glass artwork on permanent public display.

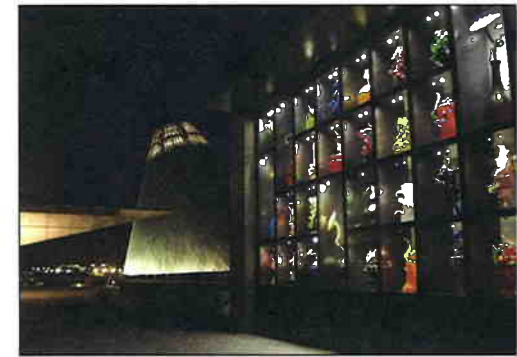
The museum moved into its current home, designed by Antoine Predock, in 2003.

10

The waterfront

Looking out toward the Thea Foss Waterway behind the History Museum and Union Station, you can see the **Museum of Glass (2002)**. The large metallic cone houses a "hot shop," where visitors can see glass art being made. A pedestrian bridge decorated with glass art connects the museum to Pacific Avenue.

Five brothers worked together to create and run the Albers Brothers Milling Company. The brothers expanded their business from Oregon to Tacoma with the construction of the **Albers Mill (1904)** on the Thea Foss Waterway. The mill thrived and was so successful that in 1920 it boasted of owning cereal mills in five other states as well as in Japan, Manchuria and Chile. The mill continued to operate until 1944. From 1950 to the early 1980s the Albers Mill complex was used primarily as a warehouse. In 2003, the property was redeveloped into retail shops and housing.

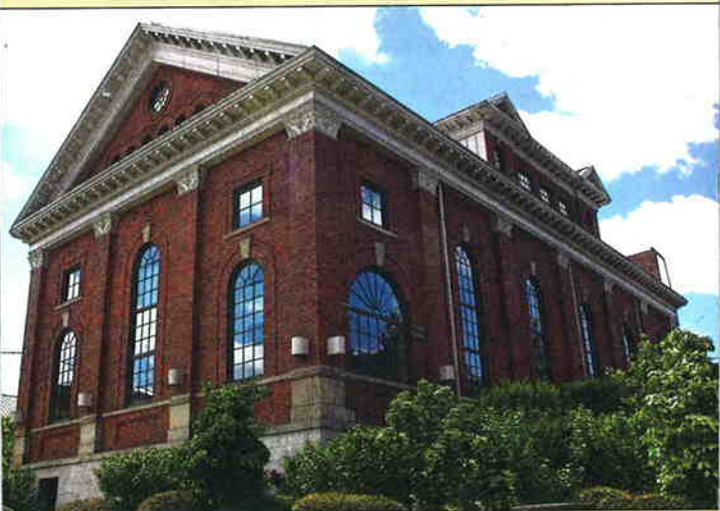


Glass art display on the pedestrian bridge to the Museum of Glass with the cone of the hot shop in the background



WANT TO LEARN MORE ABOUT THE BUILDINGS?

All of the campus buildings have signs giving a detailed history of the building located near the main entrance.



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The UW Tacoma, 20 years and 10,000 diplomas later

The University of Washington Tacoma is passing two momentous milestones this year

A week ago, it awarded its 10,000th diploma at commencement ceremonies in the Tacoma Dome. And 2010 happens to be the school's 20th birthday; it first opened in 1990, in rented downtown office space. Its first graduating class consisted of four students; this year's graduates numbered more than 1,200.

The creation and growth of the UWT may be the **single most important development in the South Sound over the last quarter century.**

The school was conceived in the 1980s as part of a grand strategy to expand college opportunity to corners of the state that suffered from the lack of it. In Washington's pioneering days, such cities as Seattle, Cheney, Ellensburg and Bellingham looked like big comers; anticipating their growth into major metropolitan areas, the state's founders gave them the public colleges.

They got Seattle right but failed to provide for Tacoma, Olympia, the Tri-Cities, Spokane, Vancouver and the dense populations between Bothell and Everett. Olympia ultimately got The Evergreen State College, but the rest went without affordable public four-year schools.

It hurt – badly. The Tacoma area suffered the greatest imbalance between population and opportunity; unsurprisingly, Pierce County's high-schoolers wound up with a self-perpetuating culture of not moving on to college. In particular, family breadwinners, single mothers and the poor lacked the means to move away and enroll in traditional four-year schools.

This is precisely the problem the UWT was created to solve. If it hasn't done

enough, it's only because it isn't yet large enough. For good reasons and bad, the Legislature hasn't expanded the university on the original schedule.

Few universities are so intimately connected to their communities. The South Sound was so hungry for a public university that it embraced the UWT fiercely by the time it finally arrived. Civic leaders and philanthropists have showered financial and political support on the school. A single gift of \$15 million from the Milgard family in 2003, for example, put booster rockets on the UWT's young business administration program.

Urban renewal is another reason to love the UWT.

The school's campus, which opened in 1997, was created in the then-decrepit historical district across Pacific Avenue from Union Station. After derelict old buildings were rehabilitated and filled with classrooms and offices, their century-old elegance and grandeur – and the influx of students, faculty and retailers – turned a blight into a vibrant and beautiful urban center.

The campus' growth has paralleled the Foss Waterway restoration as one of the largest and most successful redevelopment projects in the Northwest.

Still, that transformation is only a byproduct of the UWT's original mission: to help ensure that aspiring college students are not frozen out of opportunity by accidents of geography. Those 10,000 diplomas show how much the school has done to make good on its promise.

[emphasis added]

After 20 years, UWT mission just getting started

COLE COSGROVE; STAFF WRITER

Last updated: October 3rd, 2010 11:00 AM (PDT)

In what was once a decaying corner of downtown Tacoma, purple banners emblazoned with the iconic golden W hang from classic-style lampposts along tree-lined walkways.

On the grand staircase – once a crime-ridden street lined with addicts, prostitutes and pigeons – students socialize and wear Huskies gear from the bookstore. Within and beyond the cleaned-up brick walls of turn-of-the-century warehouses, a modern foundation of higher education is being built one student at a time.

Twenty years ago this week, the University of Washington Tacoma opened its doors.

The institution was a long-term investment in the region's future – “equal parts higher education, historic preservation and economic revitalization,” as The News Tribune's Peter Callaghan wrote in September 1997 for the grand opening of the permanent downtown campus.

As 3,250 students start classes this fall, the university's evolution continues.

UW Tacoma's effect on historic preservation and urban renewal is visible in the remodeled buildings.

It's credited as a catalyst of Pacific Avenue's economic revival that includes a renovated Union Station federal courthouse, the Museum of Glass, Tacoma Art Museum, the Washington State History Museum, Link light rail, boutique storefronts, restaurants and the Greater Tacoma Convention & Trade Center. Annually, the campus has a direct and indirect economic impact of nearly \$125 million on Tacoma, according to a study for the UW released in July.

The other promise of the UW campus – improving access to higher education in a region with limited opportunities and a deficit of college degrees – remains a work in progress. The relatively small and young campus has yet to make a statistically significant dent in the percentage of college-educated adults in Pierce County.

But the UWT has provided courses, degrees and certificates for thousands of South Sound residents, many of whom are place-bound, older, working adults who might not have had other options.

Among the first of those students was a thirtysomething stay-at-home mom with four children, hungry to complete her college degree when the UWT opened in 1990.

“I was one of the profiles that the university envisioned,” said Pat McCarthy. “I didn't care what they were teaching and how they would teach it, but I walked in the doors and had marvelous folks who inspired me. It was a fabulous experience, and I credit UW Tacoma as being one of the significant experiences of my life.”

She graduated in June 1992 and worked for the university as administrator and adviser until 1998. McCarthy, of course, went on to become Pierce County auditor and in 2008 was elected county executive, the first woman to hold that office.

“If you asked any of my peers who graduated in that second year, you would get the same expressions of support,” McCarthy said. “Many of us just loved it and continue to feel very strongly. It was the right place at the right time.”

EDUCATION GAP

Pierce County is the second-most populous county in the state, yet before the UWT it lacked a public university presence. An educated work force, as the plan went, would help attract businesses as the county's population continued to grow.

“The future of our region and our economy depends upon an educated citizenry,” Brian Ebersole, then-House majority leader who pushed for the campus, said when the decision was announced to plant a branch in Pierce County.

During the initial effort to land a university, proponents cited the education gap in Pierce County, which trailed King County, the state and the nation in percentage of people with bachelor's degrees or higher.

Unfortunately, that gap still exists – and has grown even wider.

Pierce County's public four-year college participation rate of 1.48 percent ranks 25th of the 39 counties in Washington, according to a state Higher Education Trends & Highlights report in 2009.

U.S. Census Bureau data show Pierce County's population 25 and older with a bachelor's degree or higher has grown from 18 percent in 1990 to 23 percent in 2008. In that time span, as Pierce County gained 5 percentage points, King County gained 8 points, Washington state gained 8 points, and the nation gained 7 points.

One state study showed 45 percent of Pierce County's high school graduates in 2006 enrolled in a public baccalaureate institution or a community or technical college the following year. That ranks 19th among Washington counties. King County's rate was 55 percent.

"Part of it has to do with the type of employers and the jobs in (Pierce County's) economy," said Don Bennett, executive director of the state Higher Education Coordinating Board. "Outside health care, education and military, we don't have as rich a base of high-tech employers that require the higher-level skills. It's the chicken or the egg. If you create a more educated population, you make it easier for employers to locate here and hire people. And then those people become the entrepreneurs and create jobs for others.

"That synergy is what you expect. Is 20 years enough time? It's a start. I think it will play out over time with UW Tacoma."

10,000 GRADUATES

If the 46-acre campus hasn't turned around long-standing economic and demographic trends, it's certainly made a big difference in the lives and livelihoods of students. A lot of students.

One milestone: In June, the total number of degrees granted at the UWT surpassed 10,000 – equal to about 2 percent of Pierce County's over-24 population. The university estimates 80 percent of its students from Pierce County remain in the county after graduation. Overall, about half of its graduates are still in the county.

"We lost some of our best and brightest because they had to go away for college," said Dawn Lucien, who has served 20 years on the UWT Advisory Board and was part of the original push to land the university. "That branch has not only given us 10,000 alumni, but it's kept a lot of people from going away. Once they leave, they don't come back."

Senior Alisi Gucake's route through college is typical of many UW Tacoma students. The 23-year-old earned an associate degree from Pierce College, then transferred. Transfer students, most of them from Pierce College and Tacoma Community College, make up most of UWT's enrollment.

Gucake lived on her own, but moved in with her parents in Lakewood to save money while she attended classes – one of the place-bound students the UWT was created to serve.

She works part-time at the campus bookstore, like the 60 percent of UWT students who work at least 15 hours per week.

During a recent shift, she wore a purple sweatshirt labeled "Washington Huskies 1861" – a reference to the founding of the university's main campus in Seattle. Although she originally applied to attend class in Seattle, she's come to appreciate the UWT.

Gucake, who was born and raised in Fiji, is majoring in politics, philosophy and economics – PPE – a major that wasn't offered in Seattle. She said she likes the feeling of UWT's small campus, and even persuaded a friend to enroll at the UWT instead of Washington State University.

Gucake said she probably would have attended college out of state if the UW Tacoma did not exist. Eighty-five percent of incoming freshmen said they still would have attended a four-year institution somewhere else if not for the UWT.

After graduation in June, Gucake hopes to find a job with the Border Patrol or the Homeland Security Department and continue to live in Pierce County, adding to the area's diverse and educated work force.

MEASURING SUCCESS

Jeff Harrison is one example of a successful UWT graduate: He has a job.

He transferred to the UWT from Tacoma Community College for the start of his junior year. He worked his way through college as a bartender and rented an apartment above his parents' garage in Gig Harbor to save money. He still lives there as he pays off student loans.

"I loved my experience here," Harrison, 26, said on a recent Saturday at the UWT bookstore. He wore a purple Jake Locker football jersey and a backward UW cap. He had returned to campus to buy UW booties for a friend's baby. "You know everybody on campus. There's only 30 kids in your classes. You have a personal relationship with all your professors – you're on a first-name basis."

In college, a professor helped him land an internship with a City Council campaign in Puyallup. He graduated in June from the Interdisciplinary Arts and Sciences program. He focused on political economy and now works for the technical consulting firm Oxford International in Federal Way.

"My degree helped me get that," he said.

As measures of success, UWT spokesman Mike Wark points to economic contributions and the way the UWT continues to provide access to education to South Sound residents.

"Our steady growth indicates strong demand," Wark said. "Our students come from the South Sound, and most stay after they graduate. These graduates bring a higher level of education to the regional work force. Local businesses are hiring highly qualified graduates, which makes the South Sound a more desirable place to do business and can help businesses decide to stay or relocate here."

Wark cited cyber-security firms that hire graduates from the Institute of Technology. Environmental science graduates work in consulting firms and for government agencies. People who majored in education are active in the region's K-12 schools. Milgard School of Business accountants are popular among regional accounting firms, Wark said. Nurses are employed by local hospitals and clinics.

"Recently, many have been hired by either the Veterans Administration of the Puget Sound or at Joint Base Lewis-McChord in various programs focused on soldiers returning from deployment and their families," Wark said.

UWT ranked among the top 15 percent of colleges, universities and trade schools that offer opportunities and support for military students, and was named a military-friendly school by the national publication G.I. Jobs.

Michael Allen, a UW Tacoma professor of early American history and folklore, was one of the first five faculty members hired. He measures the university's effect on education by the number of people he sees working in the community. After 20 years, the UWT has 4,366 alumni living in Pierce County.

"I look for how many of my kids are teachers and have a teaching certificate from UWT, or I go down to the hospital and see how many people I recognize as coming through the nursing program," Allen said. "That's what's happening: Our alums are kind of filtering out into the community. There is a cadre of UWT alums that have found work, thank God, and they're in the system."

IMPROVING ACCESS

The concept of a downtown Tacoma campus was born from the desire to improve access to public higher education in the South Sound for those who worked, didn't have time to commute to Seattle, or weren't able to relocate to other state schools. The "place-bound" students were

likely older than traditional students, had dependent children and needed to attend school at night or on weekends.

"That turned out to be one of the major trends in higher education over the past couple of decades, and it turns out we were at the beginning of that trend serving the place-bound student," Allen said. "Even with the arrival of the freshmen, we're still serving that constituency. These students are also financially or personally or professionally place-bound."

Statistics tell the story: 30 percent of UWT students have children living at home; 48 percent are first-generation college students. The average age is 27 for undergraduates and 37 for graduate students. More than 30 percent are minorities.

"With our focus on access to higher education, we've really been reaching out to serve the under-served population – students of color, students with disabilities, veterans," UWT Chancellor Patricia Spakes said. "We have a high level of diversity in our student population, and that's a success as well."

For Pierce County residents, the UW Tacoma is closer than other state schools and it's cheaper than nearby private universities. Annual tuition at the UW Tacoma is \$8,689 for in-state undergraduate students, compared with the University of Puget Sound at \$35,440 and Pacific Lutheran University at \$29,200.

The UWT says 63 percent of undergrads are from Pierce County.

TOWARD THE FUTURE

This fall, total head count at the UWT is expected to be 3,250. Since 2004, enrollment has increased 55 percent. The campus admitted its first freshman class in 2006, a longtime goal. But the growth is still short of some early and optimistic projections of as many as 10,000 students enrolled by 2010.

"For most of our 20 years, we have grown steadily as fast as the state could fund us, with strong enrollments along the way," Wark said. "Back in the mid-'90s, we began to see state funding for enrollment growth fall behind the aggressive growth trajectories required to meet those enrollment estimates."

The continued education gap was noted in the UWT's strategic plan for 2007-17, which says, "In Pierce County, population has risen by over 30 percent since 1990, but its participation rate in post-secondary education, particularly for four-year baccalaureate and graduate degrees, is well below the state median. These percentages must rise to enable the South Sound to be prepared for the increasingly global pressures of

an expanding and interactive economy and complex job market.”

Both Bennett and Spakes see a possible solution in increasing the university’s course offerings. In all, the UW Tacoma offers more than 30 degrees, with more planned.

“In the early years of our development, because we were upper-division only, we didn’t develop math as a degree, we didn’t develop chemistry or physics,” said Spakes, who has led the UWT since 2005 and will resign in June. “For us to really respond to the needs of the South Sound, we need to have a much broader portfolio of academic degrees than we currently have.”

Spakes sees a need to expand offerings to include science degrees, engineering, a four-year nursing degree and pre-med programs. But she said there also is a need to strengthen current programs, many of which are operating with a lean number of faculty members.

As the university continues the transition from a two-year commuter campus and grows into its role as a traditional four-year institution, ambitions are limited by funding realities.

“In 2008, (UW President Mark Emmert) announced to the Higher Education Coordinating Board that UW Tacoma would grow to serve more than 5,000 FTE students by 2017 as part of the UW’s commitment to serve more undergraduate students,” Wark said. “Then the

recession hit, and those plans have been shelved for now as the state has stopped funding enrollment growth due to the recession. We continue to grow as rapidly as possible with the limited resources available.”

And the building continues. In the UWT’s master plan, the campus boundaries extend from South 21st to South 17th streets, between Pacific Avenue on the east and Tacoma Avenue on the west. The campus occupies only about one-third of its total footprint, which leaves room for expansion.

In the next five years, the UWT expects to begin building Phase 4 of campus construction, which likely will include a new lab building to support expansion of the curriculum in science, math and engineering, Wark said. Also planned is a business innovation center that would aim to drive job creation within targeted industries.

Last month, the U.S. Environmental Protection Agency gave a \$4 million grant to the UWT as seed money for the Puget Sound Institute, a research facility headquartered at the Center for Urban Waters on the Foss Waterway.

“From the collaboration with Urban Waters to the growth of the Institute of Technology to the business program, the UWT’s programs are really relevant to what we’re trying to do in terms of local economic development,” said state Sen. Derek Kilmer of Gig Harbor, chairman of the Senate Higher Education Committee.



20
YEARS
1990 - 2010

“[The campus] may look small, may look temporary, it may even look transient, but it’s **the beginning of something** that is going to have a long history.”

– WILLIAM GERBERDING, then UW President, speaking at UW Tacoma’s opening, Sept. 23, 1990

“**UW Tacoma is the most important project** I’ve ever worked on personally. It’s the greatest renovation tool in the world for this part of Tacoma.”

— BILL PHILIP, retired CEO, Columbia Bank

“The University of Washington Tacoma has provided me with a quality education, the **ability to grow** as a student leader, and preparation to be successful in today’s workforce.”

– RAI NAUMAN MUMTAZ, ASUWT President

“I got to know many of the faculty and staff who make the **educational experience amazing.**”

– NATHAN SPENCER, Institute of Technology, Class of 2010

“In 1990, I had the choice between remaining at a prestigious research and teaching institution in the Midwest and participating in starting up a tiny satellite campus with no guarantees of survival. It was a stark choice: security and reputation vs. adventure and creativity. **For me the decision was obvious.** I have never regretted it for one second.”

– CLAUDIA GORBMAN, founding faculty member

“The idea for UW Tacoma started as a community conversation. Today that dialogue is **just as exciting as it was in the beginning.**”

– RYAN PETTY, City of Tacoma

“**I think it surprised everyone** to have UW Tacoma on Pacific Avenue, refurbishing these old buildings and making it a campus we can be very proud of. It’s made a huge difference to the city and the area.”

— JIM MILGARD, founder, Milgard Manufacturing

“I chose UW Tacoma for its excellent reputation and convenience to where I work and live. The education I received was outstanding, pertinent, and—above all—a great experience. It was the perfect fit for my educational goals.”

– PAT LEWIS, MBA, Class of 2003

“Since I have been at UW Tacoma, I have realized my potential; I have the ability and resources to be a part of positive changes in my community.”

– NATASHA PICK, Urban Studies, Environmental Studies minor, and GIS student

“As a non-traditional student, I enjoyed a rich learning experience. Many fellow students were in the workforce 15-plus years, and we each brought unique ‘real world’ experience and knowledge to meld with the classroom learning offered by extraordinary faculty.”

– NANCY DRAPER, IAS, Class of 2000

“Locating the campus in downtown Tacoma has been the greatest boon to our city since the railroad. It transformed a bad district, saved many historic buildings and has brought fine retail and restaurants, creating a vibrant environment.”

– DAWN LUCIEN, civic leader

“The atmosphere is the thing I enjoy the most...all the majors are intertwined and I take classes in different majors in order to understand different aspects, social differences and views of students. This helps to sometimes see the world from outside the box that we tend to put ourselves in.”

– STEVE AYERS, Environmental Studies student

“The pride of UW Tacoma’s incredible impact on the education of our youth and the revival of our city is a story of a shared vision and commitment of a community for their children and the generations to come.”

– ROD HAGENBUCH, Urban Studies Advisory Board member