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The Project Management Team engaged with community members invited by Project Working Teams to two design workshops, held multiple campus wide Town Halls and charrettes to engage with students, and invited all students and faculty to participate in a data gathering workshop.

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McGranahan Architects and the Project Management Team would like to thank all the people and units who participated in the planning and programming process. This project has been successful as a result of the comments, suggestions, feedback, time and hard work of many people including those from UW Tacoma’s Center for Equity and Inclusion, the Library, the Teaching and Learning Center, the Veterans and Military Resource Center, the Office of Research, Facilities, Administration, and Campus Planning & Retail Services.

Abbreviations and Language

Common Abbreviations

CEI: Center for Equity and Inclusion
GSF: Gross Square Feet
OR: Office of Research
QUANT: Quantitative Services
PH: Powerhouse
SF: Square Feet
SNO: Snoqualmie Building
TECH: Technology
TIO: Tioga Building
TLB: Tioga Library Building
TLC: Teaching and Learning Center
UW: University of Washington
UWT: University of Washington Tacoma
VIBE: Veterans Incubator for Better Entrepreneurship
VMRC: Veteran and Military Resource Center
VMS: Veteran and Military Services
WC: Writing Center

Common Language

“Learning Commons” as an industry term in academia will suffice for this document. However, Learning Commons as branding or terminology for this project is not set. As the project goes forward, input from students and user groups will help shape the identity of this student-centered campus space.
1.0 EXECUTIVE SUMMARY

General Information

The University of Washington Tacoma is a four-year, urban serving campus with a student population from the South Puget Sound region and surrounding areas. This UW campus opened its permanent location in 1997 revitalizing the historic Pacific Avenue corridor in Tacoma. Initially, the goal was to provide education options for a growing number of community college transfer students. Then in 2006, UWT admitted its first freshman class as a four-year campus.

The way we learn is always evolving. Technology, student-centric learning models, and creating understanding through diverse viewpoints are paramount to education, scholarship, and the world today. Establishing a high-tech “Learning Commons” in the Snoqualmie, Tioga Library, and Tioga Buildings centrally located in the heart of campus reinforces the idea that academia, scholarship, diversity, and inclusion are vital to the University.

The Learning Commons concept stems from a 2018 campus report authored by UWT Administrators, the Teaching and Learning Center, and the Library. The report explores potential partnerships between academic services while allowing for each unit to retain its distinct identity. The aim is to create a transformative learning environment that will maximize student success by providing exceptional, integrated, technology-rich services and connecting scholars at every level.

Need for the Project

Student enrollment has been increasing every year as have the physical buildings of the UWT campus. With this growth, the demand for services has been amplified, and there are several programs that are searching for enlarged or renewed space to fit their needs. Often, consolidating one-expanding program can lead to a domino effect to find appropriate space on campus.

At the outset, this project was to locate and build out a new space for the Center for Equity and Inclusion. The CEI program had outgrown its current space in the West Coast Grocery building and was looking for a place on campus where it could best serve the diverse student population.

Available floor space is a rarity, but the 4th floor of the Tioga Library Building was unoccupied and would fit their programming. However, before committing the CEI to a 4th floor location that is not as accessible and discoverable as the CEI would have liked, a conversation began with all of the occupants of the Tioga Library and Snoqualmie Buildings to rearrange the spaces towards a more cohesive and accessible organization. These units include the Library, the Office of Research, the Teaching and Learning Center, and the Veterans and Military Resource Center.

In its visioning statement, the University has set out to “foster a thriving and equitable society by educating diverse learners.” To support this, the Library, TLC, and OR have been discussing the establishment of a technology-heavy, scholarship-driven Learning Commons to foster a culture that supports students and faculty in their academic pursuits. Adding in the Center for Equity and Inclusion would help complete the University’s vision to provide the best resources for all students. The SNO/TLB/TIO Renovation has the transformative opportunity to help achieve this vision.

General Scope and Timeline

The Predesign Study was performed from Summer 2018 to Spring 2019 with the involvement of all the programs previously listed in the Snoqualmie and Tioga Library Buildings. The study completed programming reports, Master Plan Test-fit layouts, and conceptual cost estimates for all units in the Snoqualmie and Tioga Library Buildings. It also provides potential sequencing schedules to complete the project from design through construction.

Additionally, the report provides a Preferred Phase 1 test-fit approach that would maximize an initial pivot towards the Learning Commons transformation with appropriate space for the CEI within an estimated budget of $4M total project costs.
2.0 ABOUT THE PROJECT

UW Tacoma Culture

UWT is an urban-serving university built into the fabric of historic Tacoma landmarks. From its inception in 1990, the UWT campus has made a conscious effort to respect, celebrate and uncover the memory of its city by restoring the Union Warehouse District that had fallen into neglect. As such, UWT has become a revitalizing force for the downtown corridor and a place of pride for all Tacomans.

As of 2018, UWT had enrollment numbers of 5,375 students. UWT generally attracts transfer students and recent high school graduates from the South Puget Sound. Most students commute to campus daily, but UWT is looking to build more campus housing as they continue to expand programs and academic buildings.

The UWT student population is very diverse. 56% of students are first-generation university students and 18% of students are military affiliated. In terms of ethnicity, UWT is a majority minority campus - 58% of students are non-white.

Vision, Mission & Values

To support all students, UW Tacoma has unique Vision, Mission and Values represented by a compass with the word "access" in the center representing access as the heart of everything. The other four words form the points of the compass - Diversity, Innovation, Community, & Excellence.

Vision

The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities.

Mission

As an urban-serving university, we:

- Expand access to higher education in an environment where every student has the opportunity to succeed
- Foster scholarship, research and creativity to address the challenging problems of our time and place
- Partner and collaborate for common good
- Catalyze the economic and social vitality of the region

Values

The University of Washington Tacoma values:

- Excellence
- Community
- Diversity
- Innovation
- Access
History and Context of Snoqualmie & Tioga Library Buildings and Programs

The Snoqualmie Powerhouse was erected in the early 1900’s to house the large transformers needed to reduce the electricity from Snoqualmie Falls hydroelectric power plant for distribution in Tacoma. It operated until 1958 after which it was nearly vacant until the 1990’s when it became part of the new UWT campus. In 1996, UWT began construction of the Snoqualmie Building attached addition to the south. To the west, in 2012 the Tioga Library Building was constructed immediately adjacent to the historic Tioga Building. TLB and SNO are connected by a skybridge that floats above the Prairie Line Trail.

Since its completion, the Snoqualmie Building has been the “heart” of the UWT campus. It is centrally located and architecturally unique. Many visitors mistake it for the main campus building and enter seeking administrative services or help locating their campus destination. Snoqualmie currently houses the Teaching and Learning Center and a portion of library services including Reference Help, a circulation desk, and the only silent Reading Room (located in the Powerhouse.)

The Tioga Library Building houses the remainder of library services such as the main collection, another circulation desk, book processing, and librarian offices. In addition to the Library, TLB houses the Office of Research and the Veteran and Military Resource Center, as well as campus classrooms and furniture surplus. As it is now, these buildings are difficult to navigate and it is unclear where to locate services, especially for those visiting the Library for the first time.

The Library

The Library has had a presence in the Snoqualmie Building since the inception of the UWT campus. When TLB was constructed, the library split their services between the 1st Floor of SNO and the Ground, 1st and 2nd floors of TLB. The Library enjoys being in SNO as it showcases academia in the heart of the campus, but it is difficult to instruct students on how to navigate between services available in SNO and the main collections in TLB.

As a commuter campus, the Library programming is one of the few shared experiences all students have at UW Tacoma, and it is used extensively by students, staff, and faculty alike. Where many college campuses are finding their library programs being used less frequently, UWT Library has had an increase in student services. Students visit the Library to utilize the many services including access to various technologies and tech help, reserving highly utilized study rooms, finding a silent space to study, and gaining research skills and reference help at the Research Help Desk.

Teaching and Learning Center

The Teaching and Learning Center is currently located on the 2nd floor of the Snoqualmie Building. The TLC works with students to develop the skills, strategies, knowledge and confidence necessary for student success through two main services - the Writing Center and the Quantitative Center. The Writing Center supports students in understanding assignments, writing strategies, and editing feedback while the Quantitative Center focuses on science and math support. These programs have developed together to provide encompassing services without stigma. They enjoy being colocated to show that all types of learning are important.

In addition to Writing and Quantitative programs, many faculty members hold office hours on the tutoring floor. This partnership is beneficial to students, faculty, and the TLC alike: students find the faculty more approachable and less intimidating in this student-centric setting, faculty can easily pull an impromptu study group together, and the TLC supports all ways of learning. Faculty office hours at the TLC are an integral part of the programming.

However, to provide all these services, the TLC utilizes all of the 2nd floor of Snoqualmie with a high-tech tutoring floor, TLC offices, and various reservable study rooms. Frequently, the TLC is at capacity with a full tutoring floor and completely reserved study rooms.
2.0 ABOUT THE PROJECT

UWT SNO/TLB/TIO RENOVATION

2.1 ABOUT THE PROJECT

Veteran and Military Resource Center

The VMRC houses both the Veteran and Military Services and the Veterans Incubator for Better Entrepreneurship. These programs collocate on the 3rd floor of TLB to provide a wide range of services to veterans including fulfilling GI Bill requirements for university campuses and helping students access veteran benefits. There is also a beneficial partnership between the two programs. Veterans are 45% more likely to be self-employed than non-veterans and the VIBE program helps students realize those goals. Sometimes students discover the VIBE when accessing services through the VMS and vice versa.

Office of Research

The Office of Research provides students and faculty support for research, scholarship and creative pursuits throughout campus. Through workshops, the OR provides a platform of professional development to help faculty pursue research funding and make strategic partnerships with public agencies and community groups. It is currently reviewing its space needs and resources on campus.

Center for Equity and Inclusion

The Center for Equity and Inclusion (CEI) is currently located in various buildings around campus. Their main space is in West Coast Grocery and was converted from a small classroom space which they have quickly outgrown. The staff offices are in a separate, adjacent space. These two rooms are only connected by the main circulation hallway, making it difficult to provide services as needed. Other CEI spaces and services are located in adjacent buildings. The CEI storage room is next door in JOY, which makes it difficult to keep a precise inventory. The CEI also coordinates The Pantry for food insecure students, but that portion of services will remain in Dougan Hall.

The project predesign began with trying to locate space CEI to consolidate their essential and expanding program on campus. The search for CEI’s space is what led to questions regarding the future needs of these buildings in the heart of campus, the future of learning at UWT, and how all of these units can connect to best serve the students of UWT.

 Commitment to Diversity, Equity and Inclusion

Not only is the University of Washington Tacoma dedicated to diversity, equity and inclusion, but so are each of the units identified within the SNO/TLB/TIO Renovation. The Library, the Teaching and Learning Center, and the Center for Equity and Inclusion are all committed to academics, scholarship, and diversity throughout their programs and in their mission, vision and values.

Each program puts a different emphasis on academia, scholarship, and diversity. Together they will not only strengthen the University’s commitment to students, but will also be able to showcase these values as the cornerstone of life at UWT.

Community Partnerships

UW Tacoma is situated in the downtown core of Tacoma, and one of the core tenets of the university is to work with and strengthen the community. This partnership benefits both the students who attend UWT as well as the Tacoma community. Each of the programs partner with the wider Tacoma community in their own way. The Library houses a non-profit computer station and allows the greater public to access their collections. The Center for Equity and Inclusion invites Tacoma associations to collaborate on programs. VMS and VIBE bring in veterans’ groups and key Tacoma entrepreneurs to interact with students.

Student Involvement

Students are the most important group on campus; every goal and every program is working toward student success. In order to engage students, the University has set up a webpage to follow and comment on the SNO/TLB/TIO Renovation, has held Town Halls to keep students apprised of the process and gather feedback, and has invited students to participate at several points in the predesign process.

At an all-campus charrette and pizza event, students were asked to give feedback on image boards asking how they navigate these two buildings, what kinds of study areas they most commonly use, and their general comments. This exercise helped shape the project into a connected Learning Commons where both buildings function together.

During campus wide engagement, students tally spaces they most commonly use and what spaces they need more of. Blue dots are for spaces they use/need in the TLC and yellow dots are for the Library.

Community faculty, staff and students participating in a CEI programming charrette in the Tacoma Paper Station Building.

Student and faculty comments on the library (yellow notes) and the TLC (blue notes).
Site Visits

A group from the UWT Library, the TLC, Campus Planning and Retail Services, and McGranahan Architects visited two other campuses to tour different libraries and tutoring spaces. At UW Seattle, the group visited Odegaard Undergraduate Library, the Allen Research Commons, and the Suzzallo Reading Room. At Pierce College in Fort Steilacoom, the group toured the Pierce College Library and the Teaching and Learning Center.

At each location, library or tutoring staff who had recently been through their own renovation, provided relevant background on the process. Through their experiences and seeing the updated spaces, the tour group came to better understand the spatial needs and programming partnerships that could happen at UWT. These site visits became a vital part of the predesign process.

Odegaard Library

UW Seattle’s 1970s era Odegaard Undergraduate Library was remodeled in 2012-13. The renovation focused on the 1st and 2nd floors, and opening up the core atrium. The renovation happened at a time when books were being archived or placed in off-site storage. This allowed for a technology-driven transformation of the Library to become a student-focused living laboratory. Due to high student demand, Odegaard focused on study rooms and spaces, high-tech active learning classrooms, open computer labs, and a colocated Research-Writing Center.

The Odegaard Library is vertically stacked on three floors with a single entry point on the 1st floor and the main service desk on the 2nd floor. As you enter, it is readily apparent where to go due to the openness and highly visible main stair. During the remodel, an information desk was located at the entry to assist with wayfinding due to concerns with the circulation desk being located on the 2nd floor. However, this information desk will be redesigned into library programming as it is seldom used as a library orientation point.

Odegaard has a variety of study spaces to provide for many different styles of study. These spaces include reservable, enclosed study rooms; open, reservable study booths; open-study floor space; loud, soft seating areas; study areas that allow food & drink; quiet, soft seating areas; and silent study spaces. There are two active learning classrooms that are used day-long by regularly scheduled classes and fully open up to the library floor after hours as additional group and individual study space. These spaces are continuously in use during the school year, and the reservable spaces are wait-listed.

Student demand for group and individual study space at all levels of technology is quite high and these spaces are often at peak capacity. The Library is continuously looking for opportunities to upgrade technology and add reservable study rooms to better serve the student population.

The 3rd floor of Odegaard is reserved for silent study and the main collection. Due to new fire code constraints, the entire floor needed to be separated from the open atrium by a fire barrier. This fortuitous constraint allowed the library to move the pared down main collection to the 3rd floor and create a completely silent study area acoustically separated behind glass. The remodel budget did not allow for upgrading to the 3rd floor finishes or shelving units, but that is planned to be updated in a later phase. However, with the most student demand being for study rooms and media labs, the Library is continuously adding new technologies and is currently adding additional small, reservable study rooms.
2.0 ABOUT THE PROJECT

Odegaard Writing & Research Center

The Odegaard Writing & Research Center (OWRC) is where both writing tutoring and library research help are colocated to provide integrated services. The staff recalled that it was challenging at first to integrate their programs, but they have since learned to work jointly. Having both programs in one space has proven to be beneficial to students who can access comprehensive help in an expedited fashion.

The OWRC is located in an enclosed space on the far end of the 1st floor of the Library. This space provides various open seating areas where students have access to either service. As a student enters the space, they check in opting for tables on one side of the check-in desk for Research Help or a similar set up on the Writing Center side. Staff help students navigate the type of support needed and guide the process by transferring a student to services on the alternate side as needed.

In order to accommodate growing needs, the Library is looking to add a small, enclosed room to accommodate sessions that need privacy or space to hold a small meeting. They are also adding more technology to assist with writing or research needs.

Allen Library Research Commons

The Allen Library Research Commons opened in Fall of 2010. The collection that was previously housed in this space was either integrated into the main collection, stored off-site or has been removed from the UW library system. After the stacks were removed, this space was refreshed with only furniture, carpet and paint to create group study spaces on campus.

The brightly painted Research Commons is open to all students, but has a higher visit frequency by undergraduate and engineering students. During the school year it is generally at capacity with student groups in search of small group space that has a whiteboard and technology.

The open floor plan utilizes various seating configurations with tables, movable whiteboards, and technology to create smaller niches. There are larger lecture type rooms to practice or give presentations, booths with whiteboards, and semi-enclosed rooms to choose from. Whiteboard markers can be rented from the check-in desk, and students find it easy to keep track of their group notes with personal cell phone photos.

The Research Commons also offers research-oriented services on a consultation or drop-in basis. Students can access citation management help, writing consultations, and digital scholarship best practices. There is also a highly used Design Help Desk offering assistance to all students, faculty and staff who want to improve their presentation or publication visuals such as diagrams, visual data, and creating posters or slides.

Pierce College Library

The renovated Pierce College Library in Fort Steilacoom reopened in 2012 during a phased remodel of the Cascade Building which also houses a campus Welcome Center, Vet Tech Program, Dental Hygiene Program, and the Teaching and Learning Center. As the building was remodeled, the programs remained open including the Library.

The college decided to triple the size of their Library at a time when the trend was to make libraries smaller. The Library had a clear mission on campus to encourage student engagement, and helped do so by embedding librarians in mandatory first year classes in order to help students better understand and use the Library. Through this programming the Library...
was able to show clear data that helped show the value of expanding.

Great consideration went into the correct balance of collections versus various group and individual study spaces, technology lab space, and classroom space. The college knew they wanted to be innovative and push the discussion of what a library could be. There is a high-tech design lab and maker space, classrooms with attached kitchenette that can host all-campus events, and study spaces to accommodate any style of learning.

To be more accessible, the spaces are marked with signage and wayfinding that is more informal than historically found in a library. For example, the main circulation desk is marked as “BORROW” and at Research Help, it simply says, “ASK”.

During the design process, the Library and the Writing Center decided to partner. The staff spoke about the benefits of writing help, research help, and library resources being colocated within the Library. The librarians lamented that they hadn’t had more foresight to partner with additional departments, and have since tried to dedicate more space to integrating services.

The group also appreciated the openness of all the spaces they visited. The newly renovated spaces were all light-filled, bright, and open which gave them a comforting and welcoming feel. Pierce College Library used bright colors, strategic exterior lighting, and low shelving to provide sightlines across the main floor of the Library. Odegaard opened up the atrium to a large skylight overhead to flood the whole building with a connection to the exterior, and also provided sightlines across the building to give a sense of openness. As accessibility and welcoming are important values of all the UWT programs, an open and comfortable space will be essential.

Lessons Learned

Through touring these various spaces, the UWT group came to better understand the need for space and programming at UWT. There were several important takeaways from the two site visits.

At both libraries, the UWT touring group valued the single entry and the initial awareness of key programs upon entry. Even as Odegaard Library is laid out vertically on three floors with the service point on the 2nd floor, it is readily apparent where to go when you enter the Library. At Pierce College, which also spans several floors, the single entry leads directly to two service desks clearly located by their brightly colored ceiling clouds and signage. As the SNO/TLB/TIO complex is currently difficult to navigate, it became clear that signage, aesthetic indicators, and well-placed service desks will be key to providing accessible programming at UWT.

The group also appreciated the openness of all the spaces they visited. The newly renovated spaces were all light-filled, bright, and open which gave them a comforting and welcoming feel. Pierce College Library used bright colors, strategic exterior lighting, and low shelving to provide sightlines across the main floor of the Library. Odegaard opened up the atrium to a large skylight overhead to flood the whole building with a connection to the exterior, and also provided sightlines across the building to give a sense of openness. As accessibility and welcoming are important values of all the UWT programs, an open and comfortable space will be essential.

Key Takeaways

- Navigation and wayfinding are key to a successful project.
- Place service desks to assist students and visitors with accessing all the services of the Learning Commons and the campus as a whole.
- Bright, open spaces allow for a more comforting and welcoming feel.
- The ability for students to self-select from a wide variety of study spaces is incredibly important to today’s student population.
- The Writing and Research Center needs space to expand as both schools visited found theirs quickly outgrown.
- The Learning Commons needs to support the campus community and be a leader in the student experience.
3.0 PROJECT ANALYSIS

Introduction

For the last year, McGranahan Architects has worked closely with UWT Campus Planning and Retail Services and the user groups of the Snoqualmie and Tioga Library Buildings to understand the hopes and needs of each unit. This was a process of uncovering to identify the breadth of each program. Through this uncovering, we discovered shared values, a high emphasis on the best way to provide services to all students, and some interconnected space needs.

As the project began in June 2018, the Center for Equity and Inclusion had outgrown its space, and was searching for a larger, more central location to carry out their mission and best serve students. One of the few spaces available that could accommodate the needs of this important program was the unoccupied 4th Floor of the Tioga Library Building. This space has views of the Port of Tacoma out to Mount Rainier that would make for a wonderful backdrop for any unit. However, the remoteness of being tucked away on the 4th floor at the edge of campus did not work well for the CEI program which requires accessibility.

The planning for CEI space led to larger questions regarding Snoqualmie and Tioga Library Buildings and if it would be in the best interest of all students to reorganize the two buildings for navigation, space usage, and program integration. As it is now, some units have outgrown their space, others have streamlined without their physical space keeping up, and the Library is divided between the two buildings in a way that is difficult to navigate. A phased renovation of SNO/TLB/TIO could enhance the programs and services offered here to maximize student success.

Furthermore, each individual program has a focus on academia, scholarship, and diversity in varying degrees. These values are heard over and over in the mission statements and visioning documents from each unit. The preferred alternative brings these programs together in the form of a Learning Commons housed in the Snoqualmie and Tioga Library Buildings, with expansion space in Tioga Building. This would provide an effective platform to amplify these values throughout campus.

Alternatives Explored

Preferred Alternative - Learning Commons

In the Learning Commons Alternative, the buildings act as one supporting academics, scholarship and diversity as the heart of campus both physically and philosophically. In this Learning Commons approach, all units share space while maintaining their distinct identity to comprehensively serve students.

Although the units are currently separate, throughout the predesign process each identified strategies to utilize their strengths come together in benefit of all students and the future of scholarship at UWT. The preferred alternative shows this merging of services to bring Snoqualmie, Tioga Library Building and Tioga Building together as one complex - a Learning Commons - to maximize the space.

Together, Snoqualmie, Tioga Library and Tioga Buildings become thought of as one space, connected by a skybridge, and focused on serving the diverse student population. Each unit would still have ownership of their space, but certain parts of each program would be areas shared by all units. These spaces include areas that might not be used in full-day programming such as reservable rooms for group study or conferencing, technology spaces, larger event spaces, and break rooms.

Evolution of The Learning Commons Layouts

Through user group meetings, charrettes, workshops, tours and various campus reports, an extensive amount of data was gathered to understand the specific needs of each program. Over time, this information developed into the concept of a Learning Commons. In order to get a better sense for how the complex, interlacing programs could fit into SNO/TLB/TIO, ideas and concept layouts for the Learning Commons are analyzed in this chapter. For a more in depth look at each unit, see the Program Analysis and Room Data Sheets in Chapter 4.
The section of this chapter titled *Detailed Analysis of the Learning Commons Option* explores the opportunities of what this program could look like at UWT and proposes one example of how it would layout in SNO/TLB/TIO with Master Plan Test-Fits and two suggestions of how this Master Plan could be sequenced into three phases over three years with corresponding conceptual cost estimates.

Furthermore, the Detailed Analysis goes on to reconfigure an initial Phase 1 that would achieve portions of the Learning Commons vision and opportunities within an estimated budget of $4M in total project costs. This approach is shown in the Preferred Phase 1 section. It rearranges the Master Plan, but focuses on Phase 1 without showing future phasing. Both approaches have benefits and challenges.

**Sequenced Construction Schedules**

The Master Plan construction schedule is based on sequenced design-build phases. There are two options for this - Sequence A ensures the CEI can move in immediately replacing the Library and TLC programs into temporary homes, whereas Sequence B phase the project as floor space becomes available which puts the CEI move in the second phase. Detailed sequencing plans are available later in this chapter.

There is no construction schedule or phasing provided to complete a Master Plan for the Preferred Phase 1 as it is not yet clear what may need to be reconfigured or where additional units will move.

**Cost Estimates**

The estimated cost of construction to complete the Master Plan with Sequence A is approximately $12M with total project costs of $20M.

The estimated cost of construction to complete the Master Plan with Sequence B is approximately $11.4M. The total project cost would be $19M. The difference is due to less moves and a shorter timeline.

The estimated cost of construction to complete a pared down Preferred Phase 1 is approximately $2.5M with total project costs of $4M.

Detailed cost estimates are available later in this chapter.

**Detailed Analysis of the Learning Commons Alternative**

The Preferred Alternative brings together the Snoqualmie, Tioga Library, and Tioga Buildings as one complex focused on UWT values of academics, scholarship and diversity. Together with access to cutting edge technology, these buildings will form a foundation for a new, integrated model of learning that seeks to maximize student success in the form of a Learning Commons.

Alternative 1

Alternative 1 represents an earlier iteration of the units reorganizing the SNO/TLB/TIO Renovation. Each unit would be a fully separate program with minimal shared areas. Each program would have a dedicated break room, small meeting rooms and large conference rooms. These spaces may go unused for certain periods of the day, but other programs would not be able to utilize the vacancies. Each space would also have some level of acoustic separation from the main spaces or other units. There would need to be some paring down of program space as each unit needs more than can be provided in the square footage available.

Alternative 2

Alternative 2 was the initial arrangement considered. It provides the Center for Equity and Inclusion space on the currently unoccupied 4th Floor of Tioga Library Building. This arrangement would provide the CEI with a new, consolidated space on campus with ample space to grow. Due to the remoteness of the 4th floor and the navigation concerns in TiLB, it would be difficult for some students to access the support they need. In this Alternative, no other units or services would be addressed.

Alternative 3

Alternative 3 leaves all the existing spaces as they are. This alternative does not address any of the project goals.

In 2018, a taskforce was convened from the UWT Administration, TLC, and Library staff to start to understand how this Learning Commons concept could capitalize services and create a transformative learning space. That taskforce culminated in a preliminary report that sets the vision for the Learning Commons as a “transformational nexus for UW Tacoma which provides high-level services and technology-rich, flexible spaces to connect learners at every level.”

The following Master Plan Test-Fit, sequences and estimates are an exploration of what the Learning Commons could be. However, part of this exercise was to identify a suitable budget to renovate these buildings to determine how to go forward after the predesign phase.

Within the Master Plan construction schedules, the 1st phases were estimated at over $8M in total project costs. It became clear that a Preferred Phase 1 would be needed to fit into a tighter budget and timeline constraints. An additional exploration began to understand if a different Preferred Phase 1 could satisfy some initial goals of the Learning Commons with estimated total project costs of half the initial estimate. The Preferred Phase 1 would need to fulfill the original promise to find new, celebrated space for the CEI and provide substantial action towards the Learning Commons experience the units have been exploring over the previous year. The budget was set with total project costs of $4M.

This report lays out scope, site and building opportunities for the idea of a Learning Commons in SNO/TLB/TIO with test-fit layouts and sequencing options on the 1x17 pages. Immediately following this it provides scope, opportunities and test-fit layouts for the Preferred Phase 1 option.

**Project Vision**

The preferred option was developed over the last year through meetings, charrettes, workshops, and boards posed in SNO & TLB to collect student input, as well as from UWT’s Visioning Statement and the UWT Master Planning documents. The following themes emerged which greatly align with the UWT Learning Commons Proposal:

- Create a centrally located ‘Campus Hub’ to support an integrated model of learning that enhances the student experience to maximize student success.
### Renovation Area Summary

#### Snoqualmie Building & Powerhouse (GSF)
- Snoqualmie Level 1: 10,820
- Snoqualmie Level 2: 8,120
- Powerhouse: 4,150

**Total Snoqualmie Building & Powerhouse:** 23,090

#### Tioga Library Building (GSF)
- Tioga Library Building Ground: 2,670
- Tioga Library Building Level 1: 8,835
- Tioga Library Building Level 2: 9,645
- Tioga Library Building Level 3: 9,645
- Tioga Library Building Level 4: 7,805

**Total Tioga Library Building:** 38,600

#### Tioga Building* (GSF)
- Tioga Building Level 1: 2,550

**Totals (GSF)**
- Total Snoqualmie Building 23,090
- Total Tioga Library Building 38,600
- Total Tioga 2,550

**Total Tenant Improvement:** 64,240

*For the conceptual Master Plan Test-Fits, some programming was placed in Tioga Building. However, this building would not be upgraded structurally or subject to a full renovation at this time. Tioga Building could be for future Learning Commons expansion.

### Space Needs Assessment

The Learning Commons approach allows each unit to have their core program area while support spaces and meeting rooms become part of the shared areas. This improves efficiencies by allowing for each program to access more support areas than they would have as fully separated programs.

The following list of space needs is a brief summary of each program. For more detailed description, see Chapter 4 on Program Analysis.

### Project Opportunities

**Site**
- SNO/TLB/TIO is an ideal location for a Learning Commons to showcase UWT values.
- Emphasize the buildings at the intersection of the Prairie Line Trail and the Grand Staircase.
- All students can easily access this site from various entrances.
- Easily identifiable for orientation and wayfinding.

**Welcoming Hub and Navigation**
- Locate a UWT Welcome Desk in Snoqualmie as an entry point to the campus.
- Service points and info kiosks help locate each program.
- Demolish the wall on the 1st floor of Tioga Library Building to create a celebrated entry.
- Establish clear pathways and sightlines to services from main entries.

**Identity and Destination**
- Strengthen the identity of each program within the complex by providing them distinct spaces.
- Provide focal points through galleries for each program to show off their unique identity.
- Maintain the history of the Powerhouse, and activate this space so more students come in contact with its connection to Tacoma’s past.

**Space Utilization**
- Variety of study areas, soft seating, and volume controlled areas to accommodate all student study needs.
- Carve out space for a small media lab with high tech equipment and support.
- Share meeting rooms and classrooms as reservable space by student or units.

**Security**
- Create a new security bubble for the entirety of the complex at the entrances from Jefferson Street to Tioga Library Building, the main quad into Snoqualmie, and the Grand Staircase into the Powerhouse.
- Provide 24/7 access to the Powerhouse and technology areas utilizing Husky Card access points and cameras.

**Space Utilization**
- Create visibility of the main spine connecting the two buildings in the complex for navigation and celebration.
- Provide opportunities for programs to integrate to maximize student support.
- Colocate Writing and Research Help.
- Celebrate technology throughout the complex.
- Provide collections throughout the complex near like services (Quantitative Collection near the TLC Quantitative Center; diversity and inclusion collection in the CEI space.)
- Office of Research adjacent to the Library’s Scholar lab to support faculty research and create a Faculty Commons.

**High Quality Integrated Services**
- Identify and analyze the buildings at the intersection of the Prairie Line Trail and the Grand Staircase.
- All students can easily access this site from various entrances.
- Easily identifiable for orientation and wayfinding.

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to build an affiliative and inclusive community throughout campus and Tacoma, and they are a resource for all students.

The CEI needs roughly 3000 sf of space to build a “home away from home” feeling where students feel comfortable and everyone is welcome. In this “home” typology, the CEI will have a living room “chill-out” area, an incubator as an office type space, and a kitchen where different people can come together and share their culture through food.

The CEI also needs a variety of work space for staff and student staff to do their work. Some of these areas need to be more private so that students can feel comfortable disclosing personal information.

Library

In the Learning Commons, the Library moves much of their services and programming fully into the Tioga Library Building activating each floor in a different way. However, as the security bubble encompasses both Tioga Library Building and Snoqualmie, certain collections can be partnered with like-programming in the TLC, CEI or Powerhouse spaces.

The 1st floor of TLB can open up to create a grand entry celebrating the Library and mitigating many of the navigational difficulties that currently exist. From both the skybridge and Jefferson Avenue, one would enter directly into Library space with circulation desk service point in view. Low shelving and seating areas open up the space to provide a more accessible Library space.

In addition to their collections, the Library seeks to create many partnerships across the academic campus with faculty and students. In the Learning Commons option, the Library’s Research Help service would partner with the Teaching and Learning Center’s Writing Program to provide fluid services between these interconnected programs.

Other partnership opportunities with the Office of Research would create a “Faculty Commons” within the Learning Commons. New Library programming to support such spaces include a new Scholar Lab and a faculty collection to support and display faculty research.

Office of Research

The Office of Research coordinates with faculty, staff and students to address the needs of research across the campus and connect with Tacoma and the broader public. In the Learning commons, this program needs five work stations in an open office with periodic access to small and large meeting rooms. The OR is eager to partner with the Library to create a new Faculty Commons dedicated to supporting research and scholarship.

Teaching and Learning Center

The Teaching and Learning Center is often at capacity during peak hours. Often there are not enough seats to accommodate students seeking services, and they have been exploring partnering with different programs.

In the Learning Commons, TLC services can be accessed in multiple places showcasing scholarship as a key component of the Learning Commons. The Writing Center pairs with Research Help to make a new Writing and Research Center located with the Library in TLB while the Quantitative Center remains in SNO to balance the complex as a whole.

Faculty office hours are an important part of the TLC’s services as is quiet tutoring area. Space dedicated to faculty-student interactions and a quiet tutoring floor provide for these additional ways that scholarship can happen.

Future services of the TLC might include a new Engineering Center in the proposed Academic Innovation Building proposed to be built just across Jefferson Avenue. Further expansion of the TLC outside of the Learning Commons would show the importance of scholarship throughout campus.

Technology/Media Lab

While all programs throughout the complex will have technology needs, there is also a need for a 24/7 media lab, oversight of the Library loanable technologies, and highly-visible IT Help Desk. While these may still be overseen as part of the Library, technology is highlighted here to show it as an important stand-alone program.

Many students do not have access to computers at home and often write research papers on their phone. A 24/7 computer lab with Husky Card entry would provide access to basic technologies that many students need and would support the UWT mission to support diverse learners. A dedicated media lab could also be where the 3D printer and other tech is located, as well as be a teaching space for classes.

A dedicated technology space could also host the Library’s media collection and reservable laptop collection, with the IT Help Desk as the service point where these items are checked out. With the media collections at the IT Help desk, the tech department could conveniently provide services, repair services and tech help.

Finally, the technology services needs a large storage space for IT staging and repair. Annually, the tech department receives a shipment of new hardware that needs to be stored and equipped before integrating it into the Learning Commons, and the existing stock needs a space for techs to assess and repair.

In the test-fit layout, the Tech Staging Area is seen in Tioga Building with proximity to an entrance from Jefferson Street for receiving shipments.

Veterans and Military Resource Center

The Veteran and Military Resource Center is comprised of two programs – the Veteran and Military Services and the Veterans Incubator for Better Entrepreneurship. UWT is proud to be a “veteran-supportive campus” as designated by the Washington State Department of Veteran Affairs with 18% of UWT students who are veteran or military associated. Veteran and Military Services helps students step into college and navigate the VA educational benefits available to veterans and military connected students. Many times this means providing a place where veterans can feel heard and work through transitioning to civilian life. Some of this work needs more dedicated, private space.

The Veterans Incubator for Better Entrepreneurship provides an applied training environment that supports military veterans’ entrepreneurial aspirations and promotes their understanding of the modern startup life cycle. A US Small Business Administration study recently showed that veterans are 45% more likely to be self-employed than non-veterans, and there is roughly one veteran-owned firm for every ten veterans. This program is more outward facing than the VMS services.

In the test-fit layout, the VMRC has insulated space on the 1st floor of Tioga Building with private offices and dedicated lounge space. Larger events put on by the VMS or VIBE would be hosted in the Powerhouse for a more visible presence.

Site Analysis

The Snoqualmie, Tioga Library, and Tioga Buildings are located between Jefferson Street and Commerce Street on the UWT Tacoma campus. The Prairie Line Trail cuts through the two buildings under the connecting pedestrian skybridge. Entrees to the complex are from Commerce Street, Jefferson Street, and the Grand Stair. To the south there are parking lots for commuting students and the Mattress Factory Building which houses the majority of the administration services.

This site is ideally located for buildings to showcase the values of UWT. Snoqualmie’s proximity to the administrative building and the Grand Stair makes it a place that many visiting students mistake for the main campus building. Establishing a UWT Welcome Desk here will assist in campus navigation.

As situated, the buildings are connected from the entry at Jefferson street through Tioga Library Building to the skybridge, and finally through Snoqualmie building to a sitting area in front of Snoqualmie. During the student charrette, students indicated their main access to these buildings was from the east entry into Snoqualmie Building with the second most utilized entry being off Jefferson Avenue. Connecting these entries through a main circulation spine provides an opportunity to showcase each program through gallery spaces and service points to help visitors navigate the complex.

The Powerhouse’s connection to the Grand Stair and Prairie Line Trail situates it in view of the academic buildings and can be an inviting place to take a break from studies, meet up with friends, or catch an impromptu event sponsored by one of the programs in the complex. An additional entry directly to the Powerhouse invites students to transform this area into their own space within the Learning Commons.

The Tioga Library Building has proximity to current and future academic buildings as well as easy access for the high volume of commuter students. The Library is one place that all students have in common throughout their years at UWT. This ease of access for transit, cars, and foot traffic will serve the Library well. Furthermore, the 4th floor of TLB has amazing views of the Port of Tacoma, Tacoma Dome, and Mount Rainier providing connection to the greater community and views for the study spaces.
Theme Diagrams

For the Learning Commons concept to thrive at UWT, several themes began to develop through the discovery process. The first is to see the Snoqualmie, Powerhouse and Tioga Library Buildings as a Whole complex where services are contiguous throughout.

The second theme is that this complex is at the Heart of Campus. Its location is central to the academic buildings, the administration and student affairs buildings, and the Grand Stair. The prominent location of this building lends itself to being an elevated place on campus. In this way it wants to be bold and welcome everyone.

The heart of the campus idea is meant not only physically, but also figuratively. The mission of UWT is to “foster a thriving and equitable society by educating diverse learners” and connect to the history of Tacoma through their urban-serving campus. This drive can be seen in the campus and the Learning Commons through an emphasis on UWT Values: academia, scholarship, diversity, and history as cornerstones of the Library, the Teaching and Learning Center, the Center for Equity and Inclusion, and the Powerhouse.

The fourth theme is to utilize the skybridge connection to unite the buildings by creating a Navigation Spine. This circulation pathway through and between the buildings can be used for wayfinding, service points, and gallery space to showcase the values of the complex. Each unit has specific galleries they want to cultivate such as a Puyallup/First Peoples Gallery, a Faculty and Grad Student Research Gallery, a Library History Gallery, or a Diversity and Inclusion Gallery.

The fifth theme of Collaborative Areas stems from the UWT Learning Commons Proposal that proposes that, “the Learning Commons will purposefully integrate spaces with services, resources, and technology to support student success.” In order to achieve this the units ceded some dedicated programing to be space shared by all. In this way, each program and each student has access to more technology and more space than before.

The sixth theme is to code the floors from Active to Quiet spaces. For students looking for space to study or meet up with others, it is important to be able to find various active or quiet spaces. To aid this navigation in the verticalness of the complex, the floors stack from bottom to top as loud to quiet which corresponds with quicker transactions to longer stays.
Test-Fit Block Diagrams

These test-fit block diagrams show the Learning Commons concept at a quick glance. The floor plan diagram represents all floors of each building, while the section diagram gives a better sense of how the spaces stack vertically. These diagrams represent the Master Plan Test-Fit on which the sequencing and cost estimates are based. For more in depth study, see the test-fit floor plans further in this chapter.

The shared areas are represented in purple. These shared areas connect the buildings and give the ownership of the space to the students while still allowing for dedicated programing. These spaces include a new technology/media lab, all large and small meeting rooms, classrooms, and the 24/7 Powerhouse. They are available throughout SNO and TLB, and would be reservable or open to all, independent of which building they are housed in.

The large asterisks and the purple bars indicate where service points could be located along the main circulation spine. These highly visible service points would be staffed access points for each program or informational kiosks. The red asterisks denotes the location of a new UWT Welcome Desk immediately inside the main entry to Snoqualmie.

### Floor Plan Diagram Showing the Floors of the Learning Commons at a glance.

Floor Plan Diagram showing the floors of the Learning Commons at a glance.

### Section Diagram Showing the learning commons vertically at a glance.

Section Diagram showing the learning commons vertically at a glance.
Benefits of the Master Plan Test-Fit Layouts

- Nearly every floor has much needed reservable small and large enclosed rooms.
- Graphics, circulation spine, info kiosks and service points on every floor provide cohesion and wayfinding.
- Moving TLC to the 1st floor provides enough space for an expanding tutoring floor.
- CEI on the 2nd floor of the Snoqualmie Building provides more privacy and acoustical separation in the building while still being visible from the main entry.
- Tioga Library Building 1st floor is open and all entry points have immediate sightlines to the circulation desk service point as well as across the entire floor giving a welcoming and accessible impression.
- The 1st floor of TLB houses the endowed Children’s Collection with space for a child reading area, a private lactation room, and proximity to the family restroom supporting UWT families and student mothers on their educational path.
- The Book Processing area and Offices are relocated on the 1st floor with proximity to the loading dock and secondary elevator, and is reconfigured in a way that will be more conducive to processing books.
- New Writing and Research Center on the 2nd floor of TLB provides space for scheduled, walk-in, and remote tutoring with proximity to the Library Offices for more specific support if needed.
- The Faculty Commons colocates the OR, Scholar Lab, and a few Library Offices on the 3rd floor with room for a new Faculty Collection.
- The Silent Reading Room is located in a double-height atrium with skylights for great natural light.
- The main collection is located on the 3rd and 4th floor of TLB creating quiet and silent floors respectively with the books helping insulate sound.
- IT Staging Area in Tioga Building allows proximity to Jefferson Avenue to unload new products as they arrive.
- VMRC services are relocated to Tioga Building which will allow them to have more privacy as needed for programming.

Challenges of the Master Plan Test-Fit Layouts

- The CEI would prefer to be on the 1st floor of the Snoqualmie Building for proximity to the all gender restrooms and visibility from the main entry.
- While the Powerhouse entrance/exit has security gates, there is no service desk with line of sight through these doors. The library standards dictate both methods should be present to mitigate loss.
- The Silent Reading Room is smaller than preferred as it is fitting into an existing space.
- The 4th floor of TLB has the best views in the Learning Commons but the tall, main collection shelving units will block much of the view. A single line of silent study lounge seating chairs will look out these windows.
- IT services are broken up throughout the complex with a media lab on the 1st floor of Snoqualmie, the main IT Help desk on the 1st floor of TLB, the media collections on the ground floor of TLB, and the staging area in Tioga Building.
- VMRC services are relocated to Tioga Building which will need future structural and material upgrades. It could currently feel like they are apart from the Learning Commons complex.
- There are no all-campus classrooms in the Learning Commons.

Sequencing Paths

As the buildings are occupied and must remain operational during construction, the project will need to be sequenced. Every program within the two buildings is being reorganized, but it is imperative that the services remain open and findable by students throughout the construction process. Following the test-fit layouts there are two sequencing diagrams for Design-Build construction method. Each sequencing path shows four phases ending construction in 2022. There are pros and cons to each sequencing path.

Sequence A is the "CEI First" option. It starts with constructing the Center for Equity and Inclusion space to be ready for move first. If they choose to move in immediately, the rest of the Snoqualmie Building may still be a construction zone, although this would be resolved by the completion of Phase 1.

Sequence A Benefits

- CEI lands first during Phase 1A or at end of Phase 1.
- Has an early first win showing off the Snoqualmie Building and the first floor of the Tioga Library Building with a Grand Opening for the Learning Commons.

Sequence A Challenges

- CEI done at the end of Phase 2

Sequence B Benefits

- Minimize moving costs and disruption during construction.
- Less navigational issues for students locating services during construction.
- Opportunities for lots of small opens to celebrate each program/phase.
- Utilizes empty space right away.
- Can start earlier because there is less disruption up front.
- Provides more time to get grants and funding for upgrades to Snoqualmie Building in Phase 2

Sequence B Challenges

- Have to wait longer for the big TADAI moment (Grand Opening for the Learning Commons)
- CEI done at the end of Phase 2

because the sequencing is simplified, construction can start earlier and end earlier with less disruption to services.