Goals and Process—
Project Goals
— Create **learning environments** that support **collaboration, active learning, and faculty innovation** while **building community** across students and faculty.

— **Maximize space for instruction and research** in a manner consistent with program goals and institutional standards and values.

— Design a physical environment that **promotes interactions between UWB and CC faculty, staff, and students**.

— **Display** the campus’ commitment to **environmental and economic sustainability**, including by seeking to **minimizing building life-cycle costs and carbon footprint**.

— **Redistribute STEM facilities** across the campus as appropriate to **improve operational efficacy, student access and relationships**.
The Guiding Principles identify a shared vision for actions and outcomes that meet multiple objectives to ensure that land use and capital investment decisions support the institutional missions of UW Bothell and Cascadia College. They were developed to guide both the planning process and implementation of the Campus Master Plan and are organized into six categories:

**GUIDING PRINCIPLE NO. 1: COHESIVE CAMPUS CHARACTER**

The physical setting of the campus expresses the institutional values and commitment to educational excellence with regard to contextual integration within the surrounding community and region. The architectural expression of buildings, landscapes, and circulation patterns should be context-driven to enhance the character and quality of the campus while retaining the identity of each institution and providing a welcoming and user-friendly experience for first-time and daily users.

**GUIDING PRINCIPLE NO. 2: DURABLE AND ADAPTABLE FACILITIES**

Ongoing demands to maximize the versatility of space must be considered in the design of academic buildings to meet evolving program needs. Buildings should be designed with flexible interiors to allow for the reconfiguration of space over time without major structural or utility modifications, and infrastructure should be provided to meet current and future technology needs.

**GUIDING PRINCIPLE NO. 3: ENRICHED CAMPUS COMMUNITY EXPERIENCE**

Providing a vibrant, student-centered campus with ease of access and amenities that encourage the interdisciplinary exchange of ideas and discovery is vital to achieving academic excellence. Maximizing resources and co-location opportunities to meet the needs of commuting and residential students through inclusiveness and equity will enrich the student experience. Providing resources and co-location opportunities for faculty and staff to socially and academically interact with each other and with students will help enhance a culture of learning, innovation, and partnership.

**GUIDING PRINCIPLE NO. 4: ENHANCED ENVIRONMENTAL AND HUMAN HEALTH**

The commitment of both UW Bothell and Cascadia College to environmental protection, sustainability, and the well-being of students, staff, faculty, and the surrounding community is integral to the Campus Master Plan. Energy conservation, natural daylight and ventilation, efficient use of resources, preservation of environmentally valuable features, and a mix of vibrant and passive open spaces are all means of enhancing the environmental and human health of campus and community. The campus’ environmental resources and critical habitats will continue to be managed in a manner that promotes academic, research, and partnership opportunities for UW Bothell, Cascadia College, and the community-at-large.

**GUIDING PRINCIPLE NO. 5: INTEGRATION WITH THE CITY OF BOTHELL**

Considerations for enrollment growth of UW Bothell and Cascadia College and the physical development of the campus to meet space needs require close collaboration and connectivity with the City of Bothell’s long-range vision. Development along the edges of campus should acknowledge, and where appropriate, complement adjacent uses relative to scale and proximity. Pedestrian and bicycle connections between the campus and downtown core should continue to be strengthened.

**GUIDING PRINCIPLE NO. 6: MOBILITY, ACCESS, AND SAFETY**

Safe, efficient, and effective movement of people and vehicles (including personal, service, emergency and transit) to and through campus requires regular monitoring and management. Sufficient and appropriately located parking, transit connectivity, universally accessible pathways, and intentionally designed intersections and crossings are necessary both on and off campus, requiring close collaboration with the City of Bothell and local transit agencies.
CAMPUS MASTER PLAN

- Minimize tree removal
- Provide accessible N/S connections
- Create E/W connections, upper campus to flood plain
- Follow design cues of Discovery Hall
- Respect Cascadia Quad
## PROJECT DEFINITION PHASE

### 2020

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
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<tbody>
<tr>
<td>JAN</td>
<td>FEB</td>
<td>MAR</td>
</tr>
<tr>
<td>4/27 UWAC MEETING</td>
<td>8/10 UWAC MEETING</td>
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</tr>
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**PROJECT DEFINITION PHASE**

- **PLANNING & TEAM FORMATION**
- **PROGRAMMING WORKSHOPS / DATA GATHERING**
- **SITE ANALYSIS**
- **TECHNICAL PROGRAM DEVELOPMENT**
- **BASE TARGET COST ANALYSIS**
- **FUNCTIONAL PROGRAM DEVELOPMENT**
- **BUILDING MASSING STUDIES**
- **PROJECT DEFINITION DELIVERABLES PRODUCTION**

**DESIGN PHASE**

- **SITE PERMIT APPLICATION**
- **SITE PERMIT PREAPPLICATION PREP**
- **SITE PERMIT PACKAGE DEVELOPMENT**
- **SITE PERMIT PREAPPLICATION MEETING**
- **APPLY FOR SITE PERMIT**
Threads—
one

Learning Environments—
UNIVERSITY OF WASHINGTON

ELECTRICAL ENGINEERING
— Teaching Labs
— Captstone Lab
— Research Labs

MECHANICAL ENGINEERING
— Teaching Labs
— Capstone Lab
— Research Labs
— Machine Shop

COMPUTER SCIENCE
— Computer Labs
— Research Lab
— Capstone Lab

GENERAL
— Classrooms
— Career Connected Learning Studio
— Faculty Offices

CASCADIA COLLEGE

PHYSICS & ENGINEERING
— Physics Labs
— Engineering Labs

BUSINESS INFORMATION TECHNOLOGY & COMPUTER SCIENCE
— Computer Programming Lab
— Network Lab

CHEMISTRY
— General Chemistry Labs
— Organic Chemistry Lab

GENERAL
— Classrooms
— Interdisciplinary Project Studio
— Offices

SHARED
— Informal Student Study
— Faculty Work Rooms
two

Environmental Stewardship
SITE PROGRAM

EXPERIENCE
— Retain existing amenities
  — CC-3 lawn
  — Food Forest
— Promote connection to nature
— Create places for social interaction

EDUCATION
— Create opportunities for collaboration
— Integrate learning opportunities into the landscape
  — Concentrate site features for learning
  — Support field research, forest research, soil ecology classes
  — Make rainwater conservation visible, put raingardens on display
— Outdoor space for mechanical engineering shop

SUPPORT
— Loading and service
— Accessible parking
The Long-term Campus Vision strategically locates new development to minimize the disruption to tree stands of moderate to moderate/high value, by suggesting the siting and orientation of buildings, roadways and pathways that could be carefully inserted, requiring minimum grading and disturbance to natural hydrologic flows. This in turn will ensure large stands of trees remain intact as opposed to isolated and susceptible to damage from wind, and will ensure the conditions in which the trees are accustomed to growing, either wet or dry soils, will remain consistent.

While consideration for tree preservation is important to retain the identity and character of campus, it is understood that many trees will be lost with new development. When stands of trees are affected by construction, a careful evaluation of the existing trees proposed to remain is important. The campus has and should continue to evaluate the condition of all trees potentially affected prior to the start of a project and continuously reference this information in the formation of a project to assist in the siting of facilities and determining tree preservation limits. Isolated stands of trees that once stood in a grove may not be desirable, as they can be visually difficult to integrate into a new landscape with their unbalanced structure and proportions, and are more susceptible to damage from wind.

The campus has experienced efforts to preserve small stands of isolated trees, only to result in significant decline of health and eventual removal over time.

**DESIGN PRINCIPLES:**

- Balance the need for campus growth with the desire to preserve existing tree canopy and the habitat it supports.
- Minimize tree removal as practicable and ensure the long-term health of trees that will be maintained.
- Repurpose trees that are removed for habitat conservation/restoration, or harvest them for material reuse by the campus community as building materials, artwork, furniture, etc.

A more sustainable approach may be to replant with younger, vibrant stands of native trees that can mature together and over time, recreate the look and feel of the native forest. When trees removal is necessary, care should be taken to leverage the inherent ecological and cultural value of the removed materials. Options for repurposing should be considered ranging from use in habitat restoration and conservation projects to harvesting the wood for a wide variety of re-use (furniture, building materials, artwork, etc.), preferably on or in the immediate vicinity of campus.

**GOALS**

**UPLAND CONIFER FOREST**

- “Heal in” or restoration of the naturalized landscapes post development
- Restore understory to a more native condition
- Strengthen concept of a campus in the woods
The Long-term Campus Vision preserves the natural beauty of the landscape to achieve an ecological balance through the proper management of these zones.

**CAMPUS VEGETATION AND CHARACTER**

The Upland Conifer Forest has a protected area of campus that will continue to see new development or social engagement. Opportunities to improve forest health will continue to be managed to allow for the forest understory to a more native hydrology of trees to remain, restore and maintain practices strive to support social interaction and use of landscapes within this zone to better engage with the Human-Centric zone.

**DESIGN PRINCIPLES:**

- Respect, reinforce and enhance ecologies can coexist.
- Professional development: preserve existing trees and vegetation zones: the Upland Conifer, Meadow and North Creek Floodplain Wetland
- The proposed Campus Crossing is as a self-sustaining landscape. Issues of the meadow landscape, using plants and wildlife habitat that thrives off the human well-being benefit they support. In addition, they also offer diversity of vegetation and the habitats they are meeting the needs of campus users and should be co-created through evaluation based on both qualitative and quantitative observation to ensure transversal back and forth among the three zones.

**LANDSCAPE CHARACTER:**

**CAMPUS VISION**

- The North Creek Landscape, the Meadow, and the North Creek Floodplain Wetland
- Though each woodplain wetland is as food or water diversion, or immaterial goods such as psychological restoration or social engagement.

*FIGURE 4-23: CAMPUS VEGETATION AND LANDSCAPE CHARACTER, CAMPUS VISION*

- Upland Conifer Forest
- Human-centric | Managed Landscape
- Meadow
- North Creek Floodplain Wetland

*GRAPHICS ARE FOR ILLUSTRATIVE PURPOSES ONLY*
SITE CONDITIONS

CAMPUS OBSERVATIONS

UPLAND CONIFER FOREST
- Existing canopy is fragmented and thin
- Invasive species prevalent

DESIGN PRINCIPLES:

TREE CANOPY
- Balance campus growth with tree preservation
- Minimize tree removal, ensure long-term health
- Repurpose removed trees
TREE GROVES - EXISTING

GROVE "F"
GROVE "A"
GROVE "B"
GROVE "C"
GROVE "D"
GROVE "E"

EXISTING STORMWATER LINE
INFORMAL TRAILS, TYP

AREA TO BE SURVEYED BY ARBORIST

CAMPUS PROMENADE
110TH AVE NE
NE 180TH ST
— Existing drainage ways flow through the proposed building site
— Potential contrast to that of the Discovery Hall stormwater runnel
Winter [December 21] Sunlit Hours

Summer [June 21] Sunlit Hours
three

Access and Safety—
VEHICULAR CIRCULATION

DESIGN PRINCIPLES

WELL-INTEGRATED VEHICULAR CIRCULATION

- Incorporate traffic calming measures ... to reduce conflicts with and enhance safety and access for pedestrians and bicycles.

- Provide separation of vehicular traffic and pedestrian routes

LEGEND

ROADWAY
TRAFFIC CALMING
GATE (CONTROLLED ACCESS)
FIRE ACCESS
BOLLARDS
SERVICE ACCESS
SURFACE PARKING LOT
STRUCTURED PARKING
NEW DEVELOPMENT SITE
TRANSIT CENTER
DESIGN PRINCIPLES

PRIORITY PEDESTRIAN EXPERIENCE

- Provide pathways that provide ample width
- Provide visual stimulus, variety, and places to gather and socialize.
- Supplement pedestrian pathways ... with elevators inside buildings
- Avoid ramps, switchbacks and guardrails.
DESIGN PRINCIPLES

PRIORITIZE PEDESTRIAN EXPERIENCE

- Provide pathways that provide ample width
- Provide visual stimulus, variety, and places to gather and socialize.
- Supplement pedestrian pathways ... with elevators inside buildings
- Avoid ramps, switchbacks and guardrails.
SOUTH SIDE HILLCLIMB

110TH AVE NE
WEST PARKING GARAGE

ACCESS ROAD

UPLAND CONIFER FOREST + STEM 4
EXISTING INFORMAL TRAILS

EXISTING INFORMAL TRAILS

CRESCENT WALK
FOOD FOREST
CAMPUS PROMENADE
CC1
Knitting In—
ENHANCED PUBLIC REALM

- Enhance connectivity between buildings by creating shared entry plazas which give a sense of community and promote the crossing of pathways throughout the day.
VIEWS LOOKING EAST
ALTERNATE BUILDING FOOTPRINTS

MASTER PLAN

CANTED A

ATRIUM

CANTED B
SECTIONS

SECTION A

SECTION B

SECTION C
MOVEMENT - WATER
MOVEMENT - PEOPLE