An aerial photograph of the University of Washington campus, showing various buildings, roads, and green spaces. The image is overlaid with a semi-transparent blue filter. The text is positioned in the upper left and lower left areas.

**Health Sciences  
Education Building  
University of Washington**

**LEWIS / MILLER HULL / SLAM / GGN**



# HSEB Project Goals

- Create a hub for the Health Science education and training that **fosters interaction, collaboration, and creativity** for students and the health professional community.
- Build a centrally located Health Sciences Education Building utilizing the unique adjacencies of research, academic, and clinical programs to train future health professionals in support of **affordable, accessible, and high quality 21st Century health care**.
- Create a Health Sciences Education Building with **flexible spaces, modern technologies, and a broad array of environments that adapt to the changing pedagogical needs** of the Health Sciences and enable active and team-based learning.
- Maintain the outstanding performance of UW's Health Science schools by **attracting and retaining the best** health and health care professionals to serve the State of Washington.
- Design the building to enable the Health Sciences campus to **support the goals of the 2018 Campus Master Plan**.

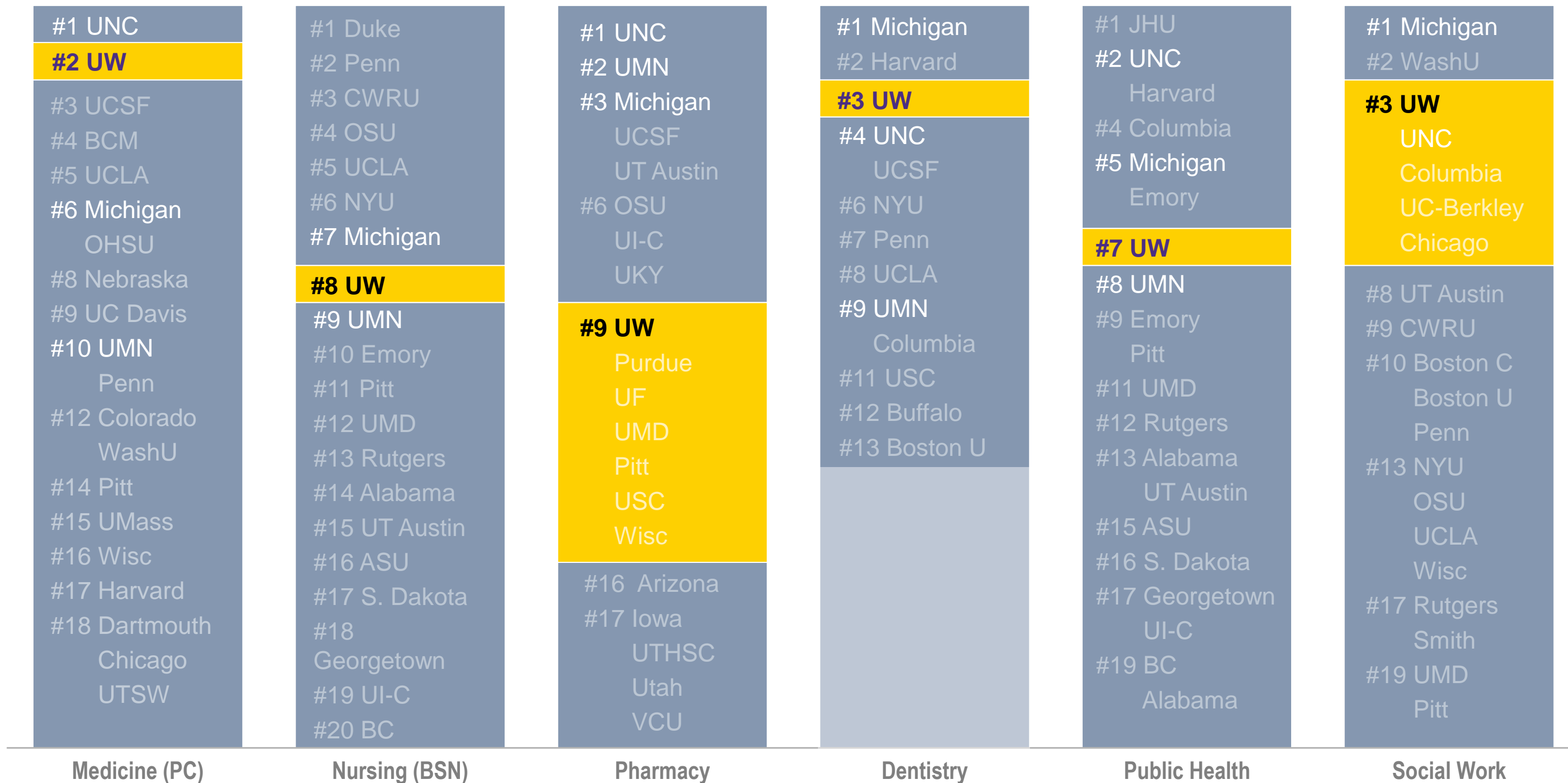


# Today's Conversation

- APPRECIATING THE PROGRAM
- UNDERSTANDING SITE CONTEXT + STRATEGY
- CREATING A NETWORK OF OUTDOOR SPACES
- ACTIVATING EDGES + SECTIONS
- DEVELOPING EARLY CONCEPTS



# UW Health Sciences





**PROGRAM**



# LEARNING ABOUT EACH OTHER



IPE "PENTHOUSE": MINNESOTA

# LEARNING WITH EACH OTHER



TBL THEATER: DUKE



STUDIO CLASSROOM: MICHIGAN

# LEARNING FROM EACH OTHER



SKILLS CLASSROOM: UT AUSTIN



# Trending Program

## LARGE ACTIVE LEARNING CLASSROOMS (3)

TERRACED  
FLEXIBLE ACTIVE  
LEARNING CLASSROOM

FLAT FLOOR  
FLEXIBLE ACTIVE  
LEARNING CLASSROOM

FLAT FLOOR  
FLEXIBLE ACTIVE  
LEARNING CLASSROOM

## MEDIUM ACTIVE LEARNING CLASSROOMS (4)

FIXED  
TECHNOLOGY  
DIVISIBLE PAIR

ACTIVE LEARNING  
CLASSROOM

ACTIVE LEARNING  
CLASSROOM

## ANATOMY LAB SUITE

ANATOMY LAB  
BREAK-OUT  
CLASSROOM

ANATOMY LAB  
SUITE

## STUDENT COMMUNITY CENTER

STUDENT  
COMMUNITY CENTER

LOUNGE SEATING  
COLLABORATION /  
INFORMAL LEARNING  
TEAM STUDY  
IPE STUDENT LOUNGE

## SMALL CLASSROOMS/ SEMINAR (11)

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

GREEN  
ROOM

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

SMALL  
CLASSROOM/  
SEMINAR

## SKILLS LAB SUITE

SKILLS LAB  
CLASSROOMS

SKILLS LAB  
CLASSROOMS

SKILLS LAB  
CLASSROOMS

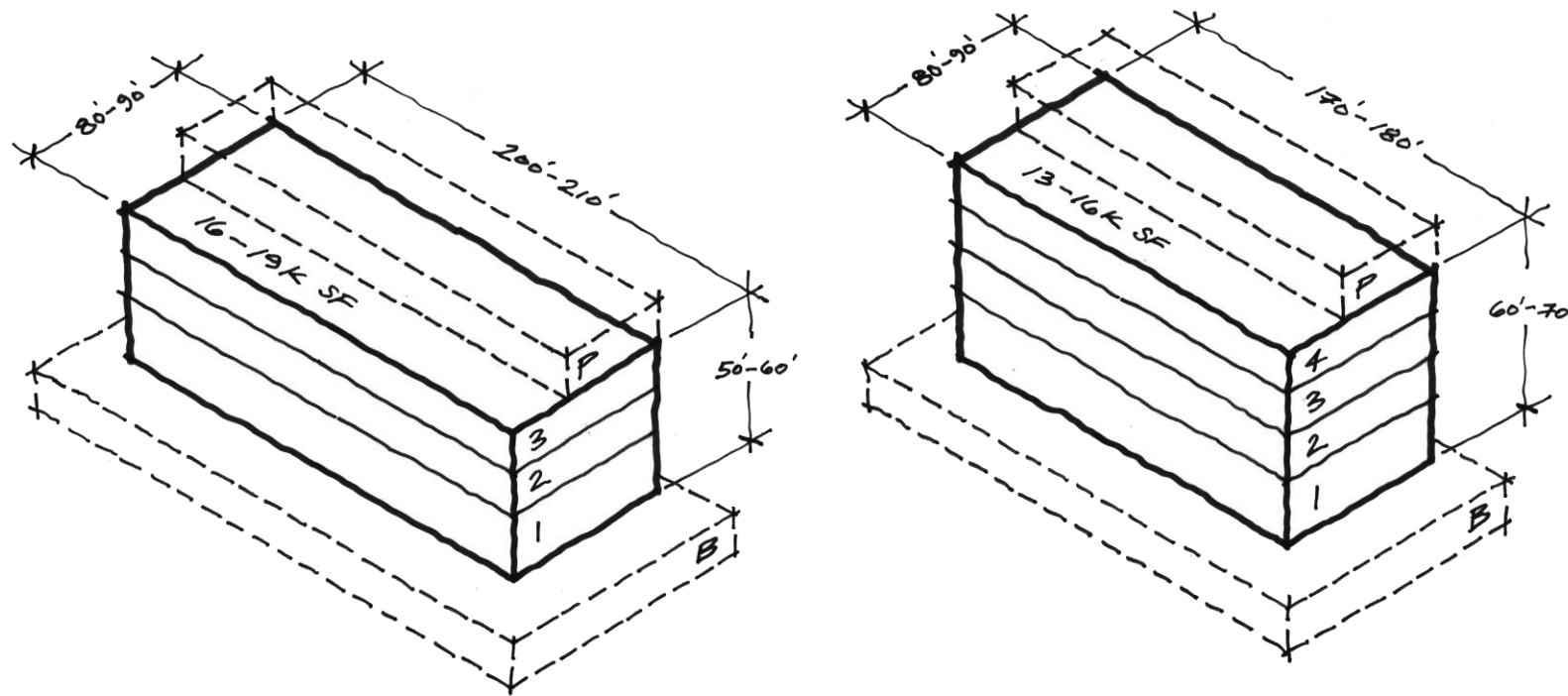
Offstage/ Control/ Equip

## OFFICE SPACE

OFFICE SPACE



# Right-Sizing Considerations



## Assuming 3-4 stories

- Preserves outdoor “rooms”
- Houses large format classrooms
- Maintains relationship between spaces
- Avoids high rise implications
- Allows for exposed CLT

# CAMPUS CONTEXT

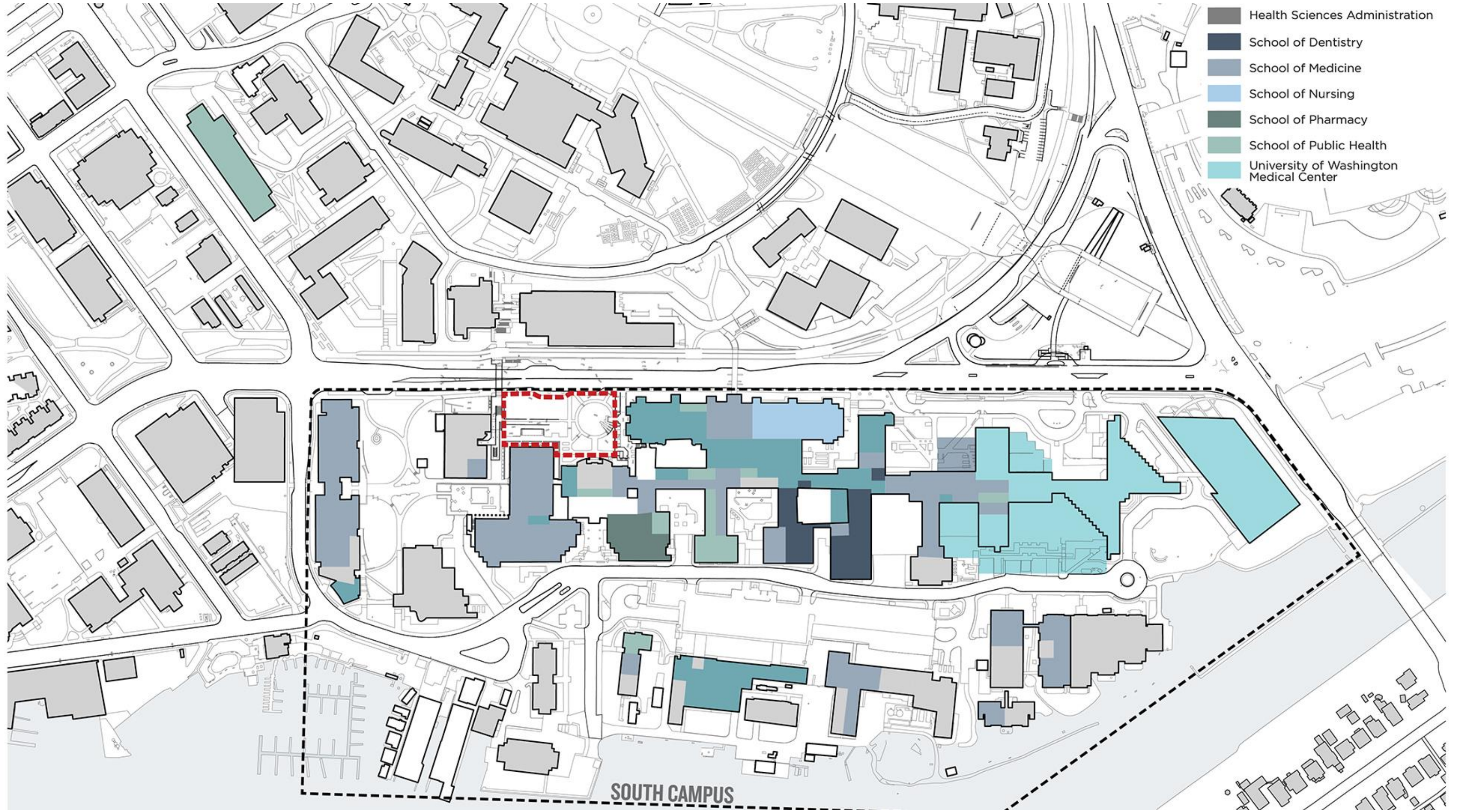


# Campus Context



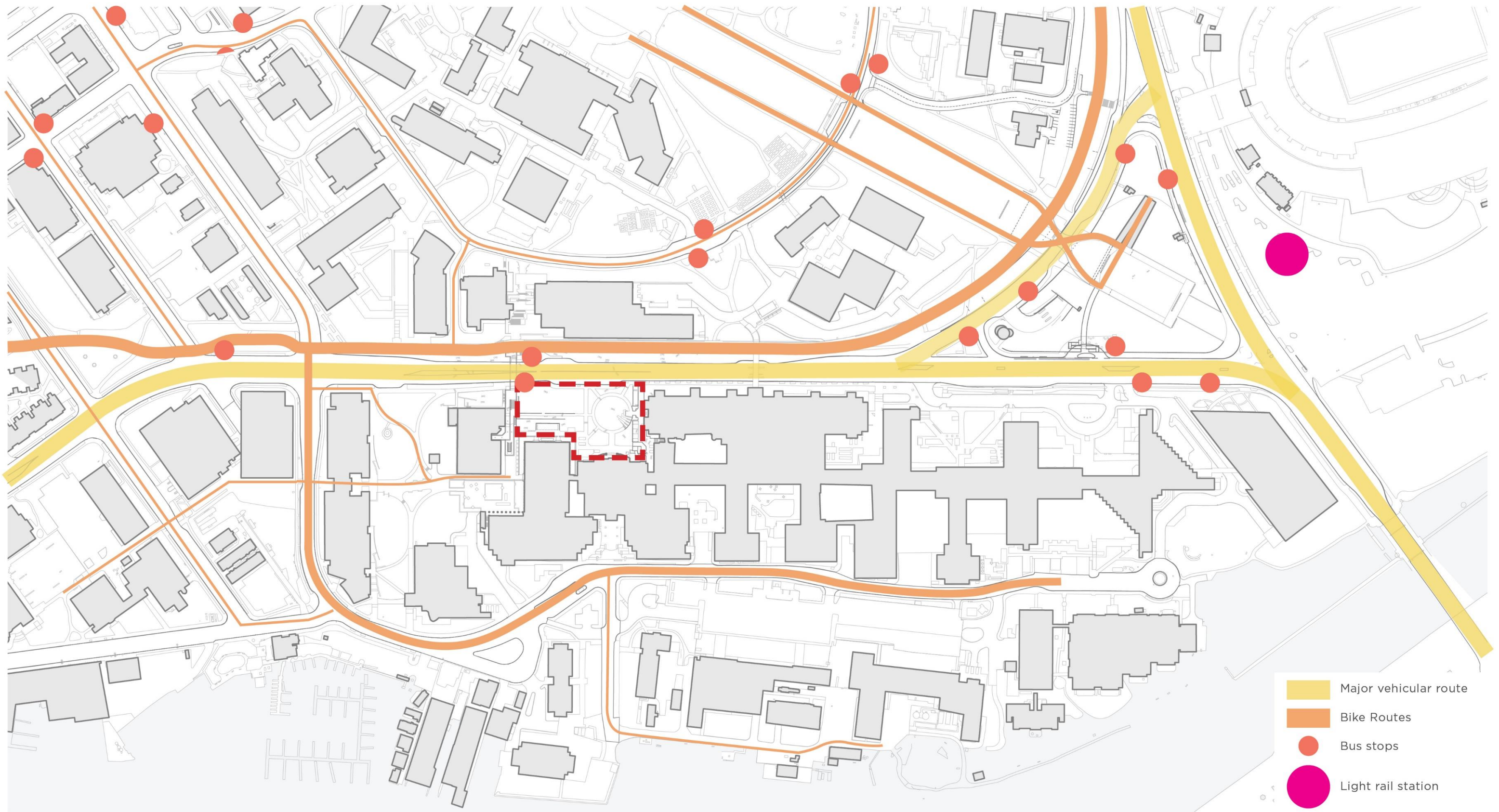


# Site Context



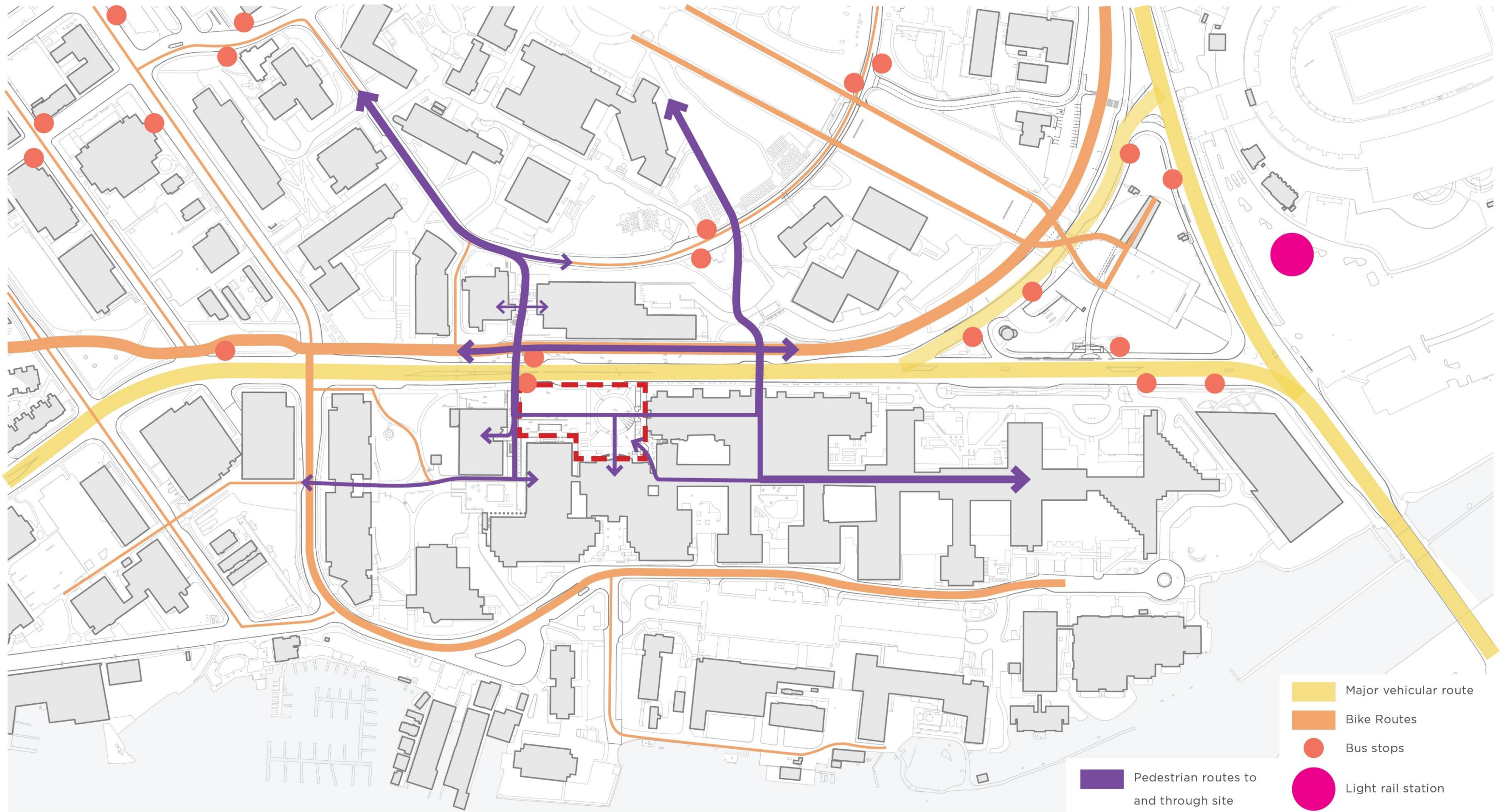


# Circulation routes



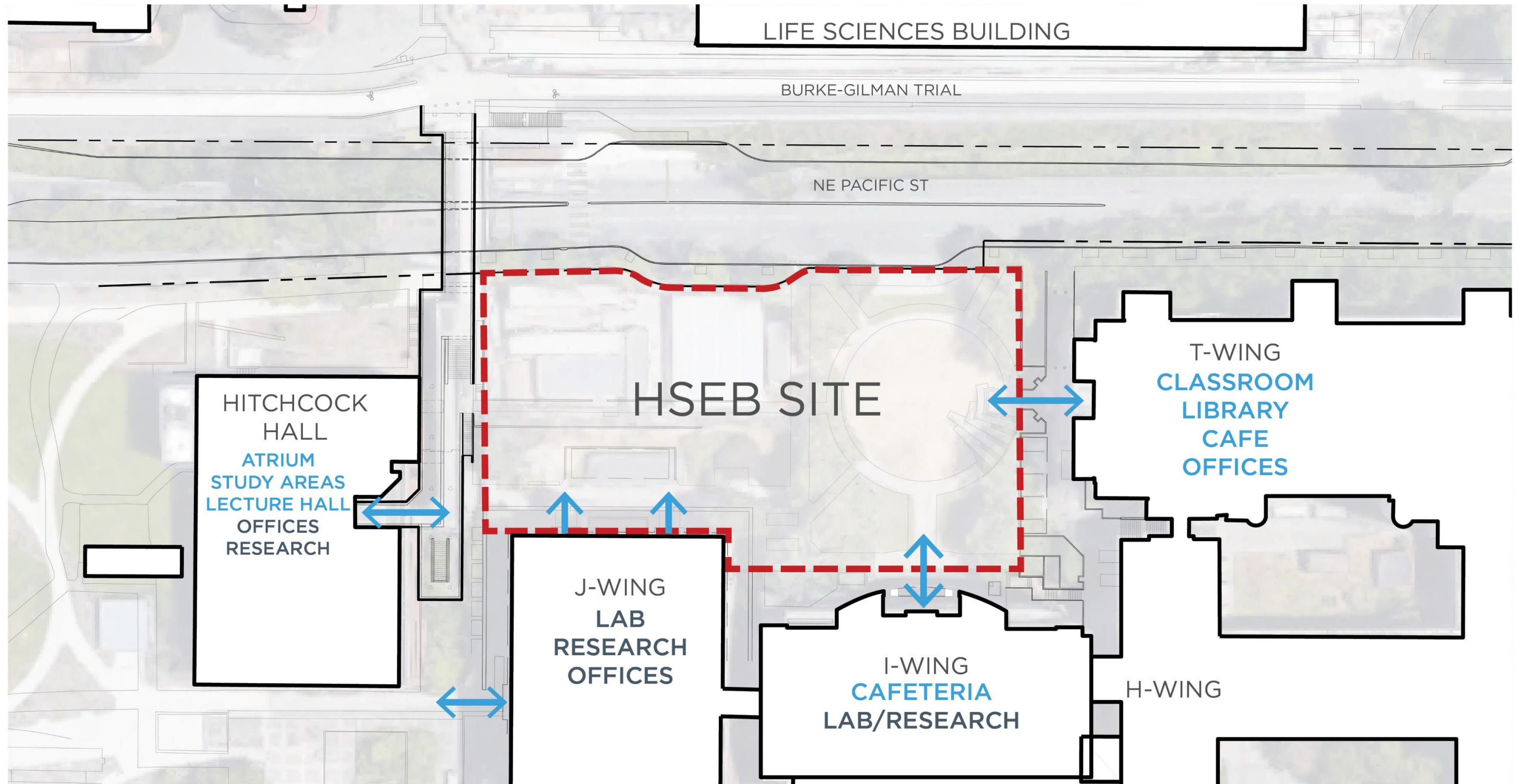


# Circulation Routes - Pedestrian





# Site Context

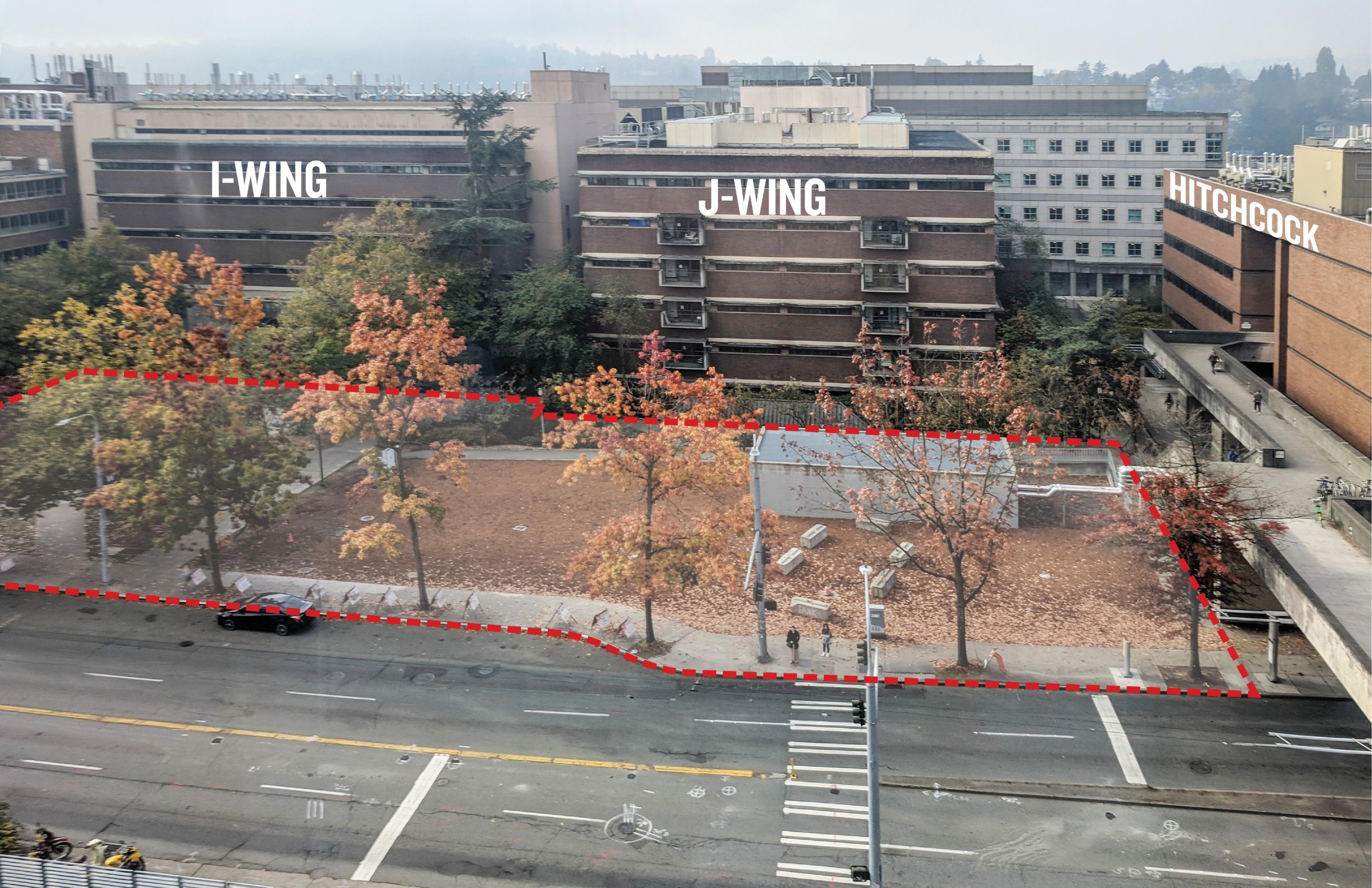




I-WING

J-WING

HITCHCOCK









**T-WING**

**I-WING**

**J-WING**

**HITCHCOCK HALL**

**+65**

**+53**

**+53**

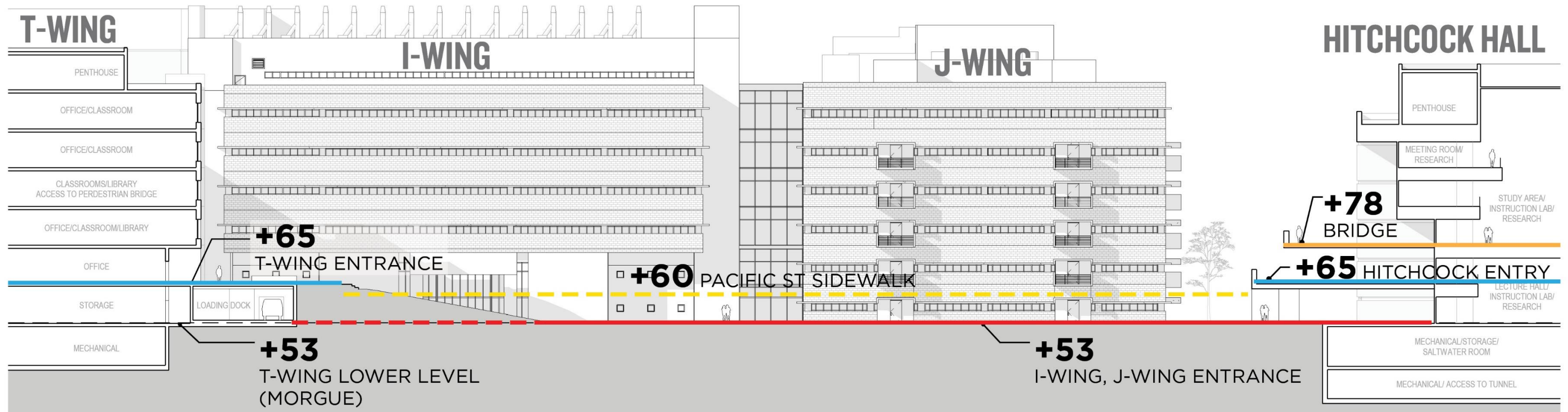
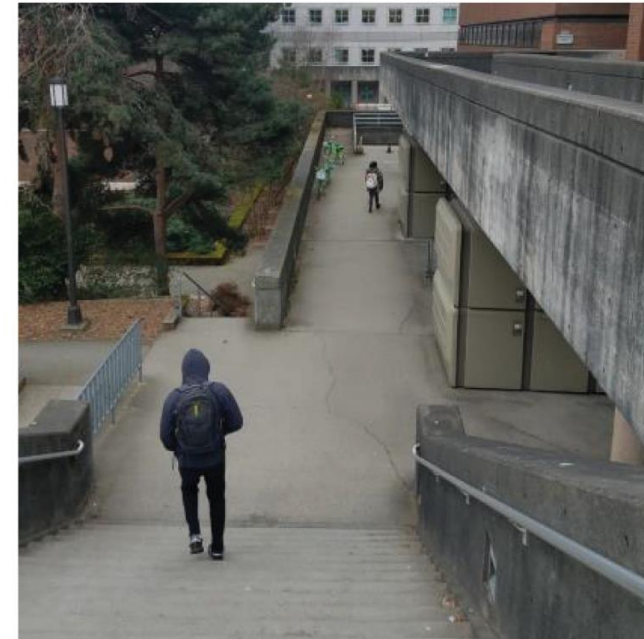
**+78**

**+60**

**+60**

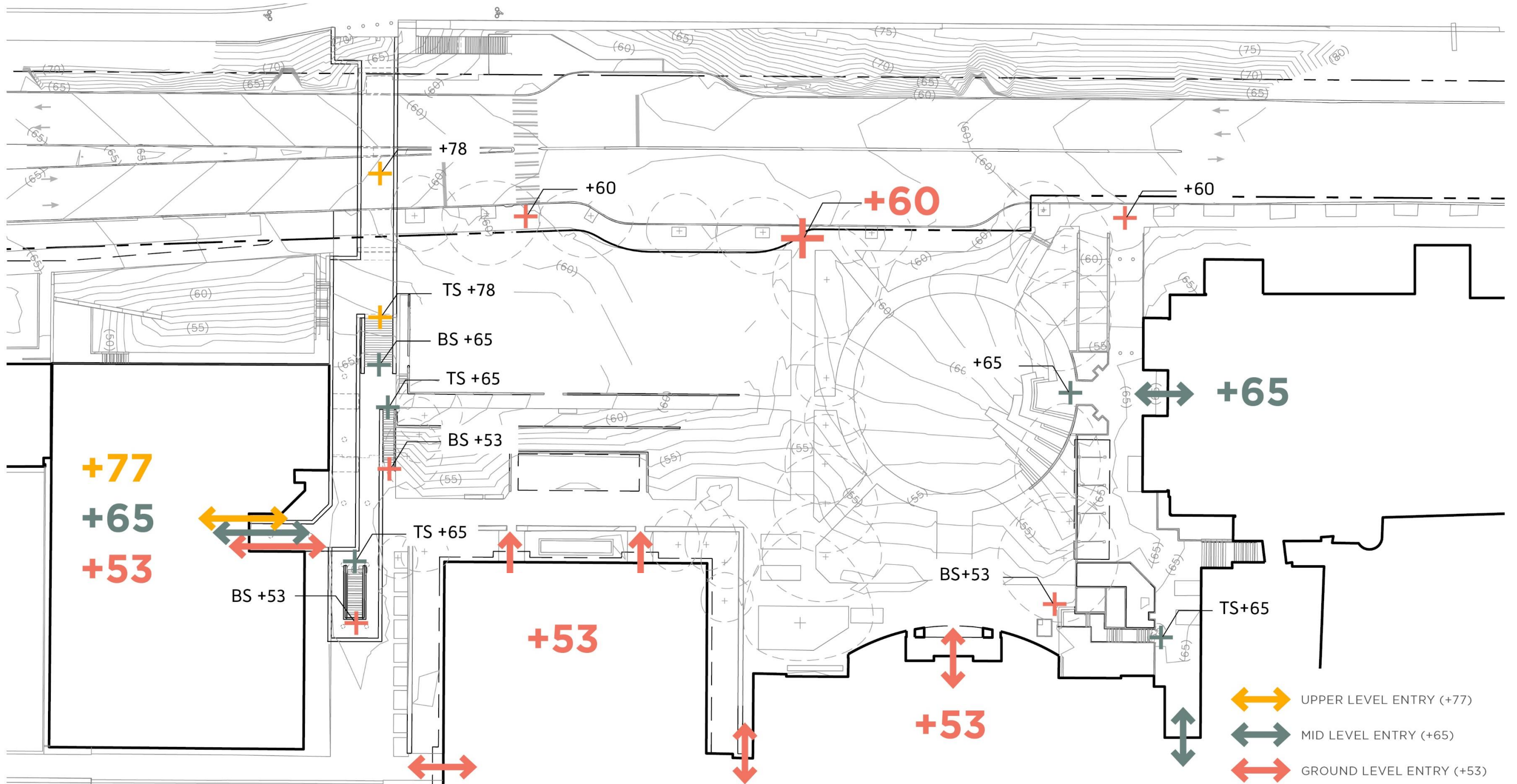


# Site Topography





# Site Topography

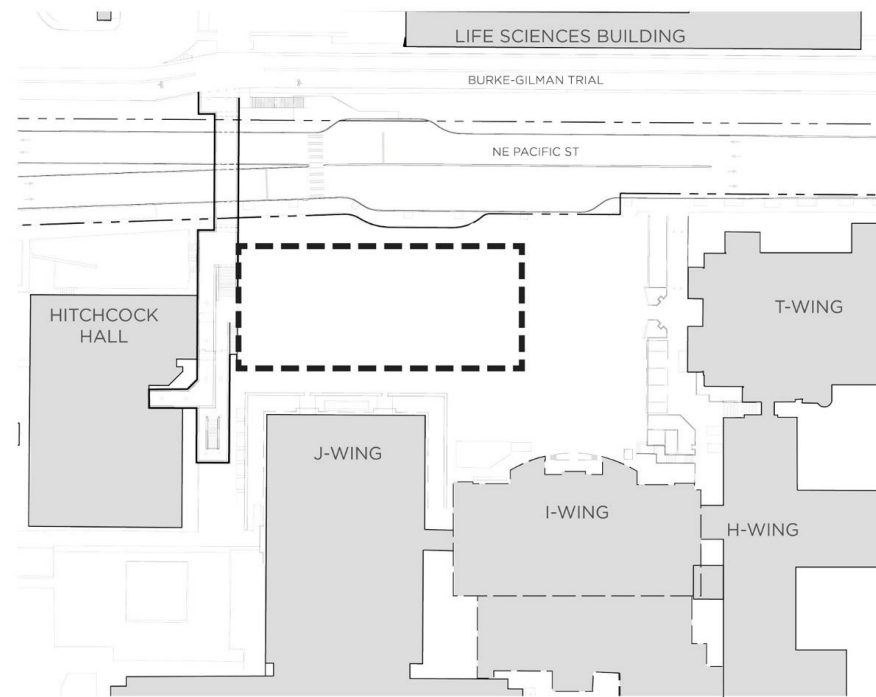




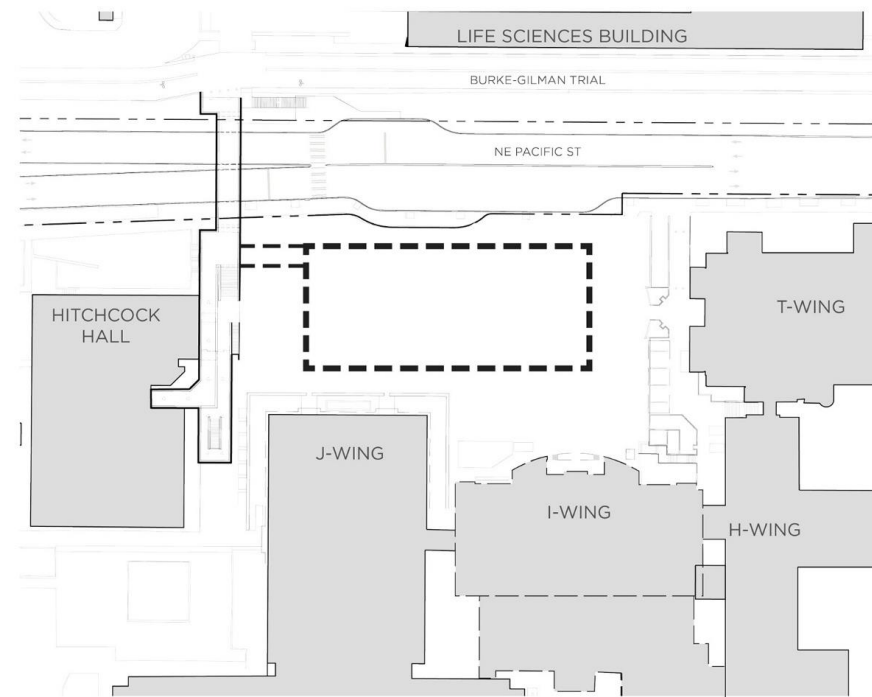
# **SITE STRATEGY**



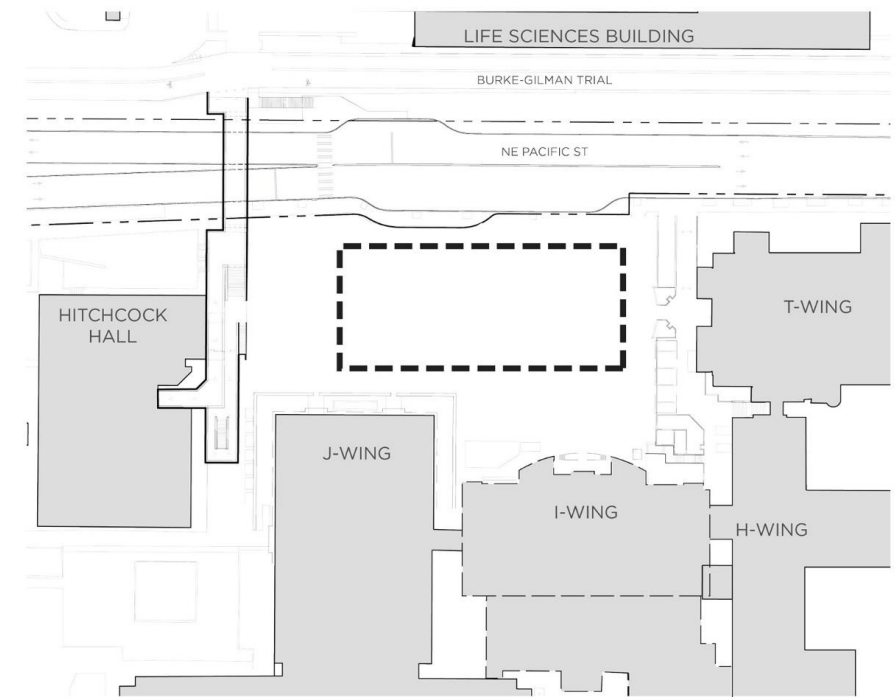
# Site Strategy



- direct access from bridge level
- preserves the SCMP corridor
- limited landing space



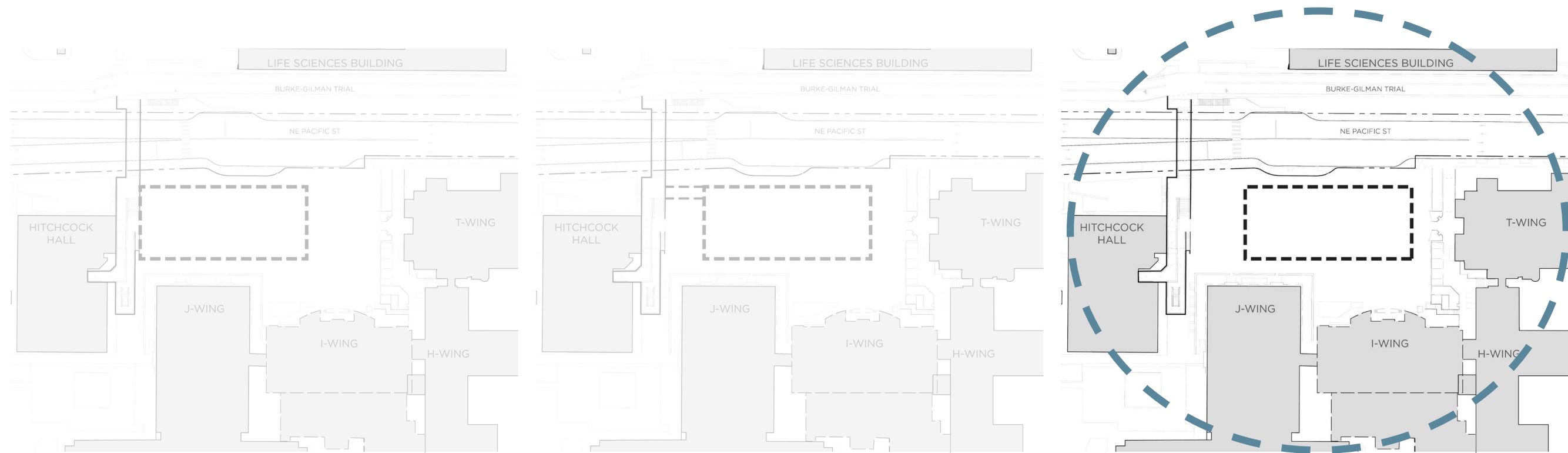
- direct access from bridge level
- creates small outdoor spaces on east + west



- Stand alone building (activates ground plane)
- creates outdoor space on west + south with generous landing space
- Occupants of building enjoy views



# Site Strategy



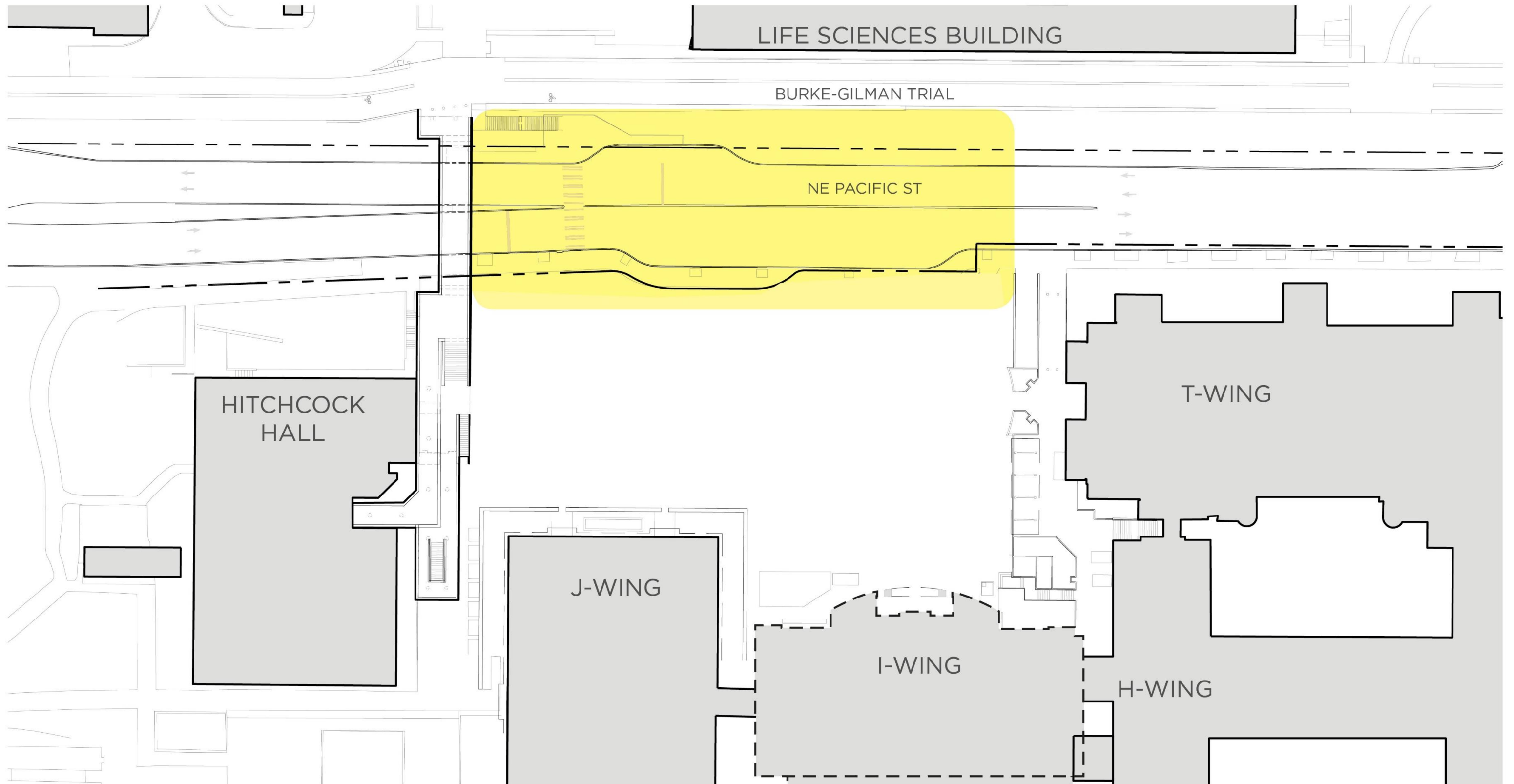
- Stand alone building (activates ground plane)
- creates outdoor space on west + south with generous landing space
- Occupants of building enjoy views



# **THE NETWORK OF OUTDOOR SPACES**

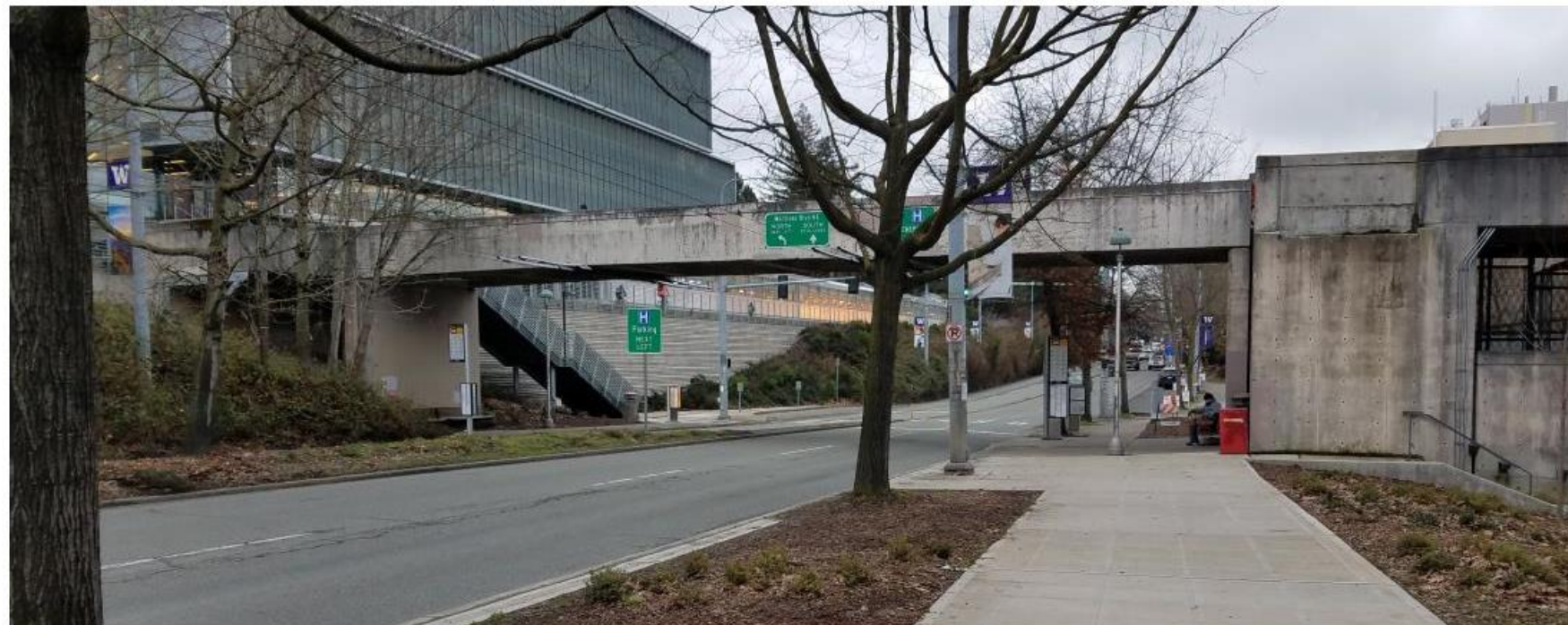


# Streetscape



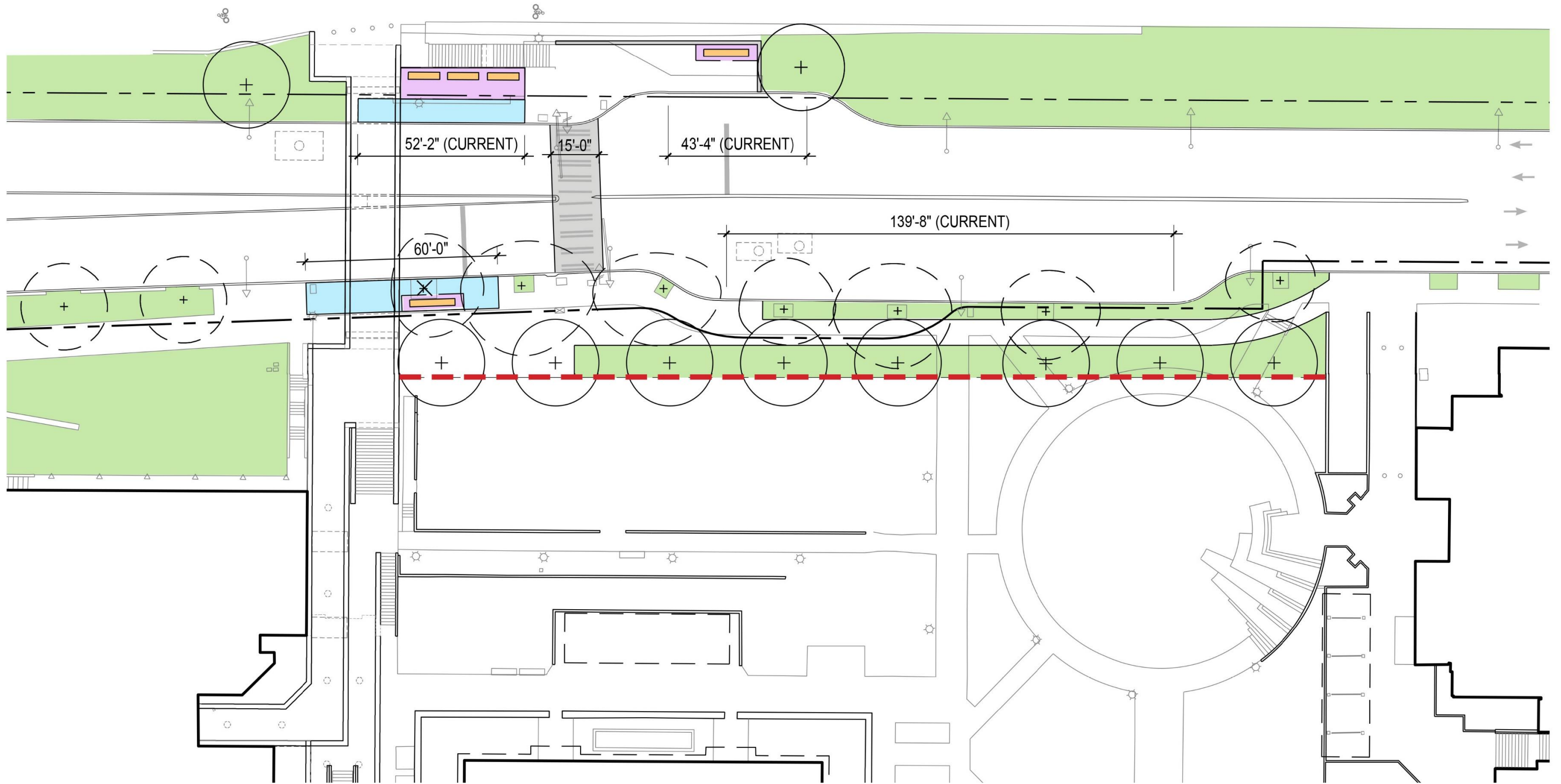


# Pacific Street – Existing Condition



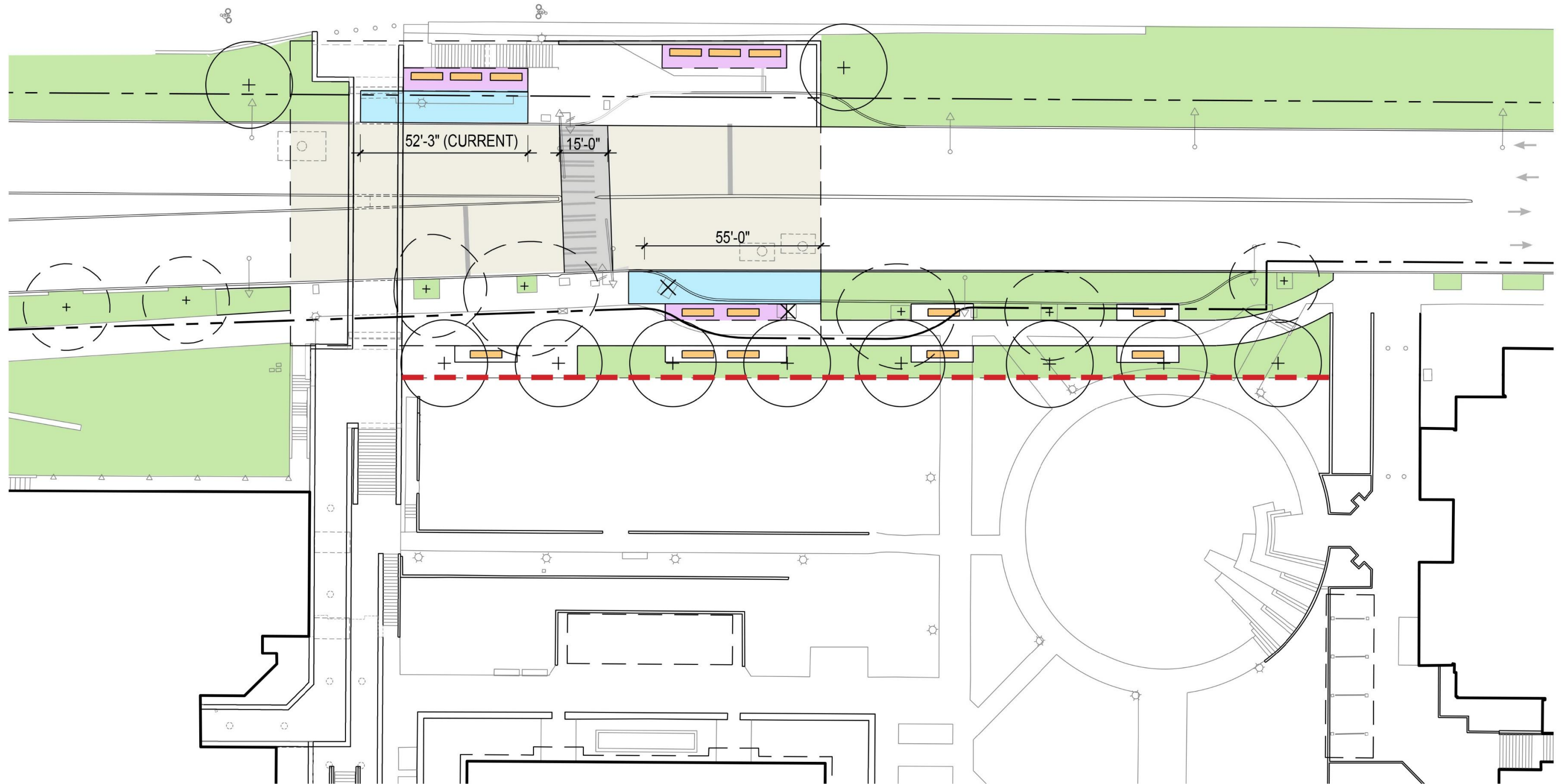


# Pacific Street



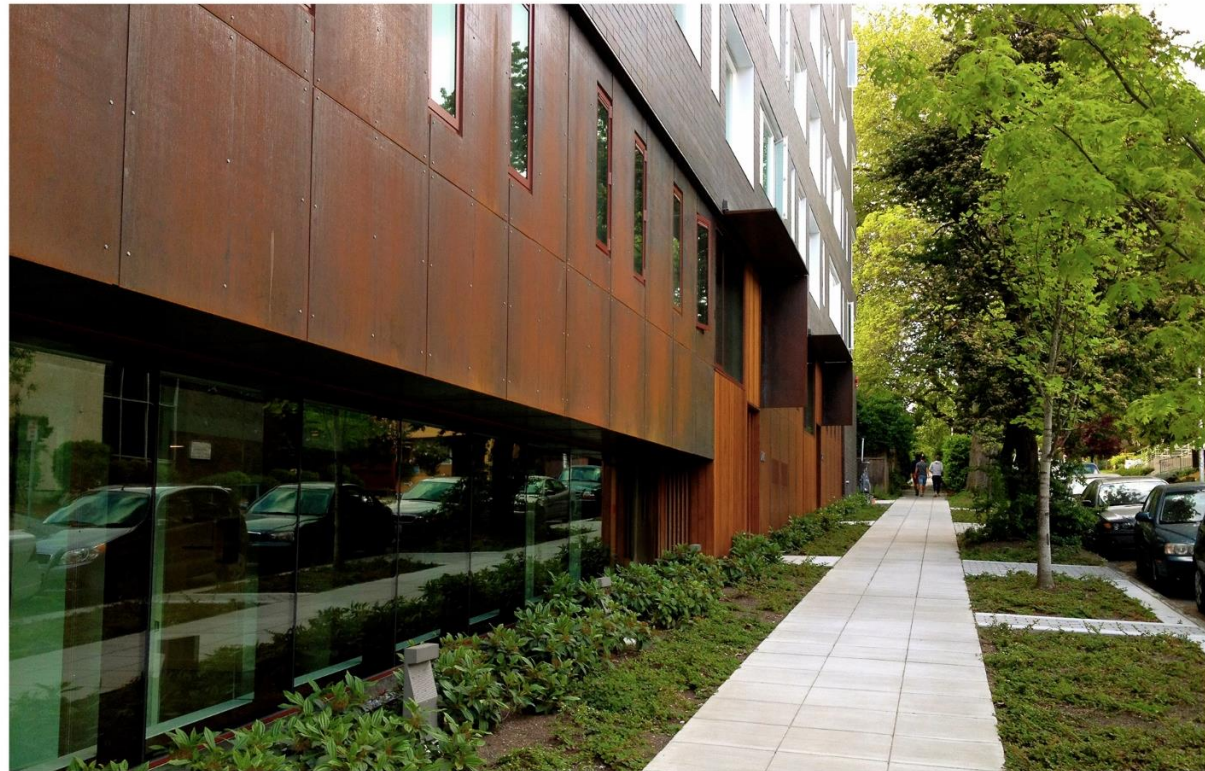


# Pacific Street



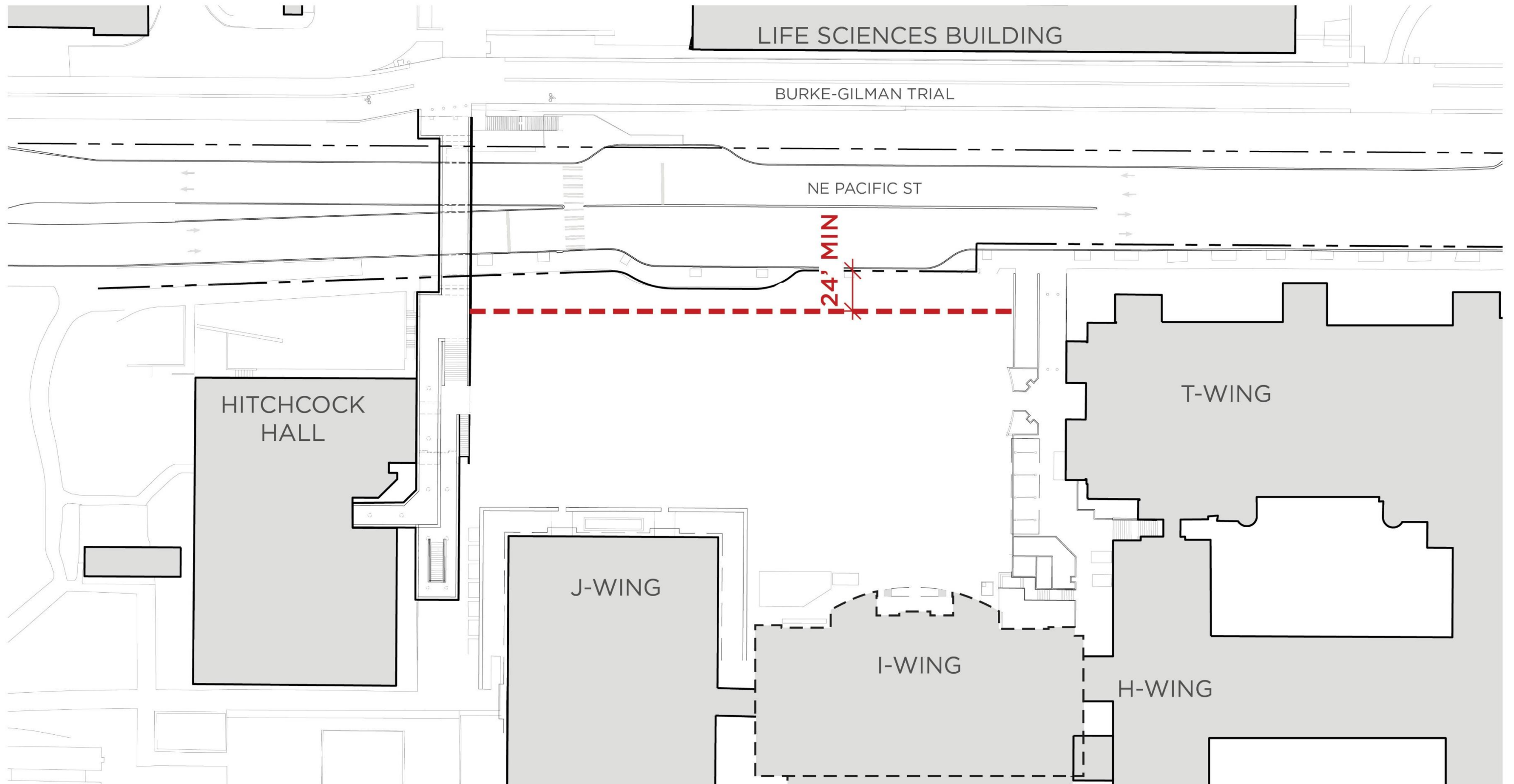


# Generous streetscape = active urban village



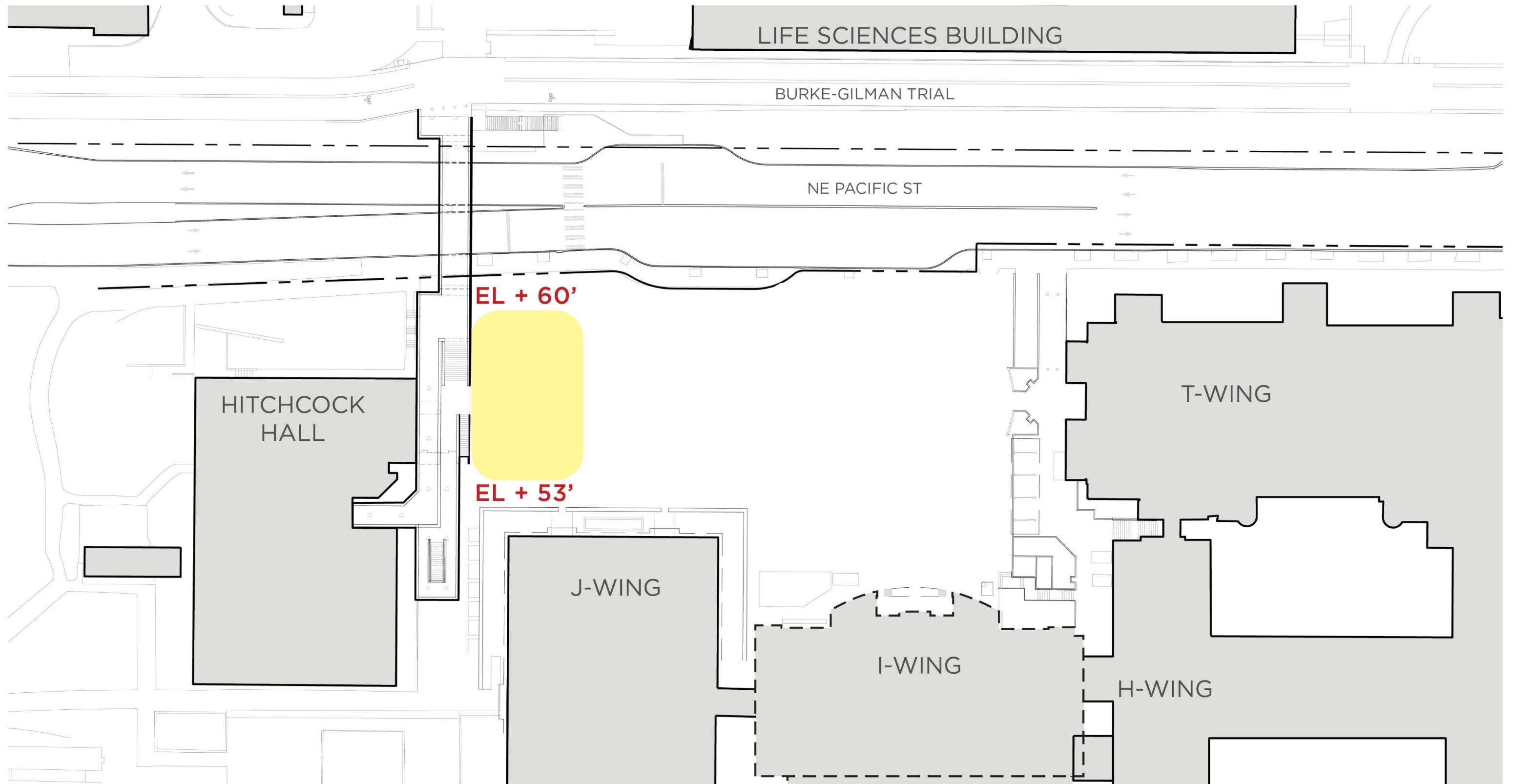


# Landings and Streetscape





# Slope Transitions





# Slope Transitions - Existing Condition

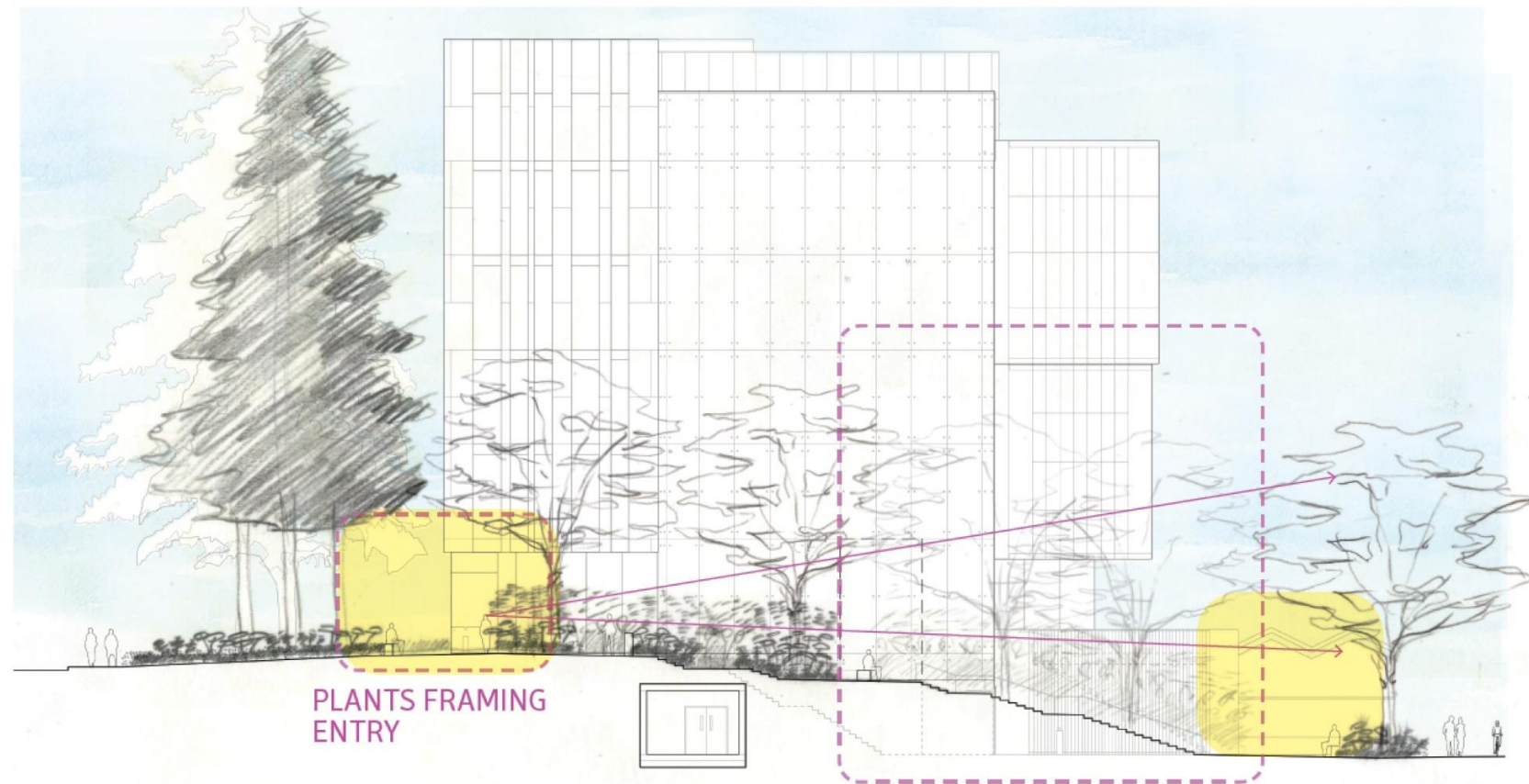




# Landings



Important to have level moments to stop and get your bearings at decision nodes and slope transitions





# Landings

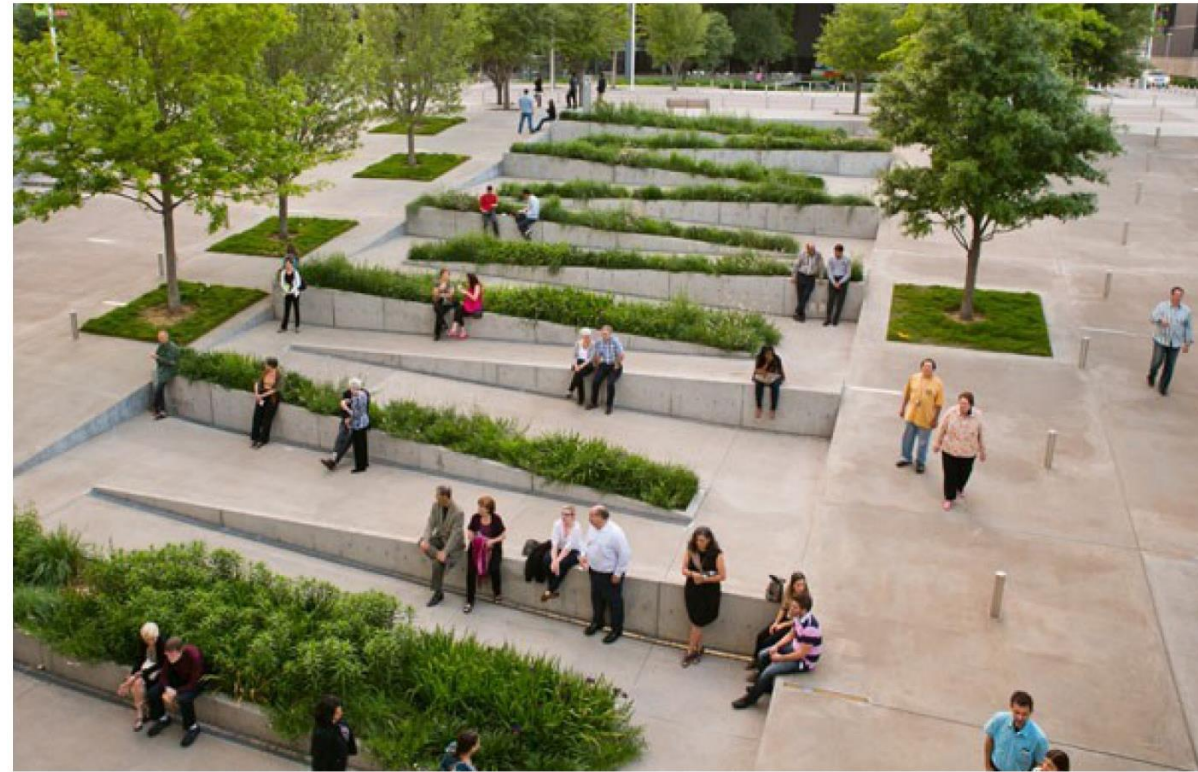


Important to have level moments to stop and get your bearings at decision nodes and slope transitions





# Slope Transitions

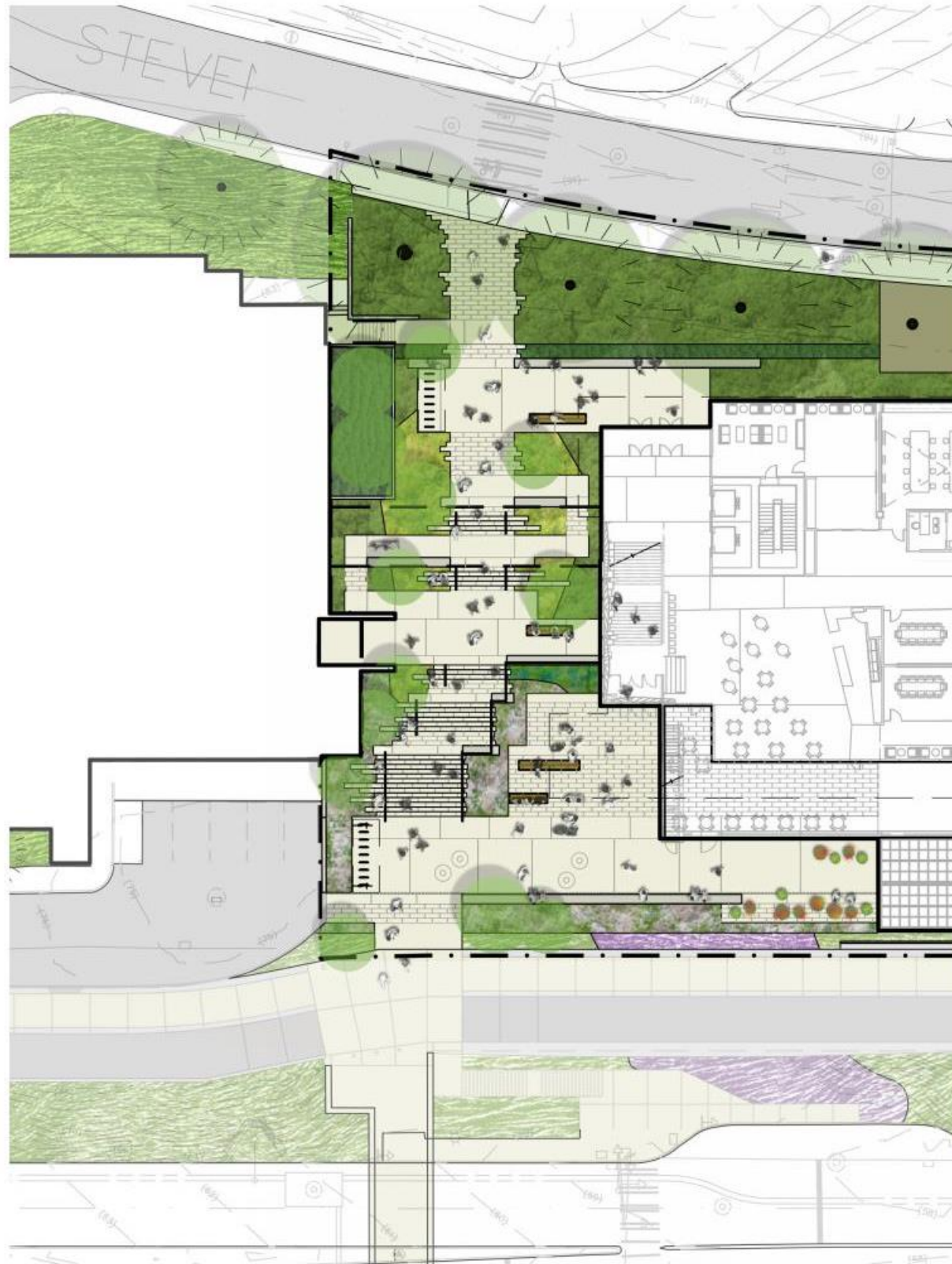


MORE SPACE = MORE FLEXIBILITY TO 'SOFTEN' ACCESSIBLE ROUTES.



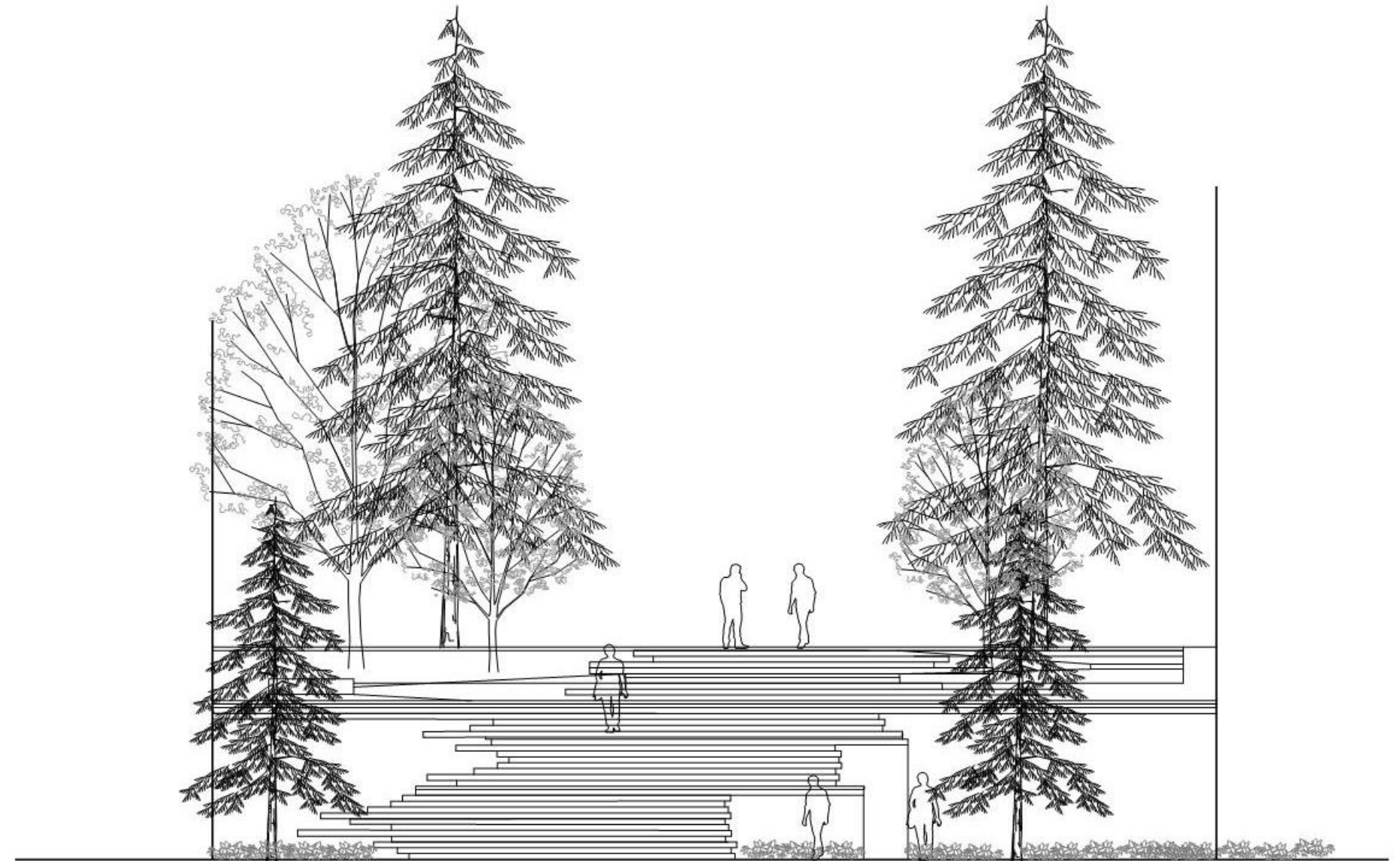
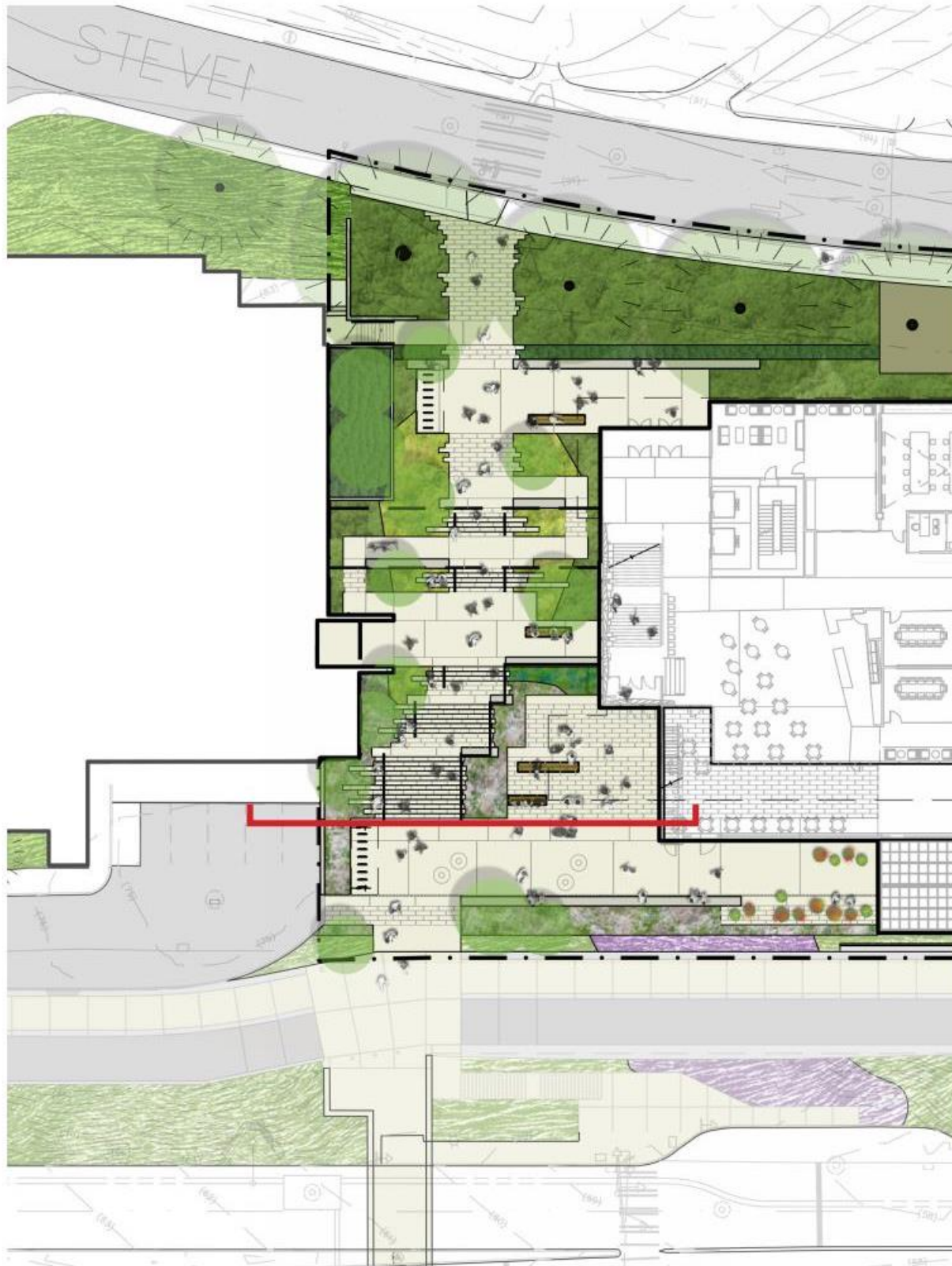


# Slope Transitions - Life Sciences



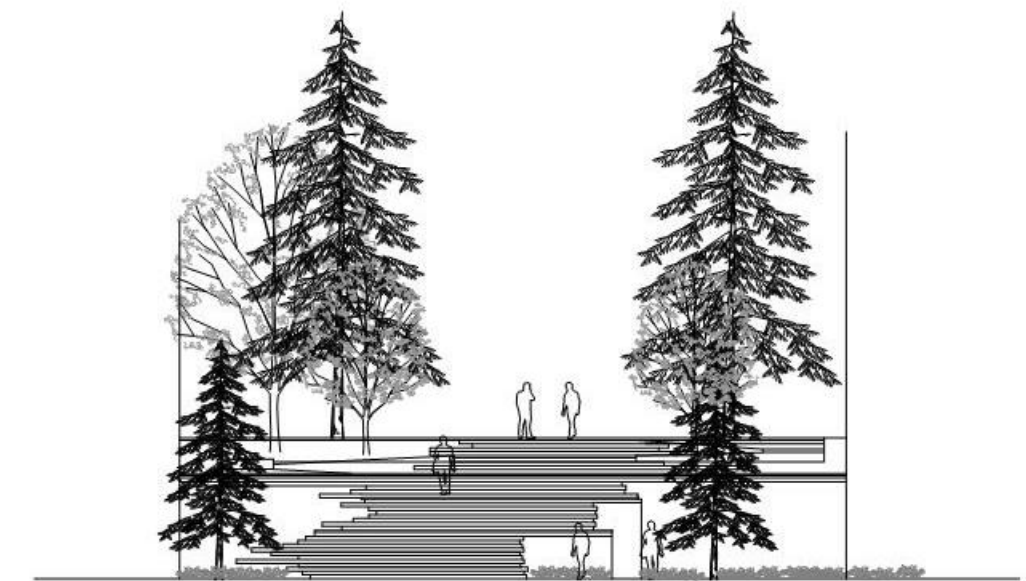
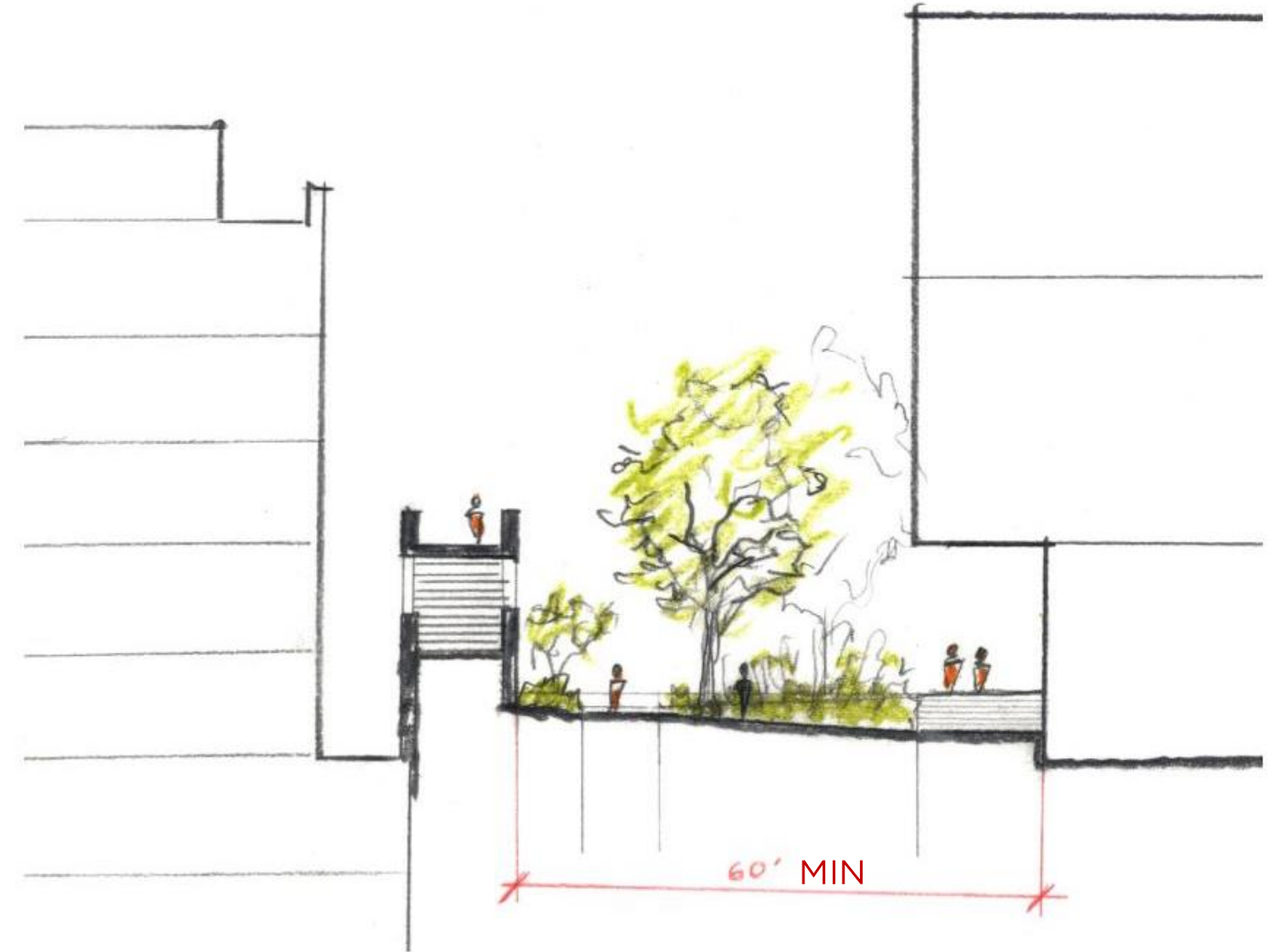
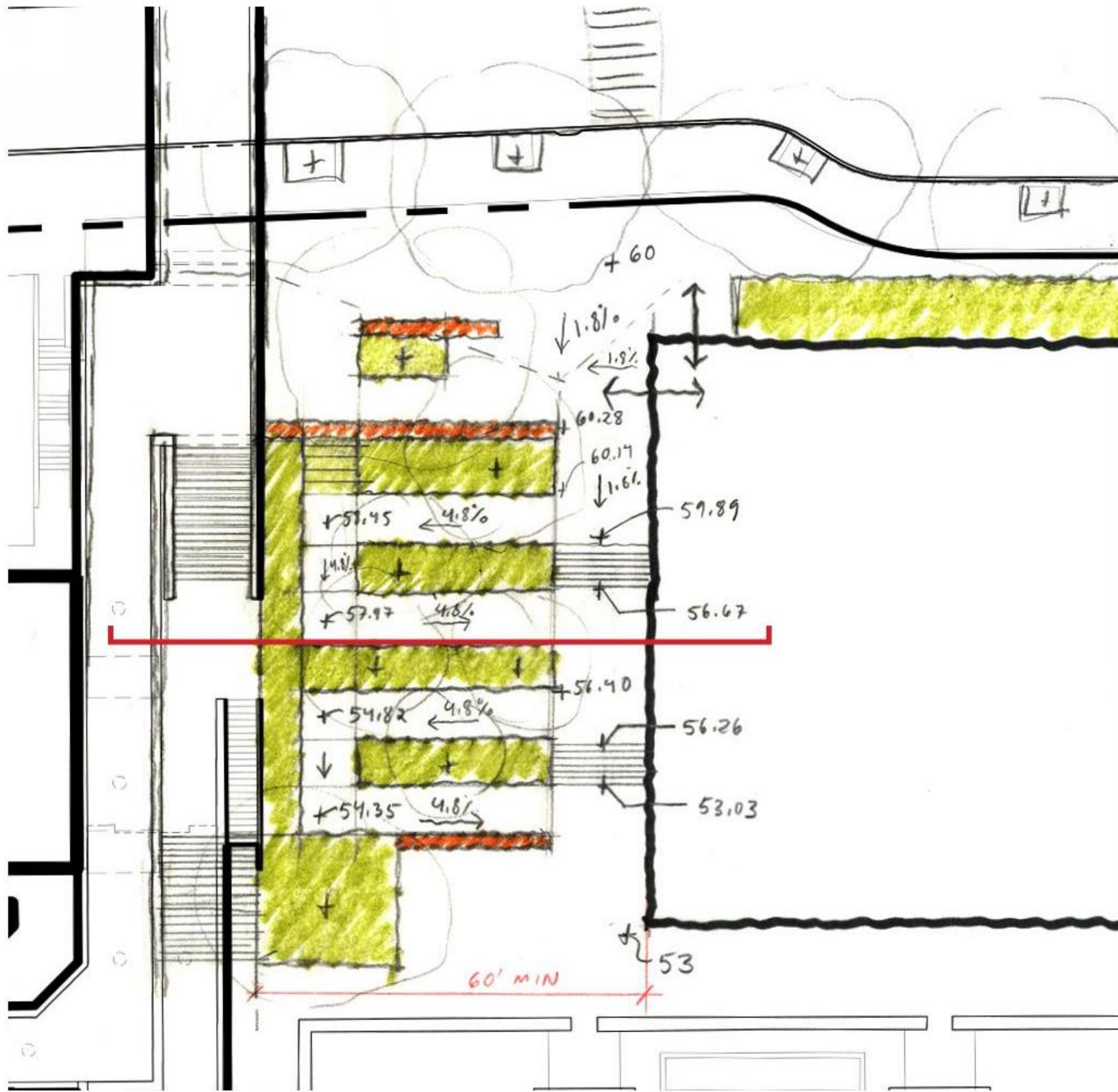


# Slope Transitions - Life Sciences



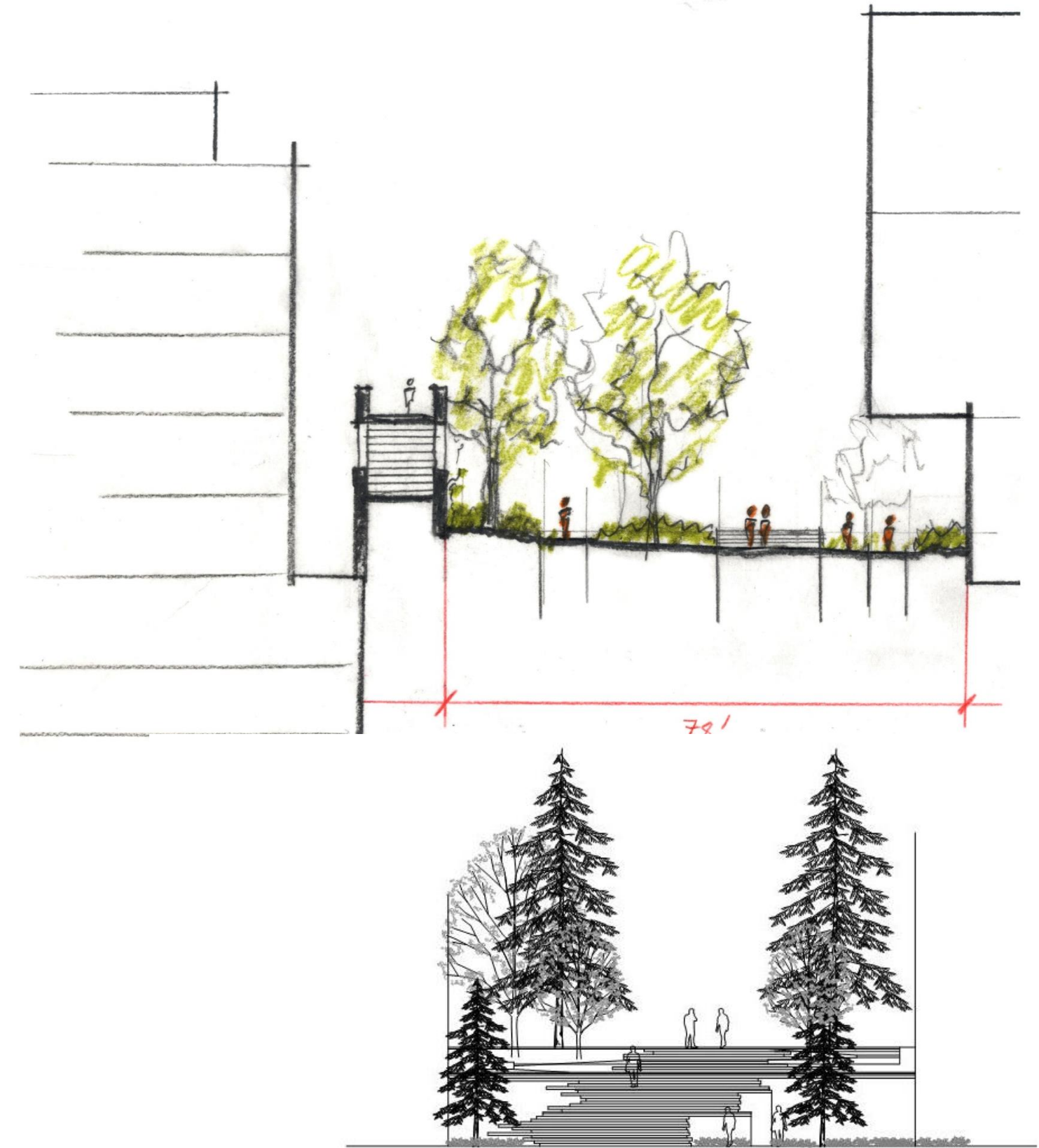
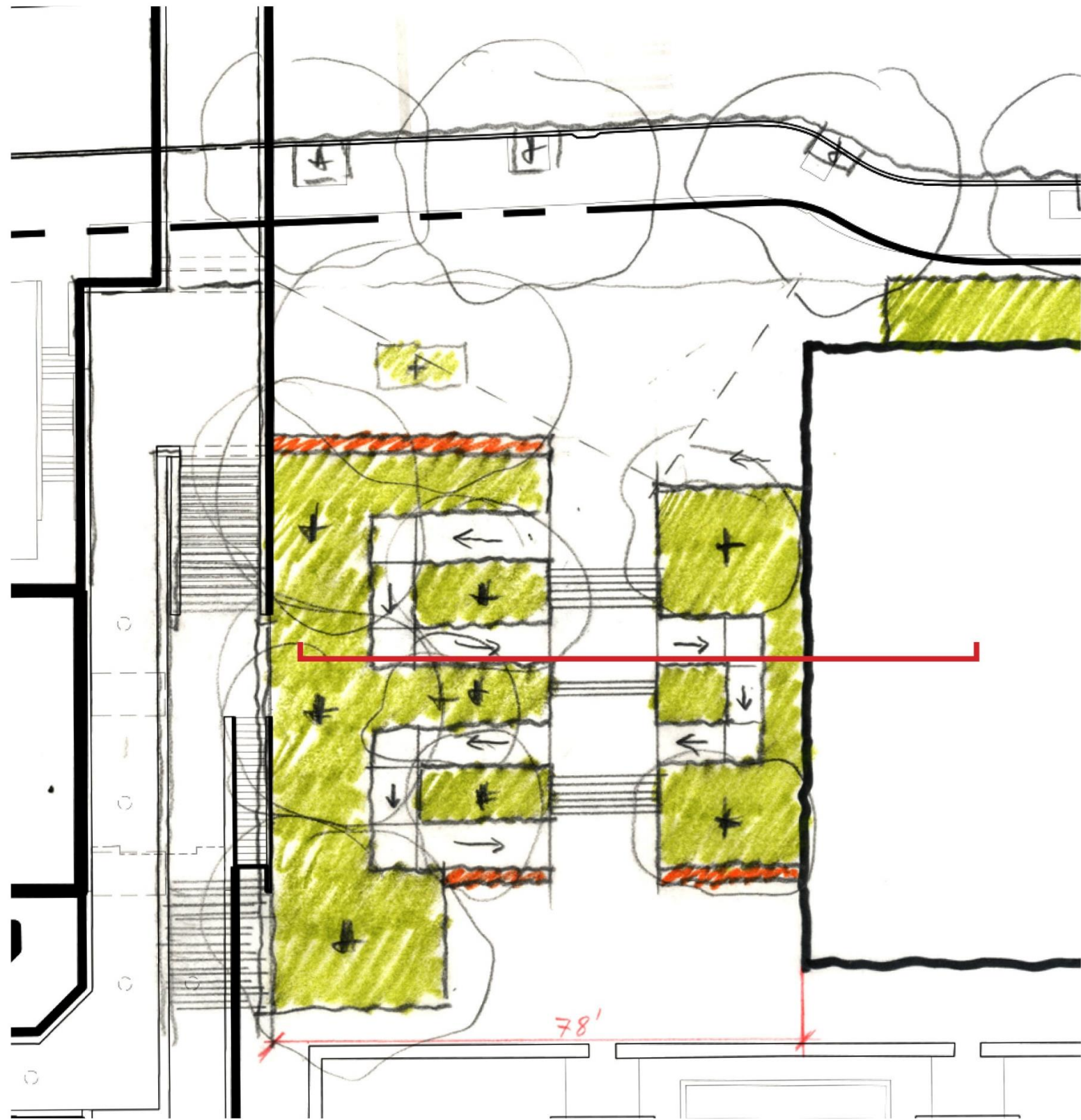


# Slope Transitions - 60' Width



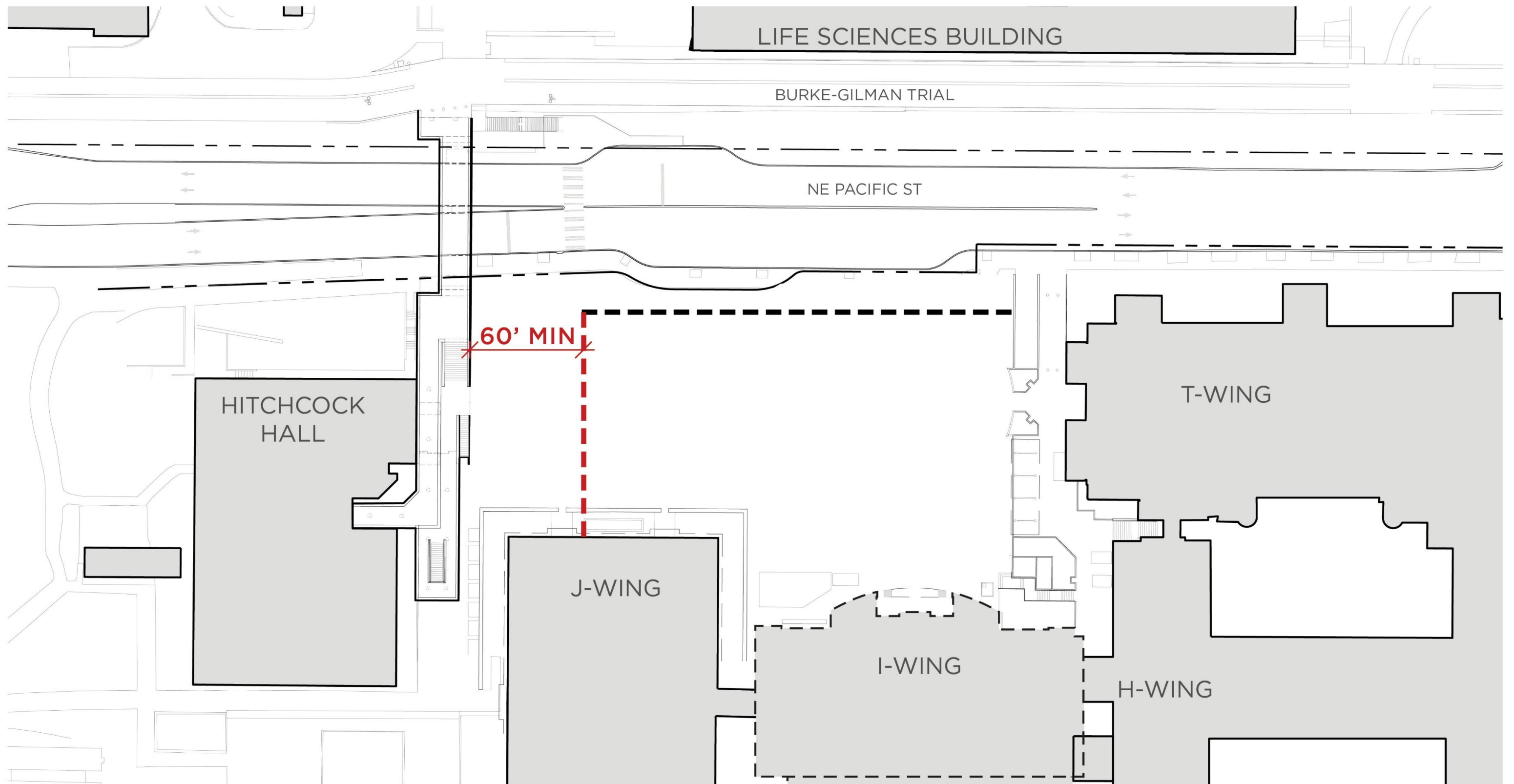


# Slope Transitions - 78' Width



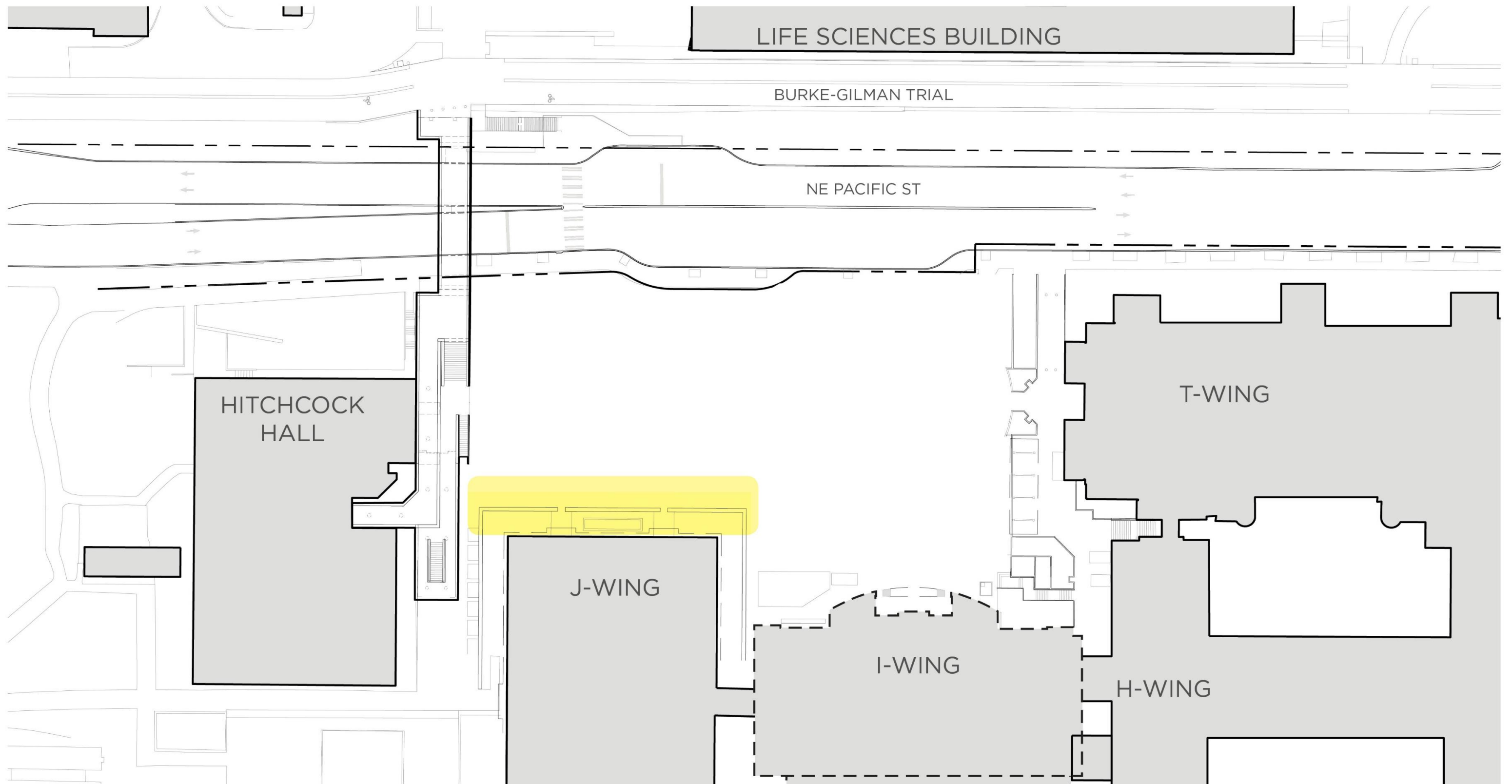


# Slope Transitions





# South Passage



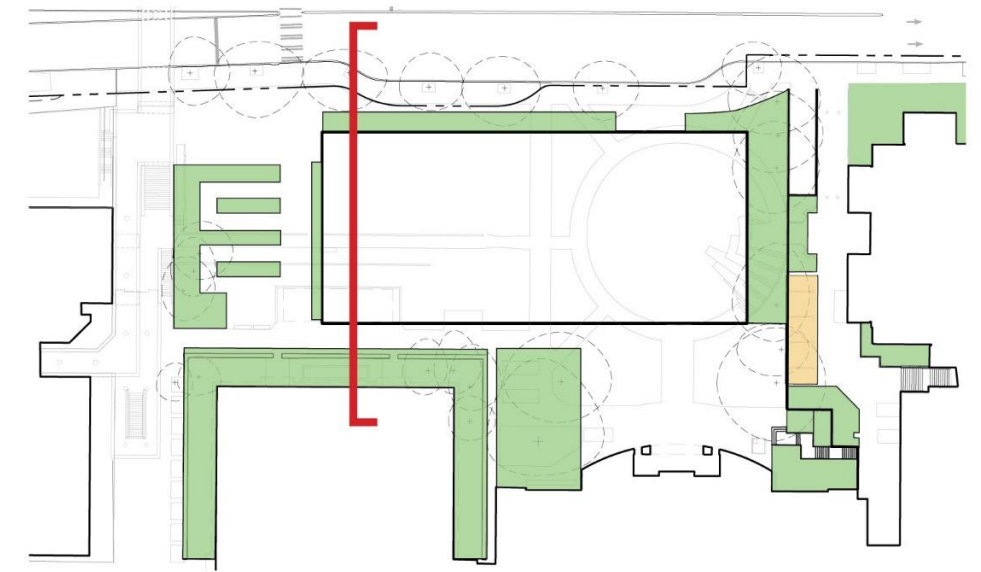
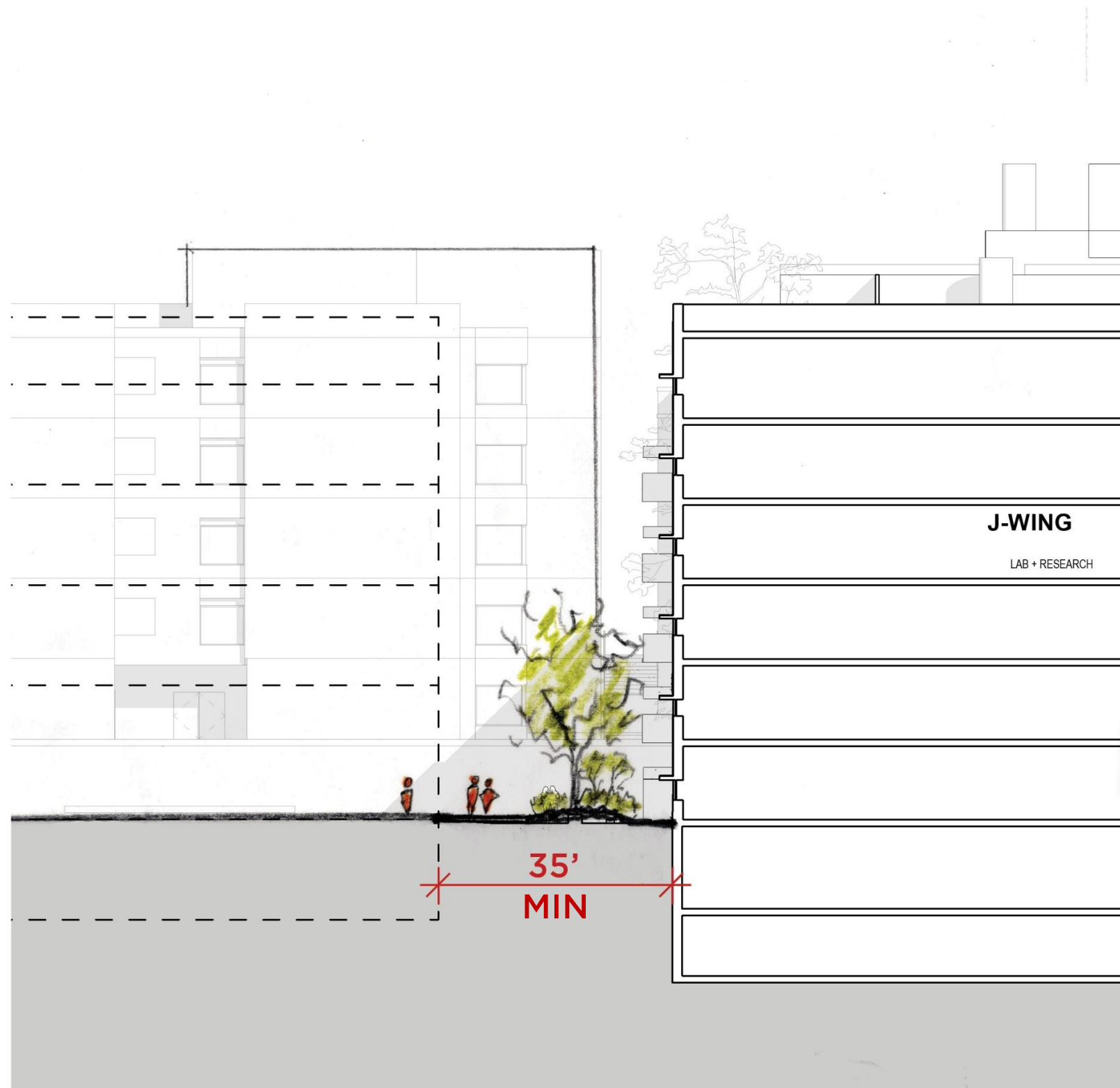


# South Passage - Existing Condition



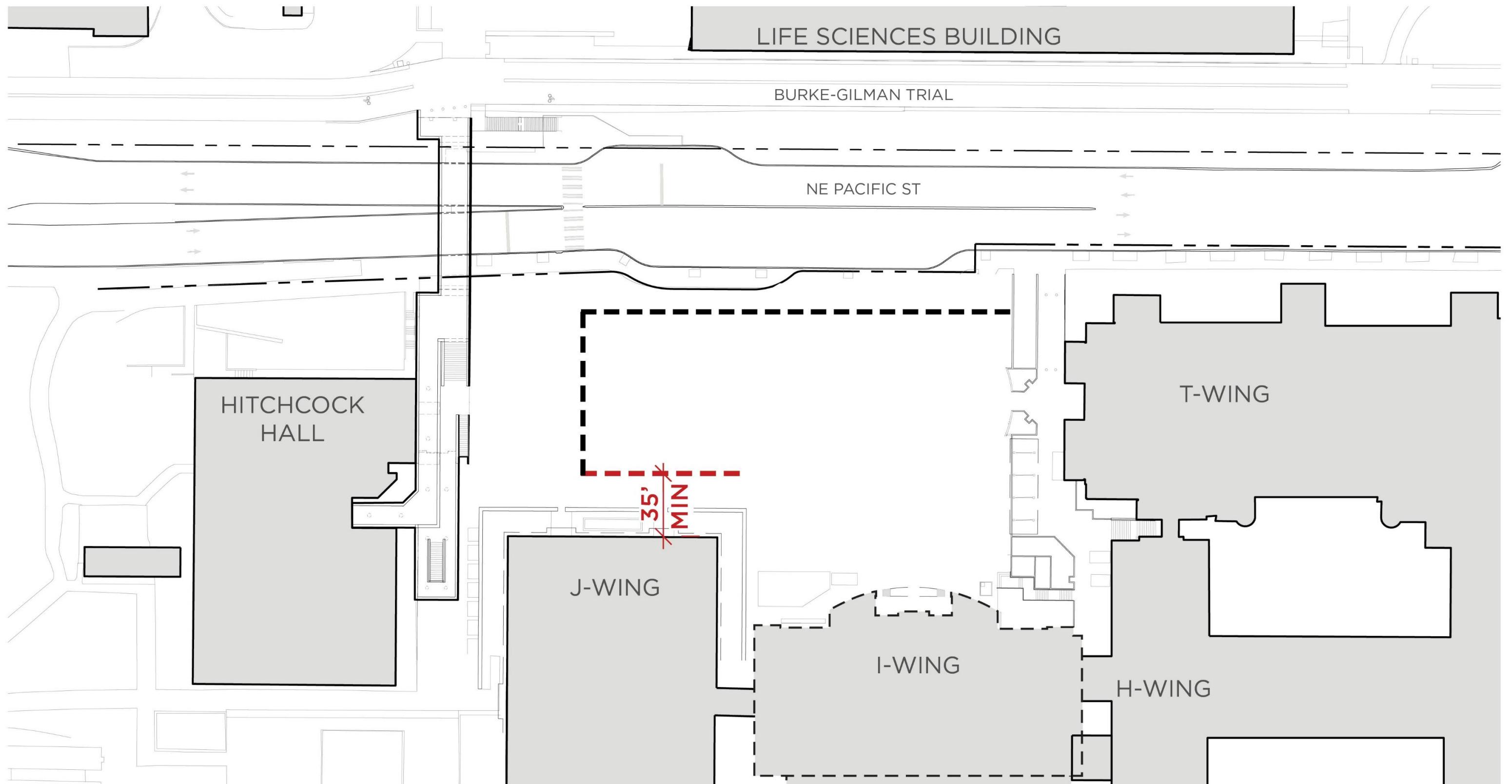


# South Passage - Scale



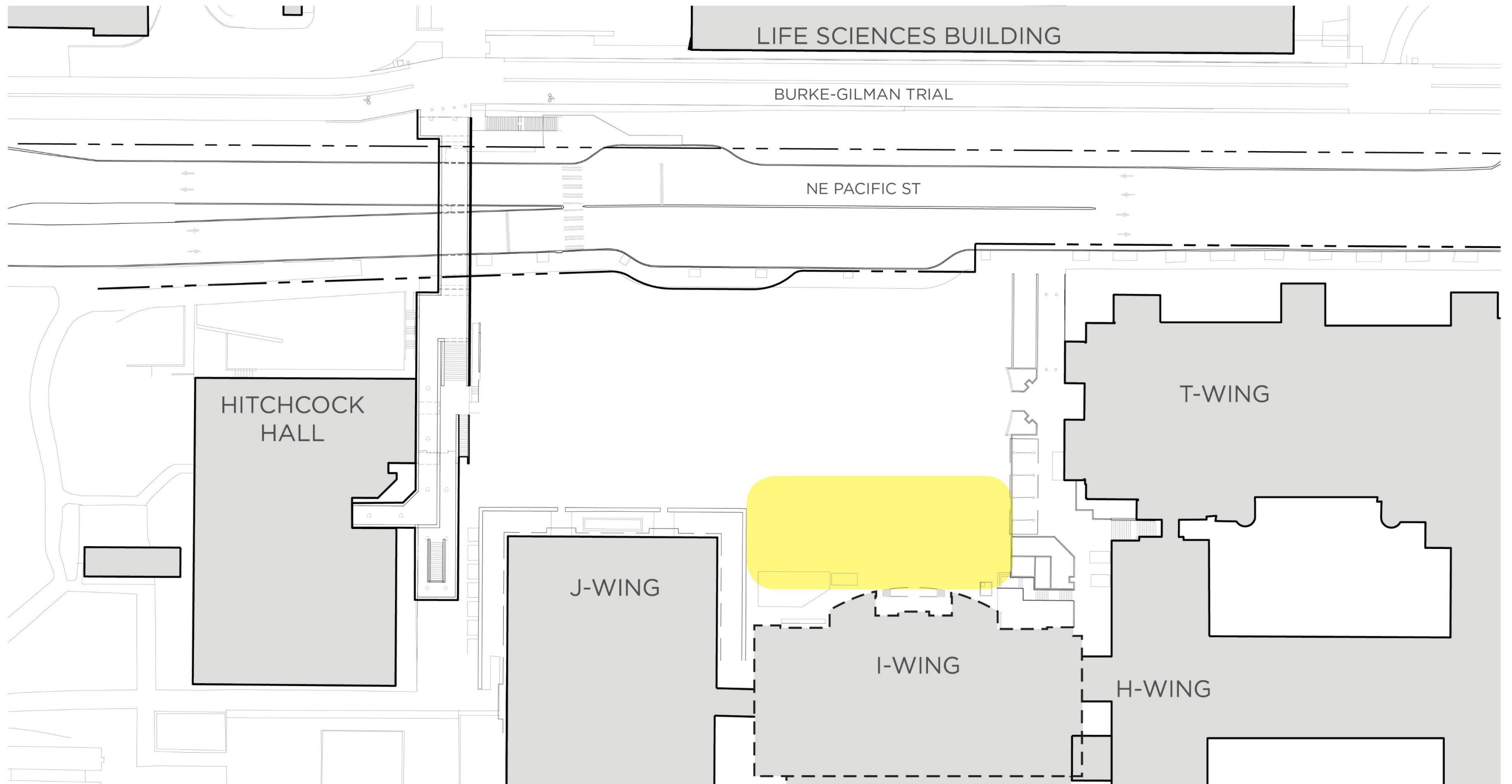


# South Passage



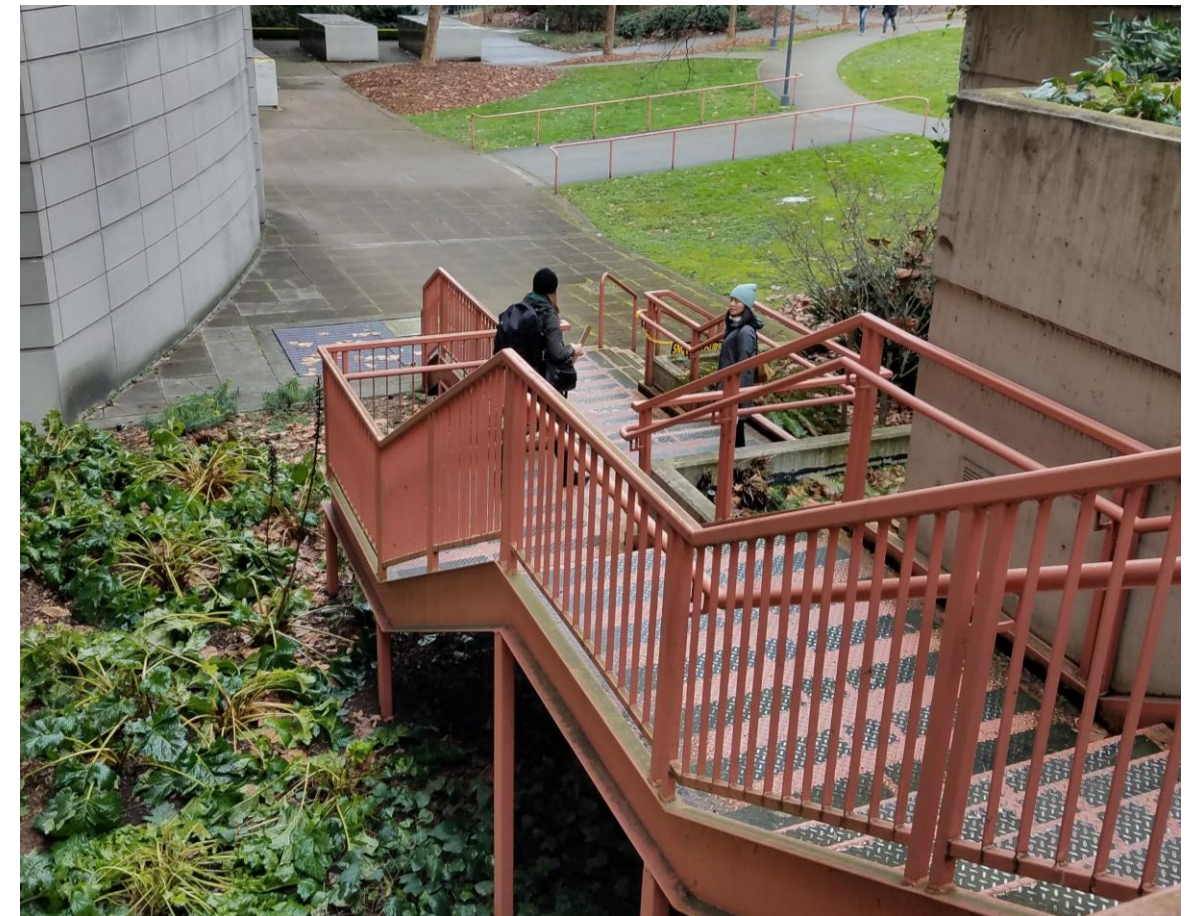


# South Room



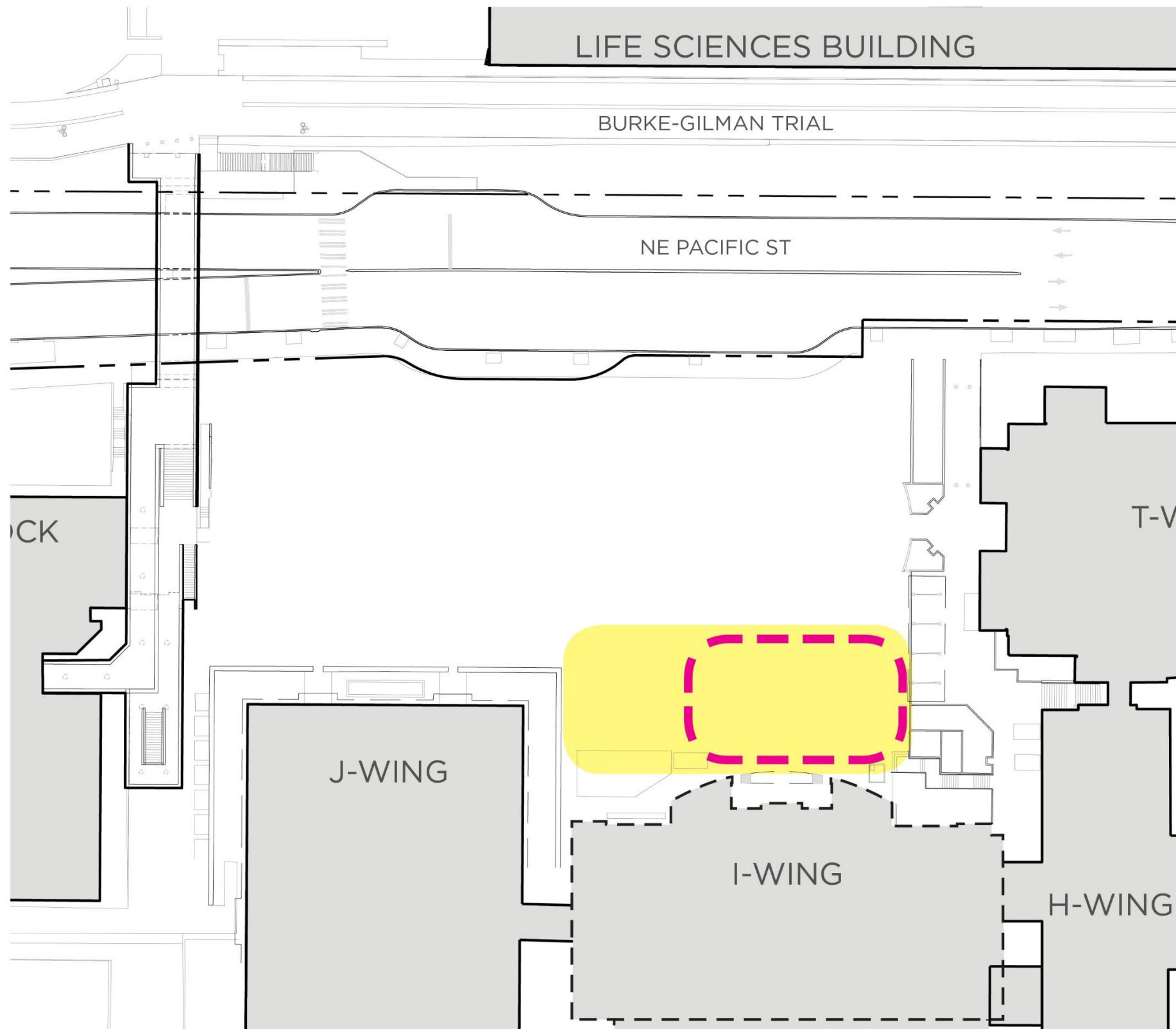


# South Room - Existing Condition



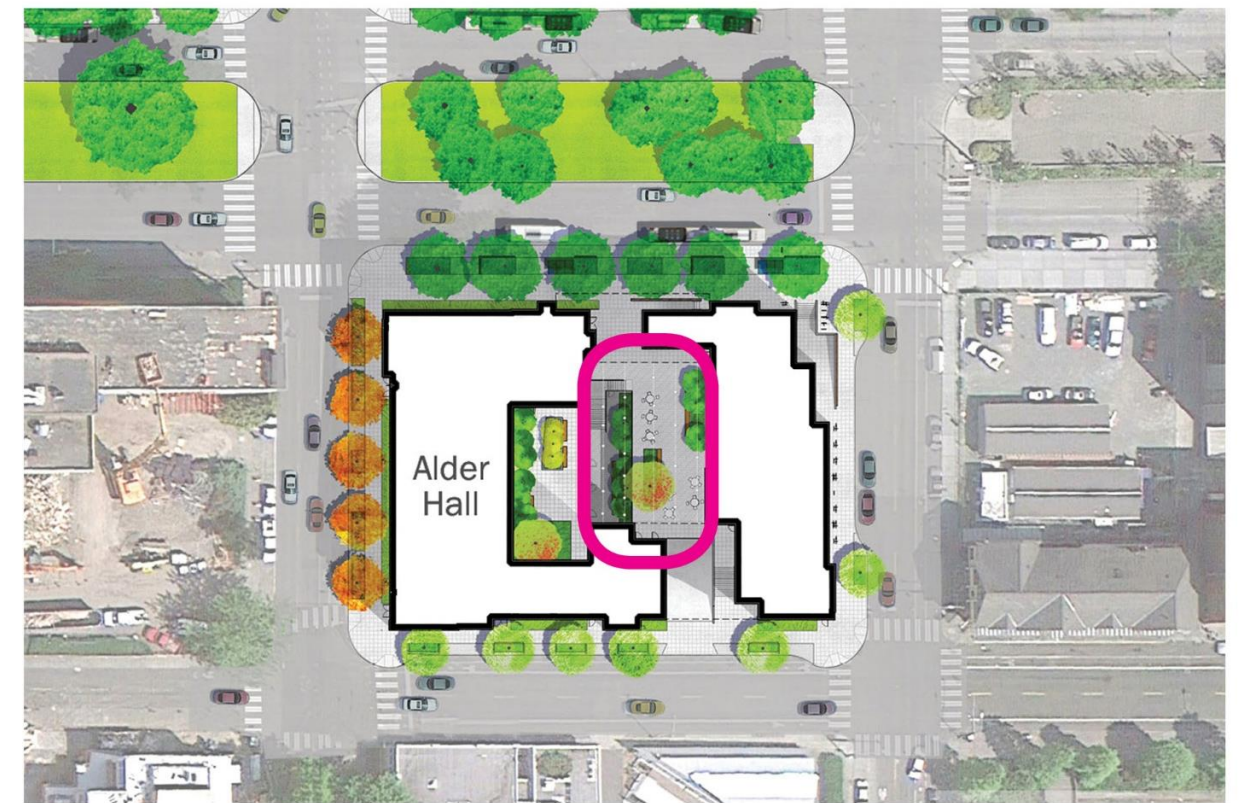
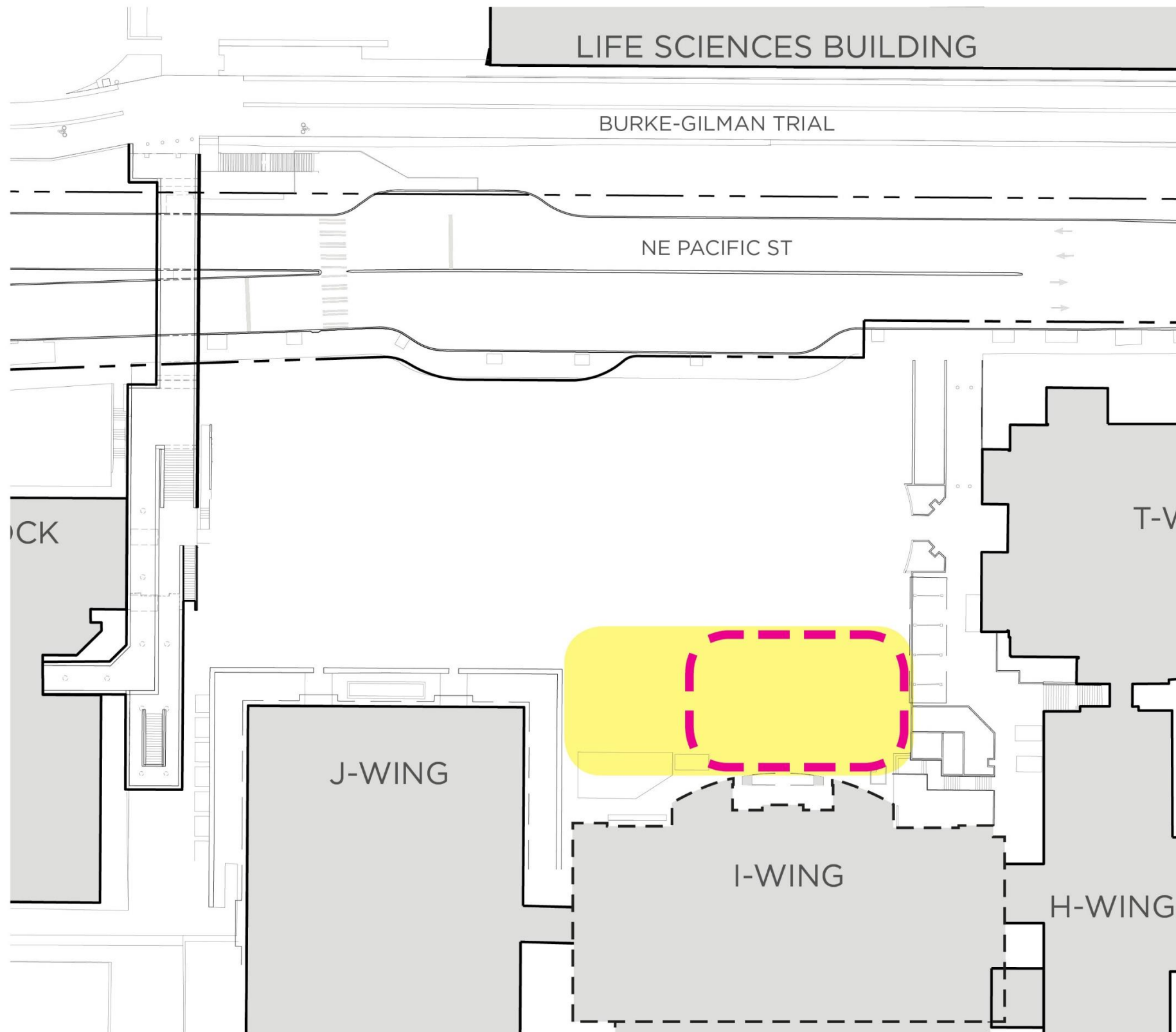


# South Room Scale Comparison - Paley Park



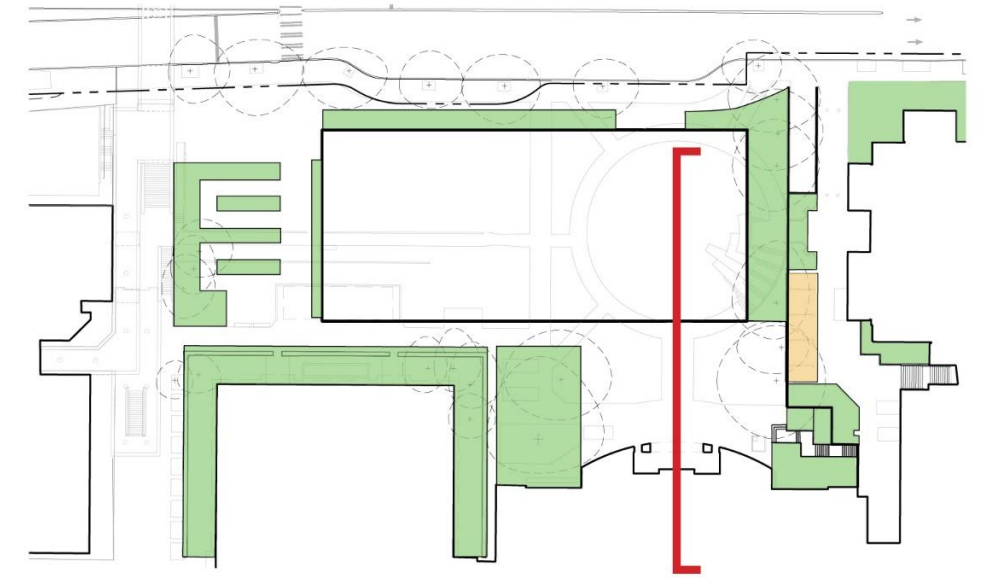
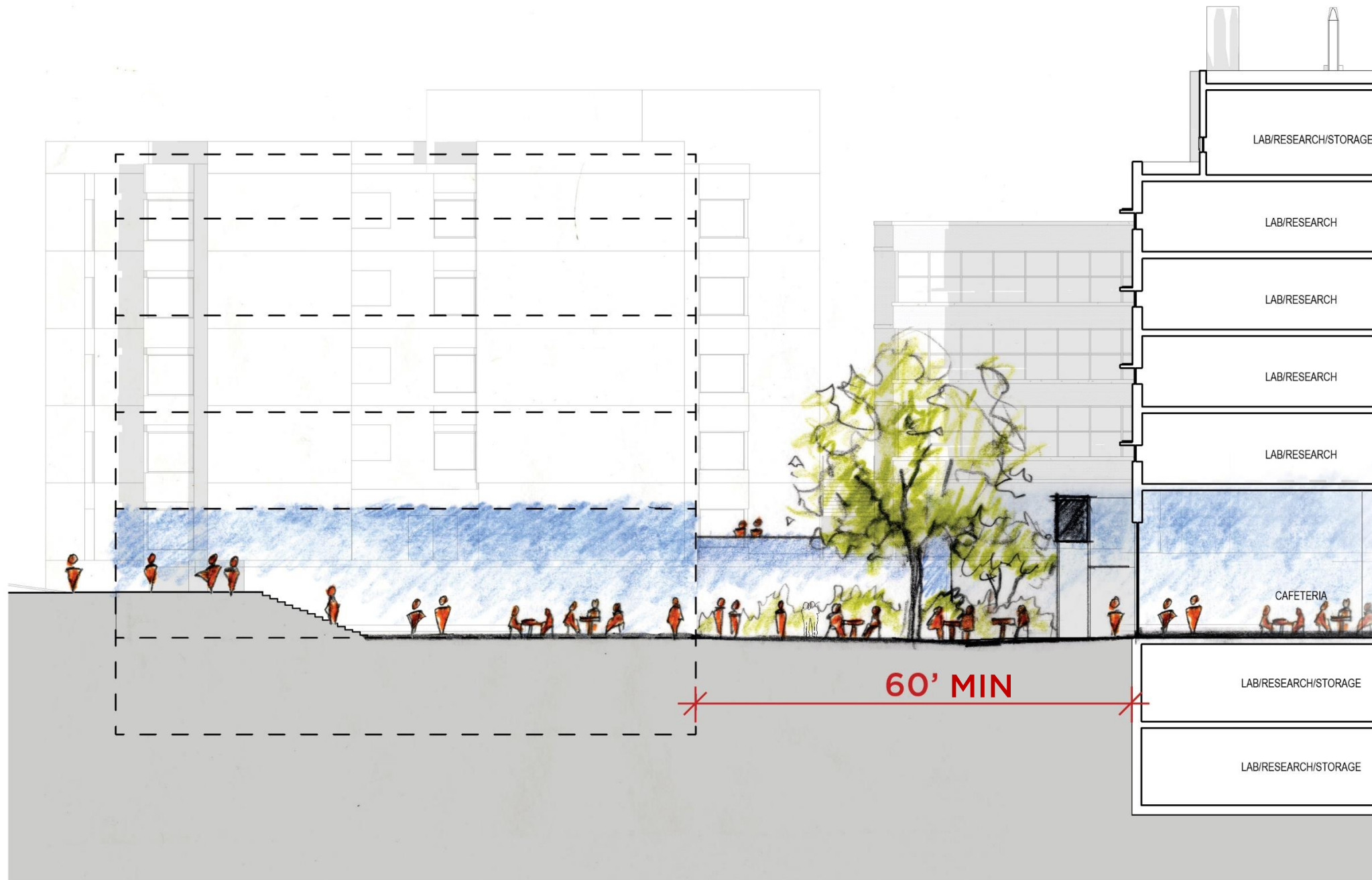


# South Room Scale Comparison - Alder Hall





# South Room - Scale

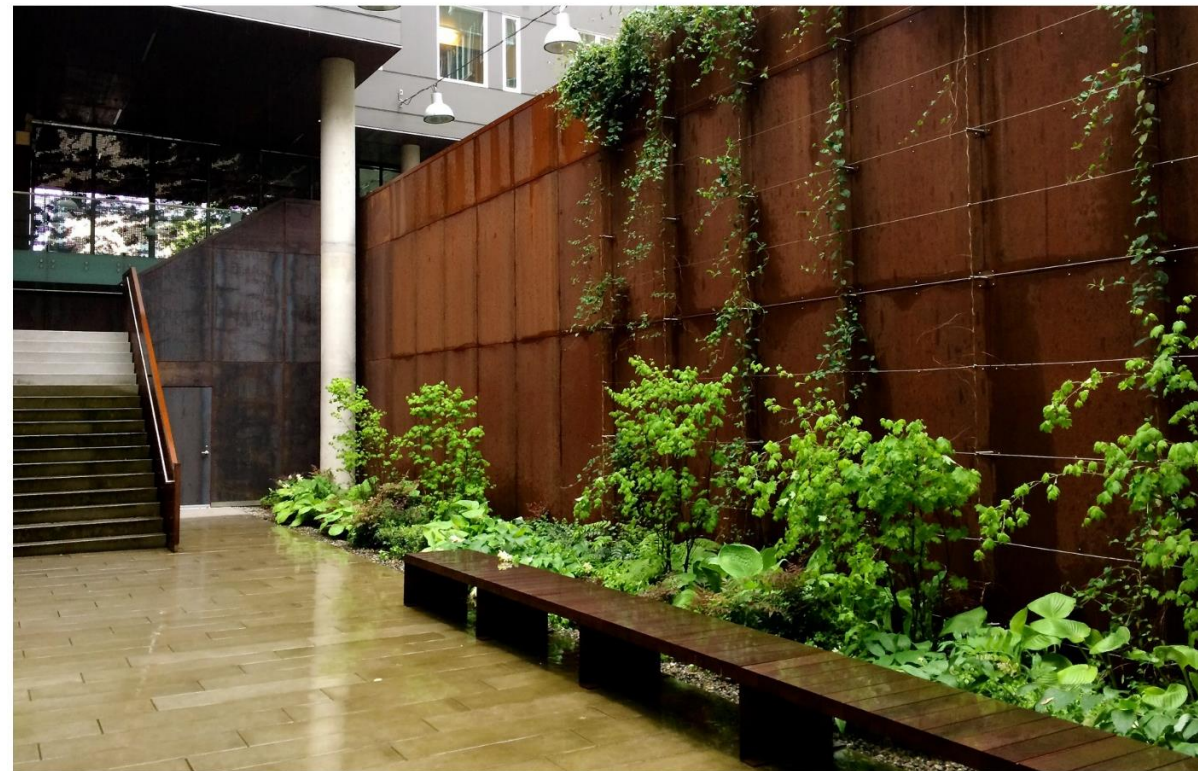




# South Room

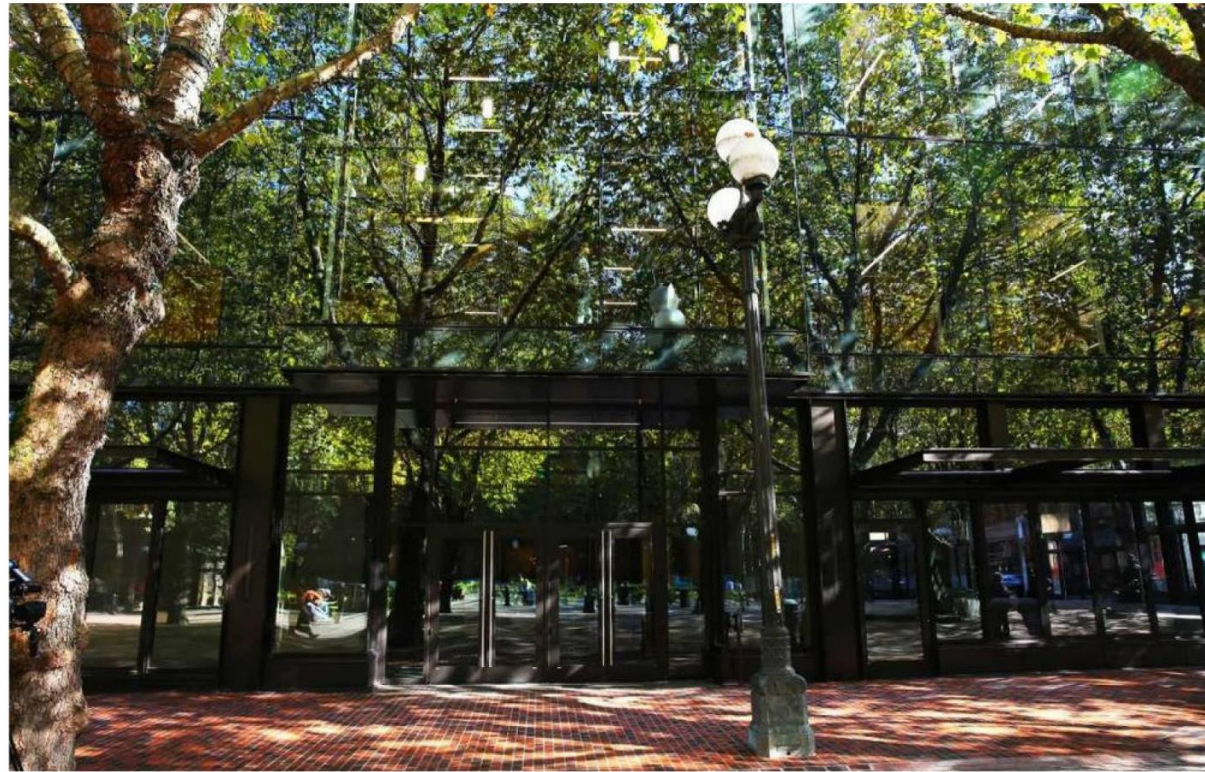


COMFORT WILL  
COME FROM  
APPROPRIATE SCALE  
AND ELEMENTS OF  
WARMTH IN A SHADY  
SPACE

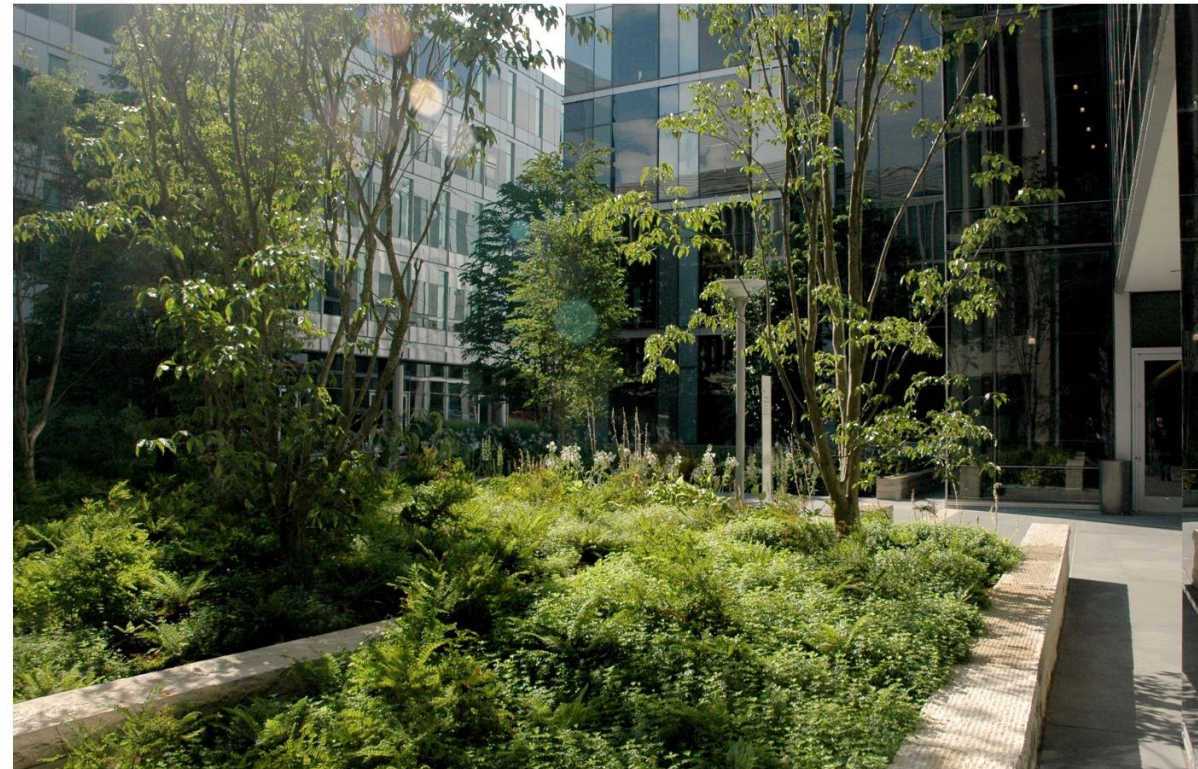
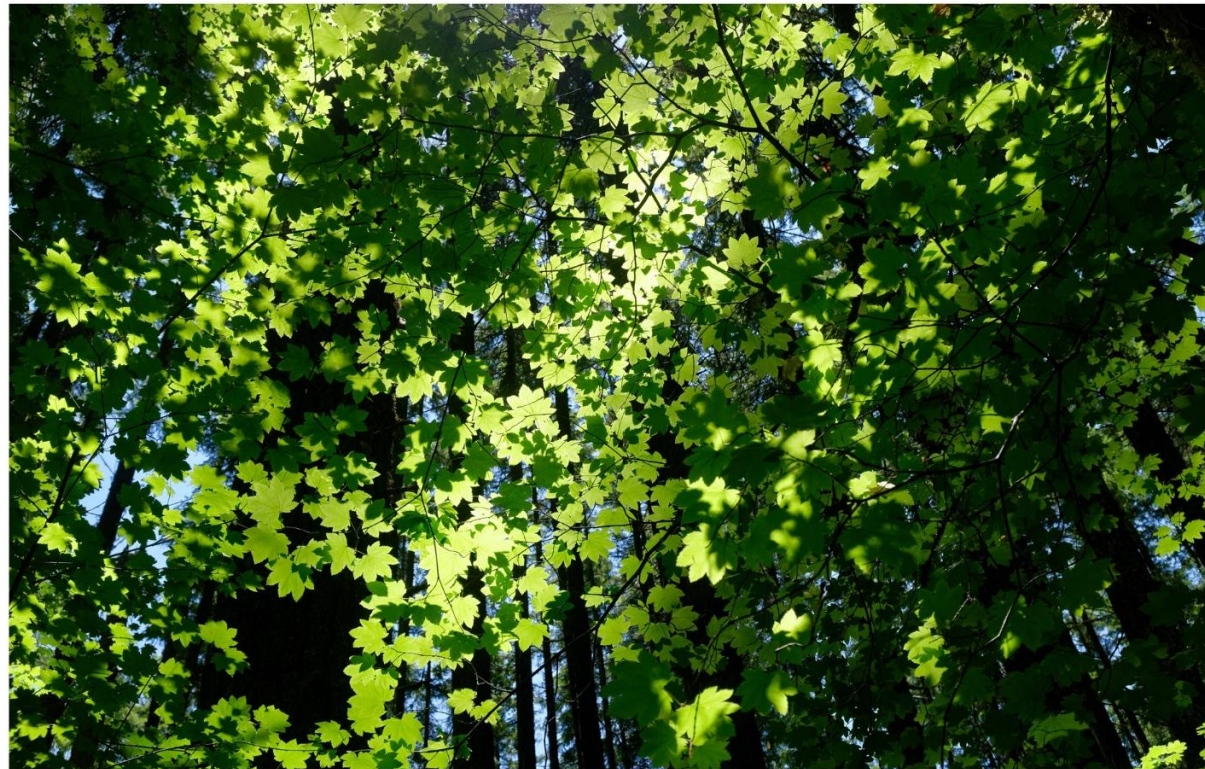




# South Room

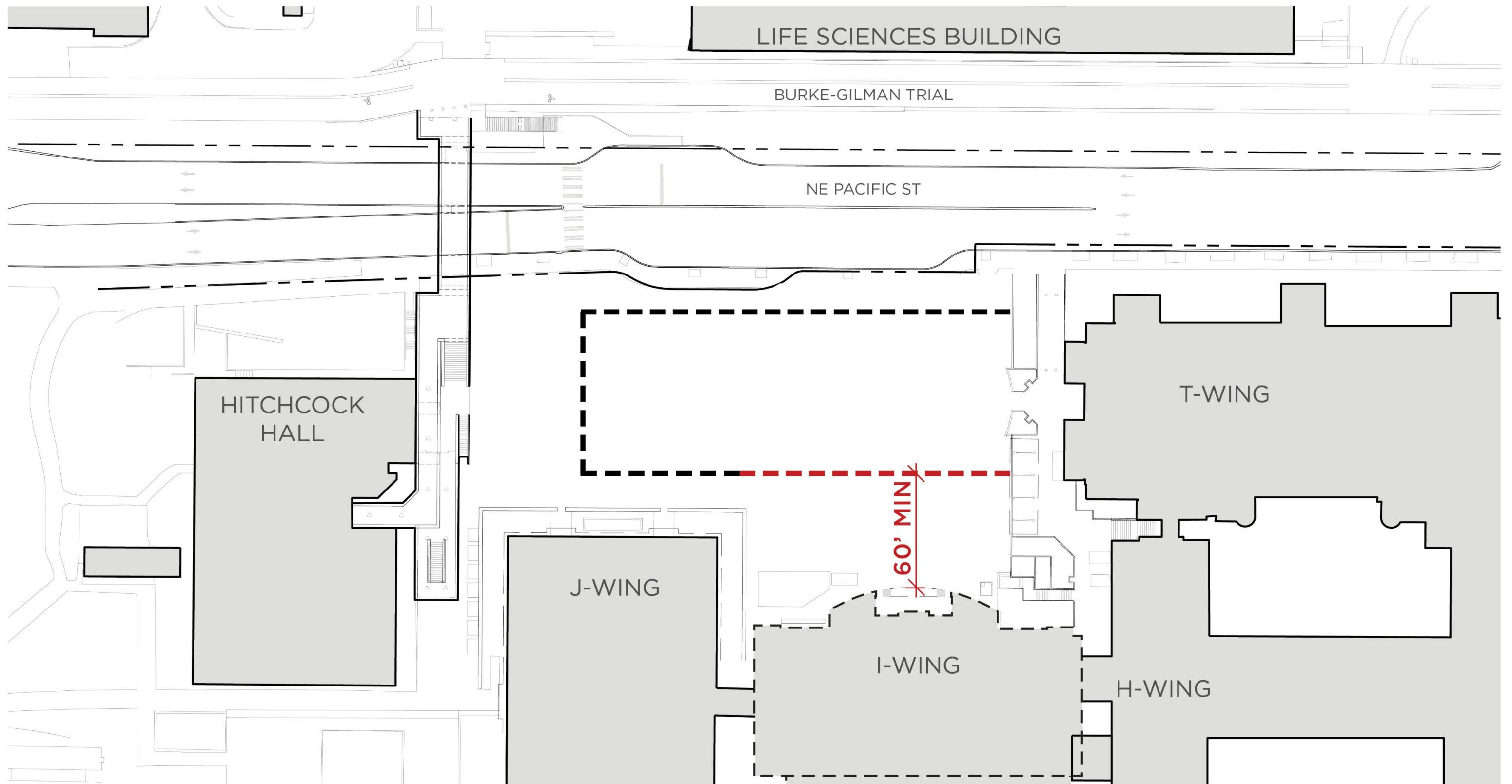


REFLECTED LIGHT  
AND LIGHT CANOPY  
CAN BRIGHTEN AND  
ENLIVEN



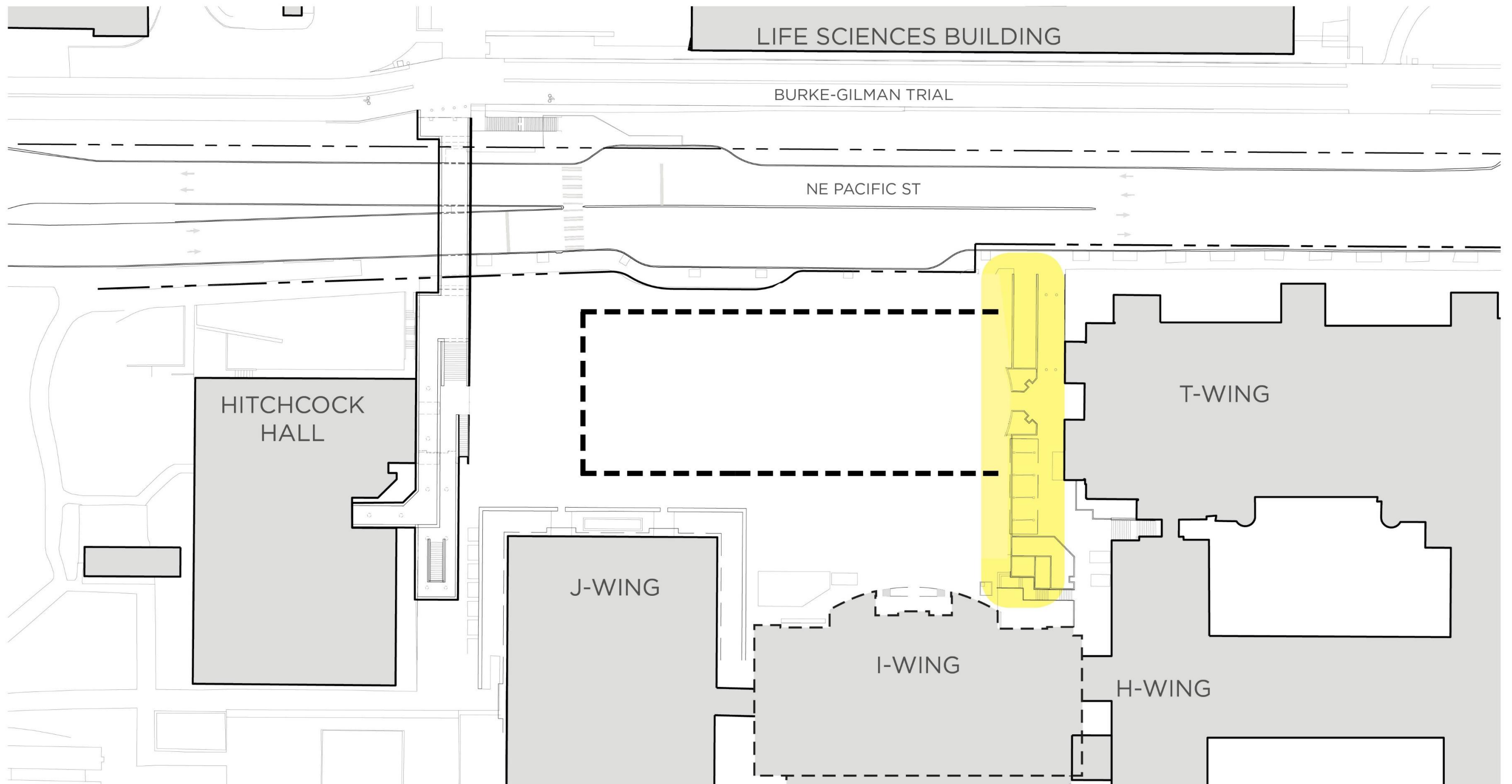


# South Room





# East Edge



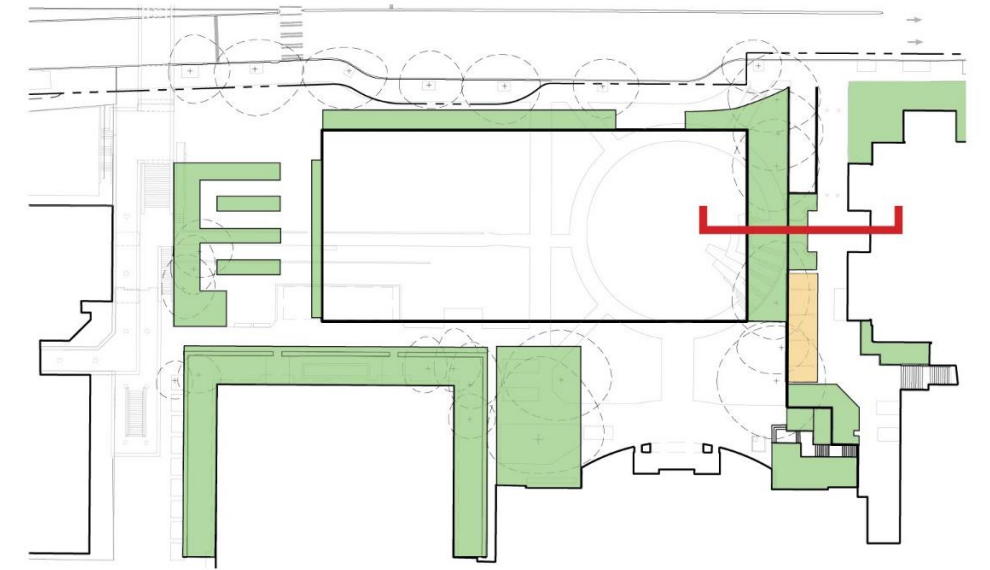
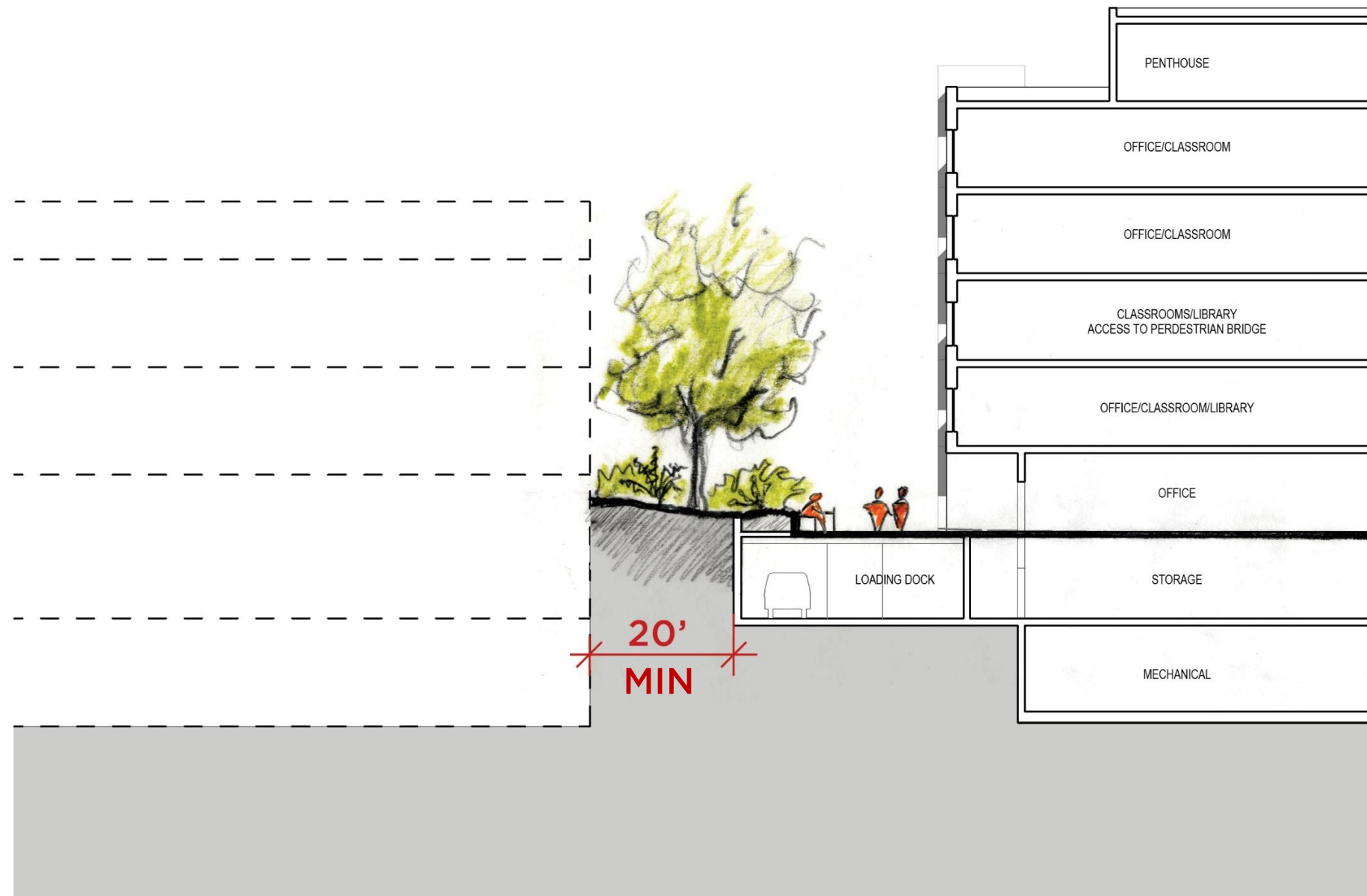


# East Edge - Existing Condition



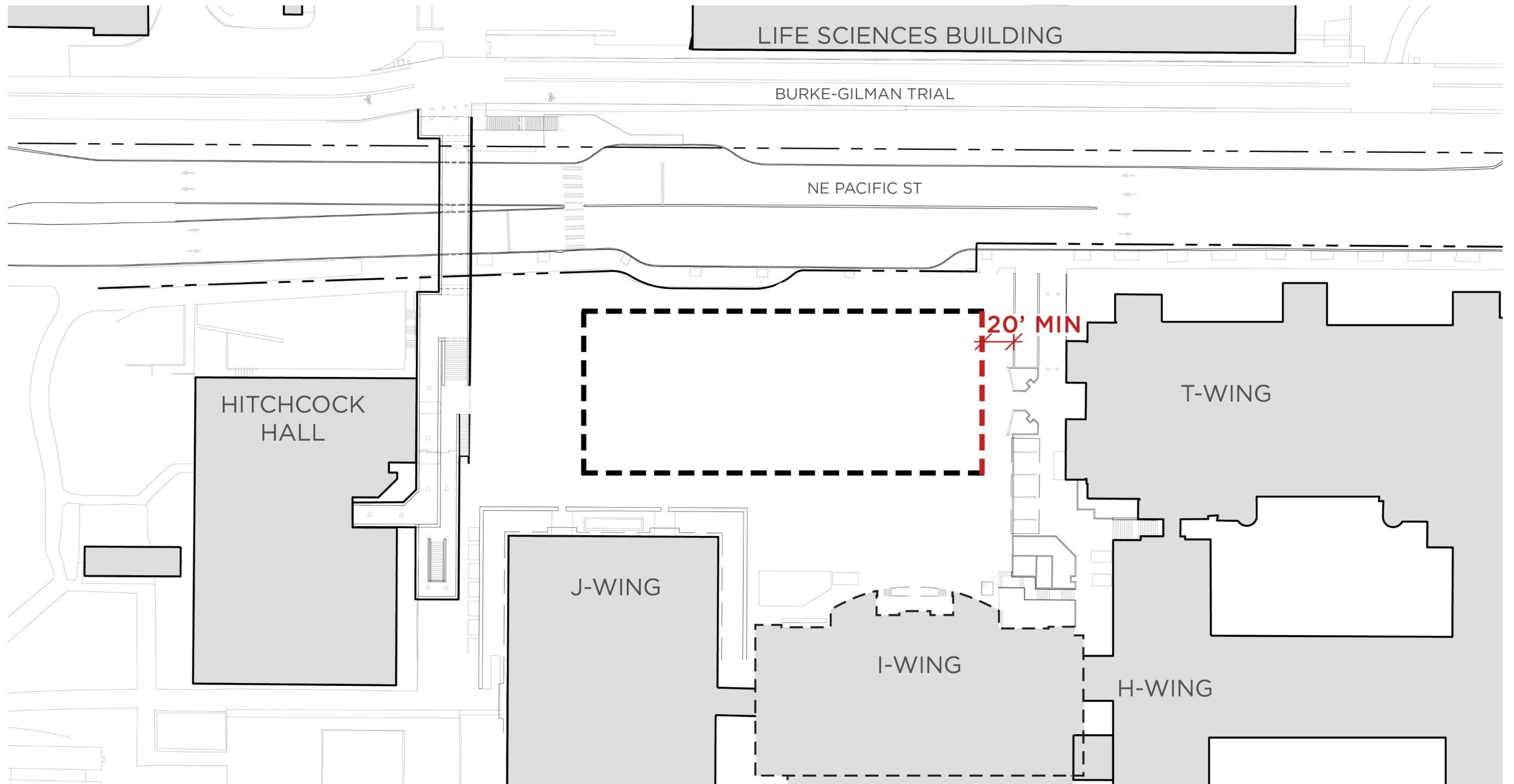


# East Edge



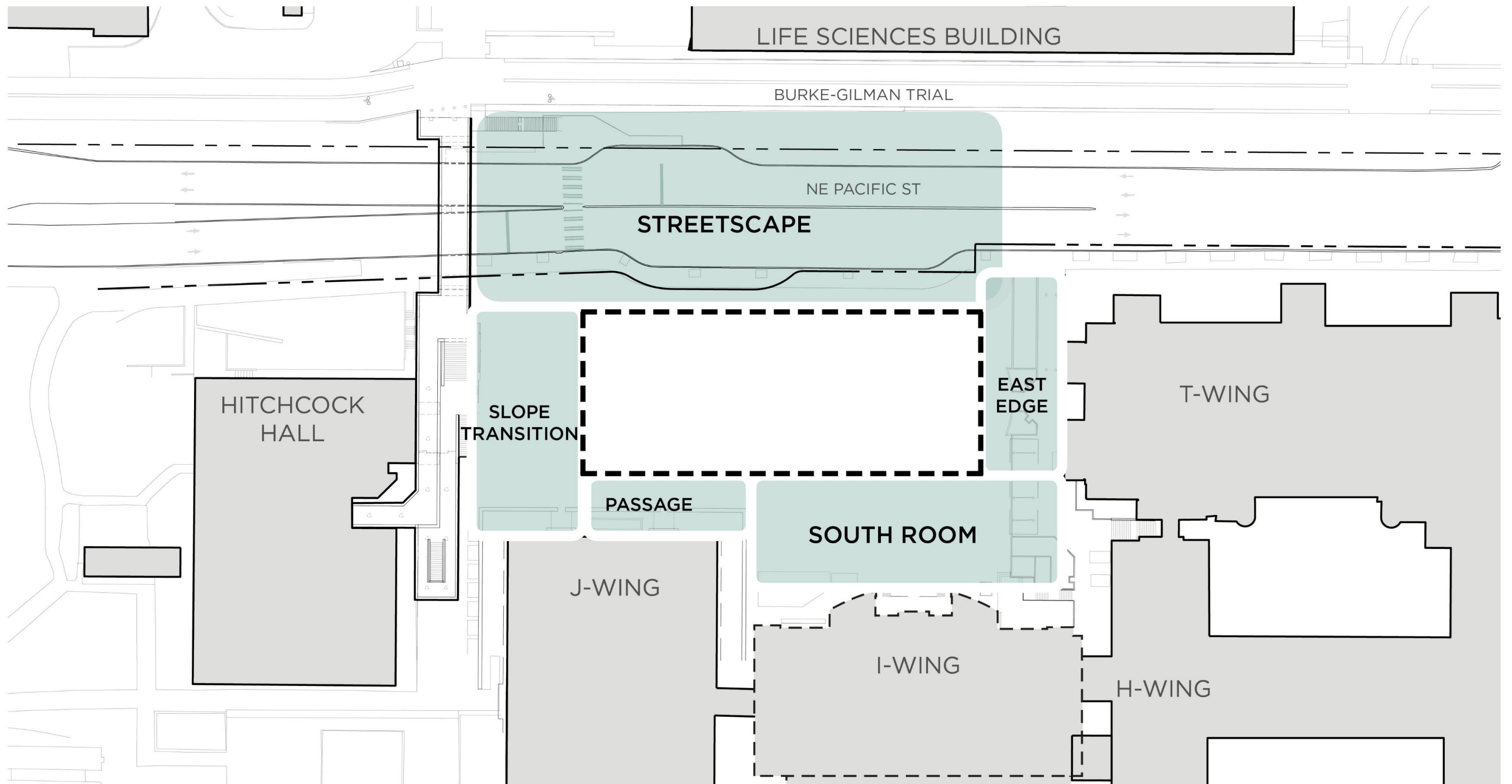


# East Edge



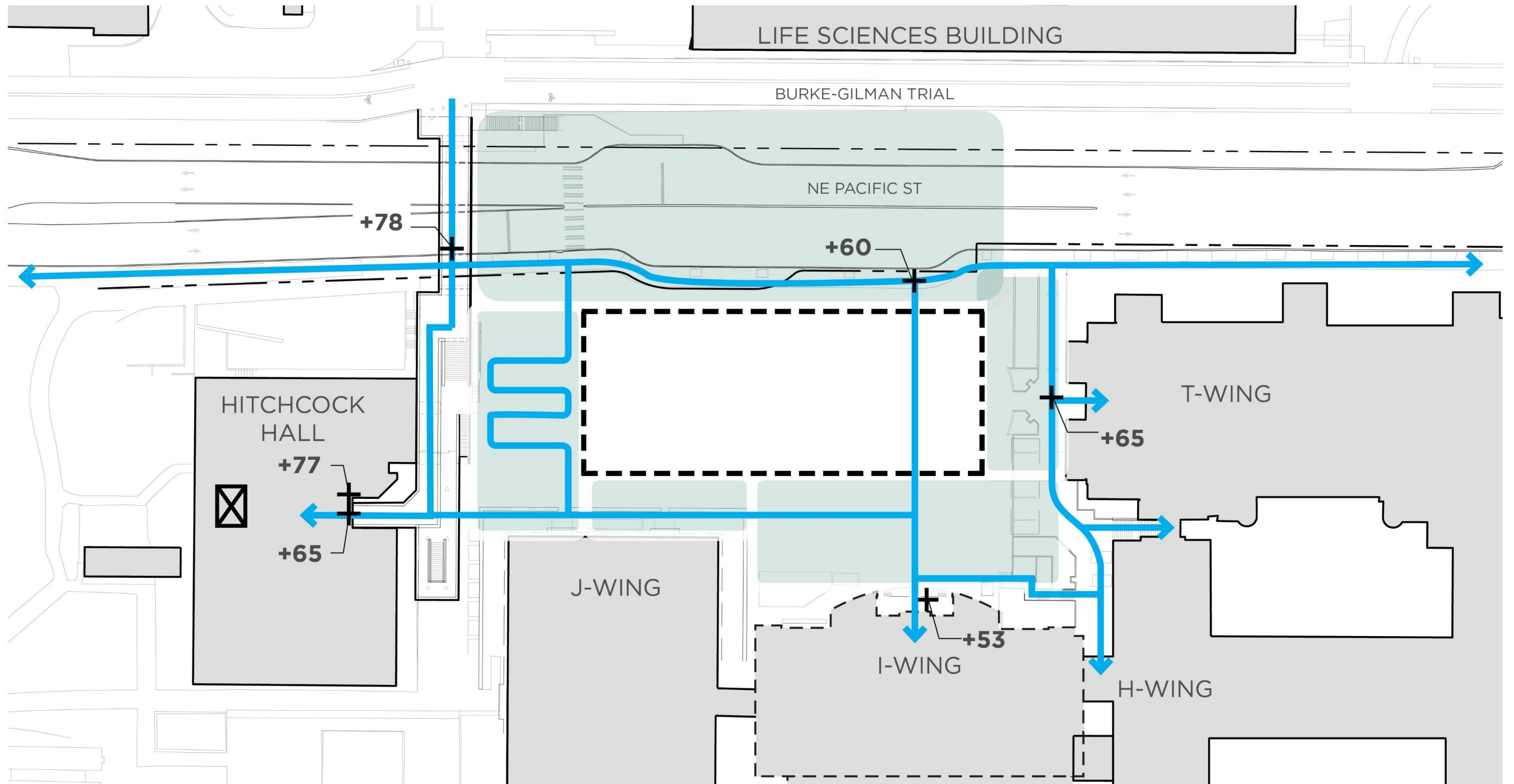


# Recap





# Circulation

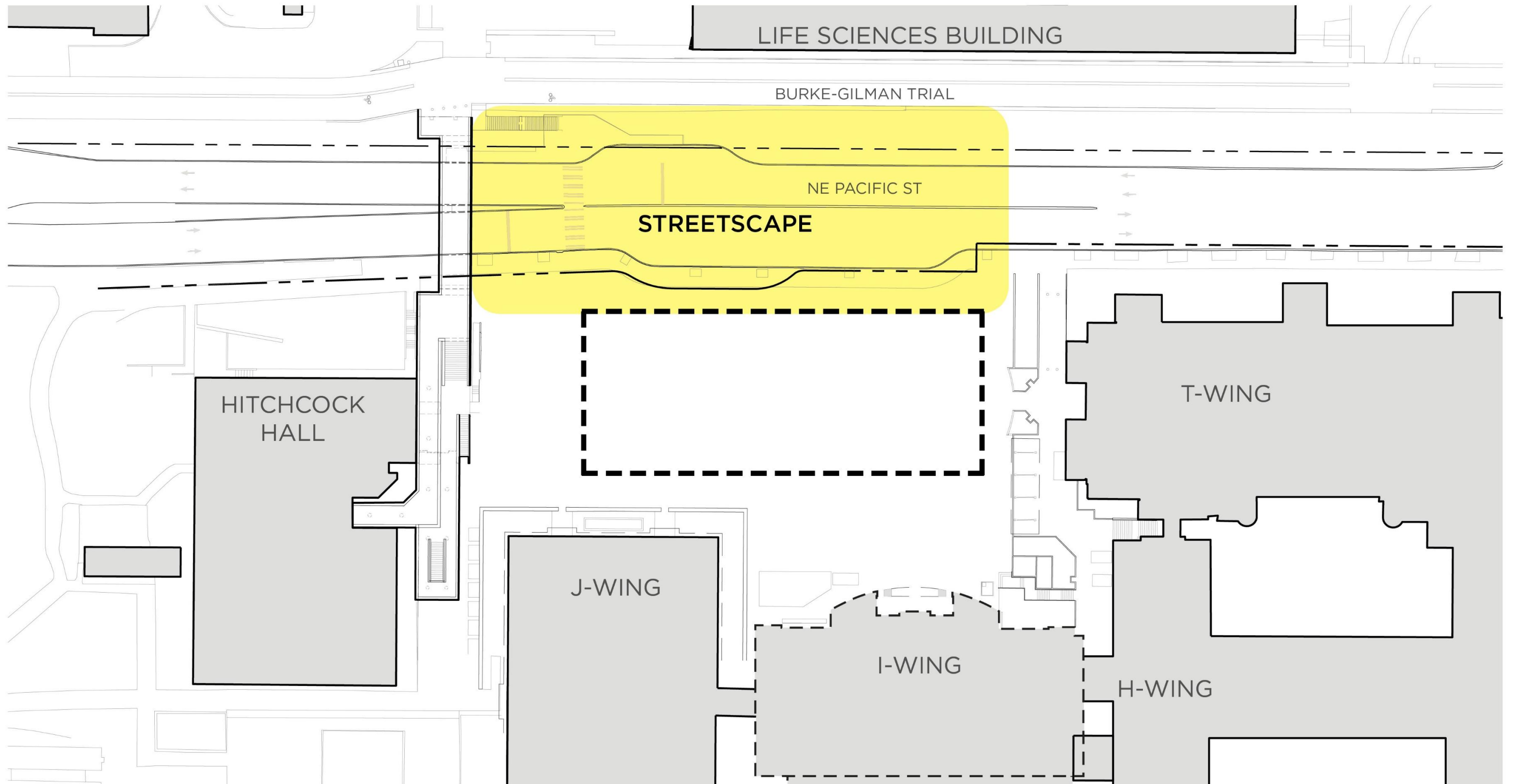




# **ACTIVATING EDGES AND SECTIONS**

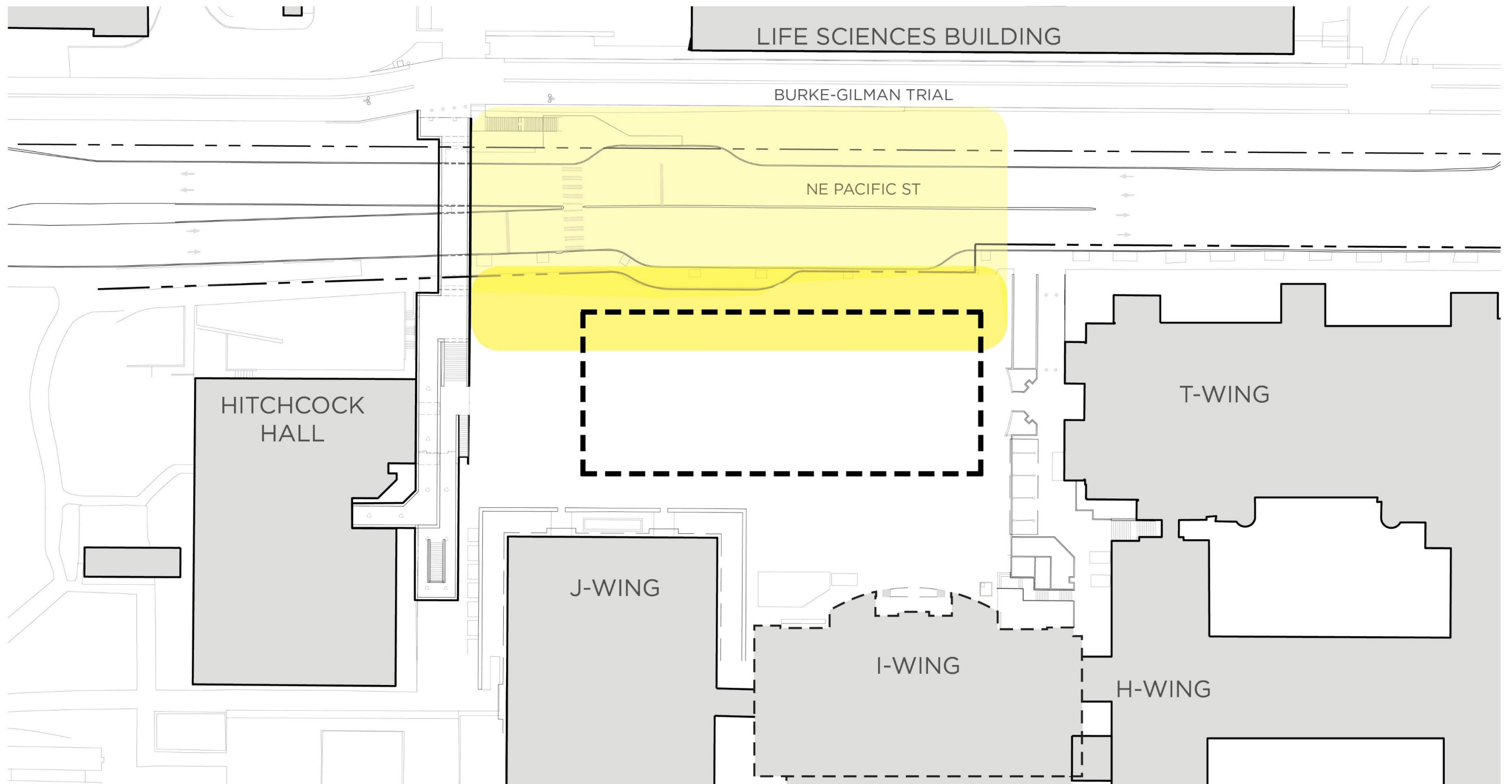


# Streetscape



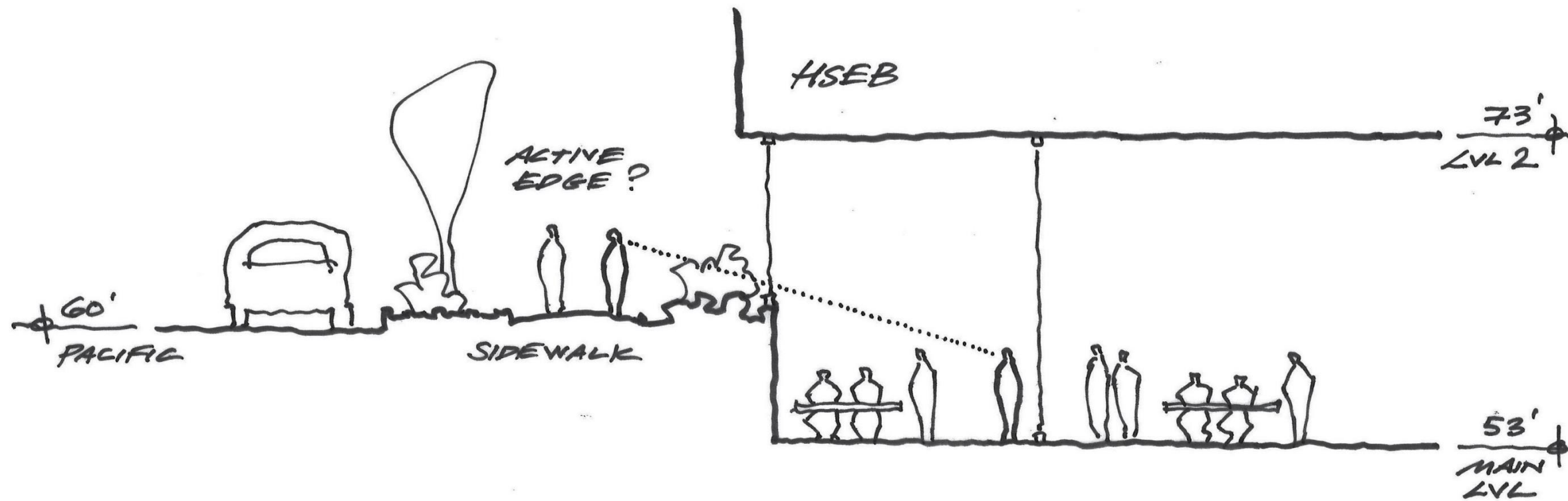
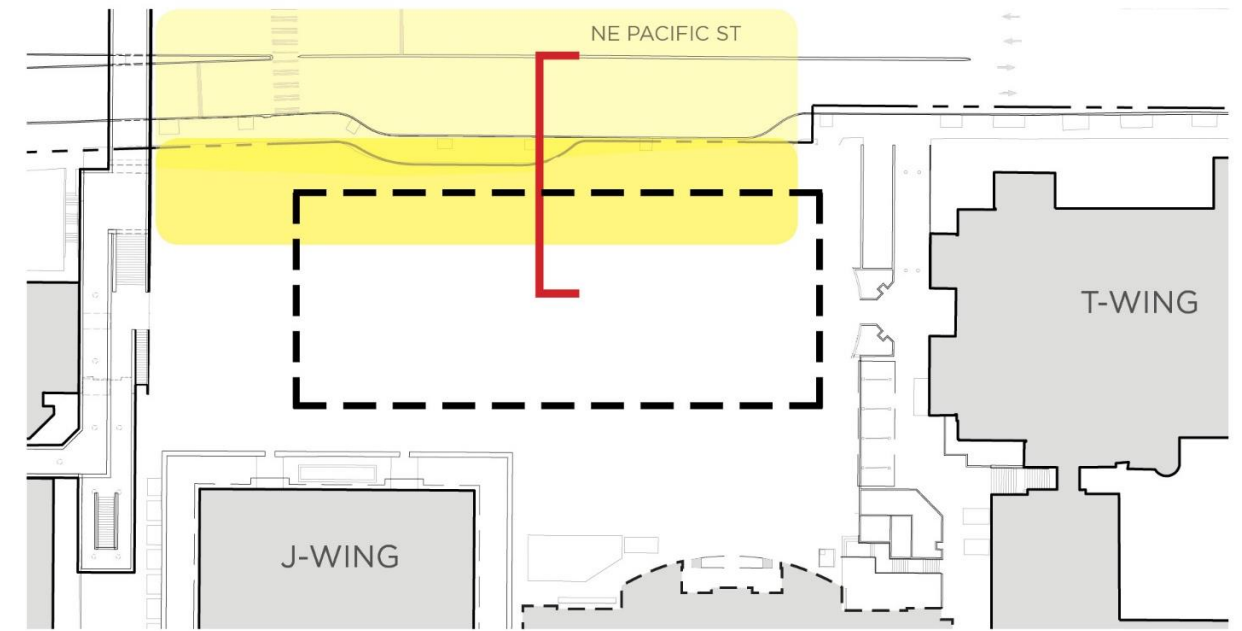


# Active Edge



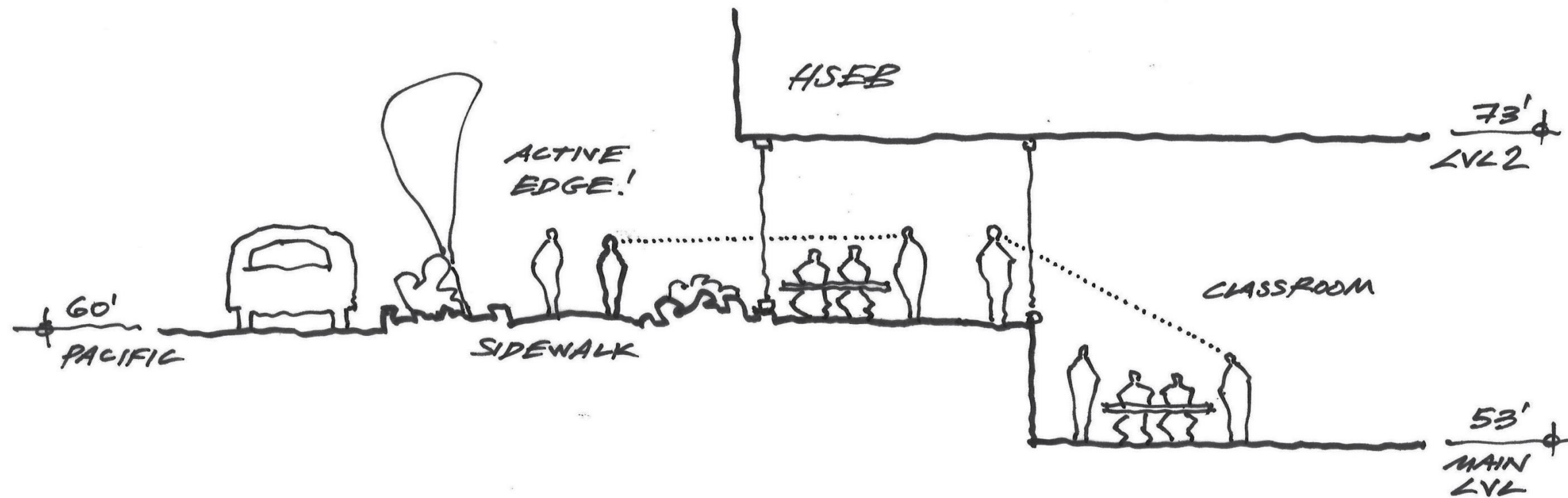
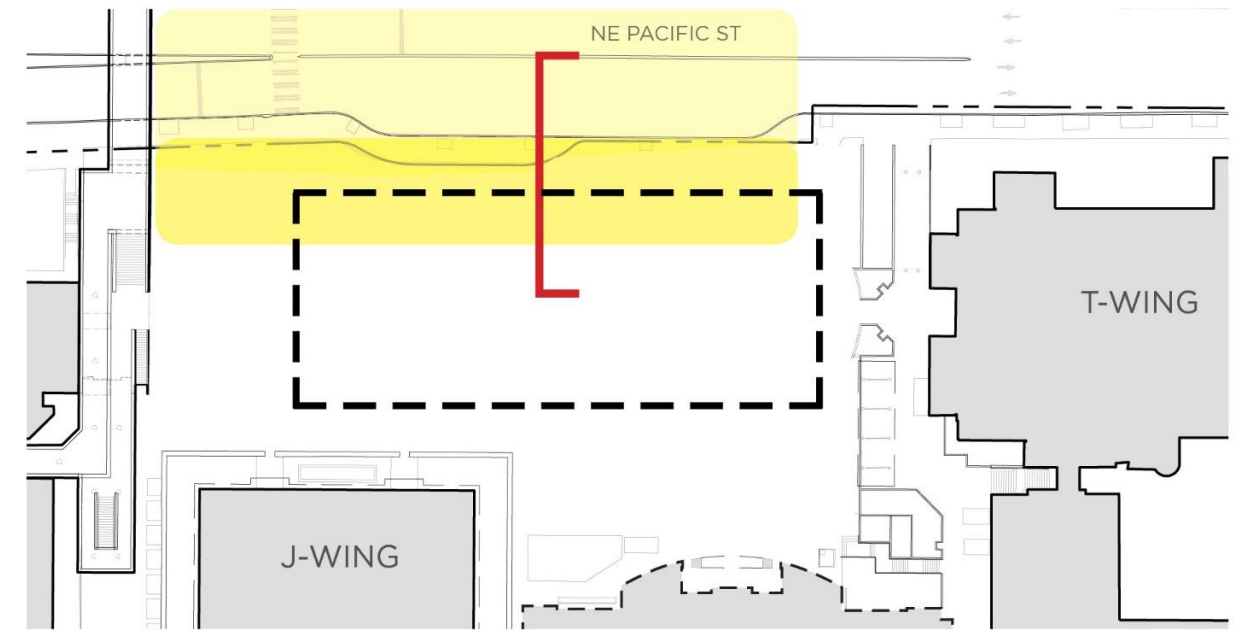


# Active Edge



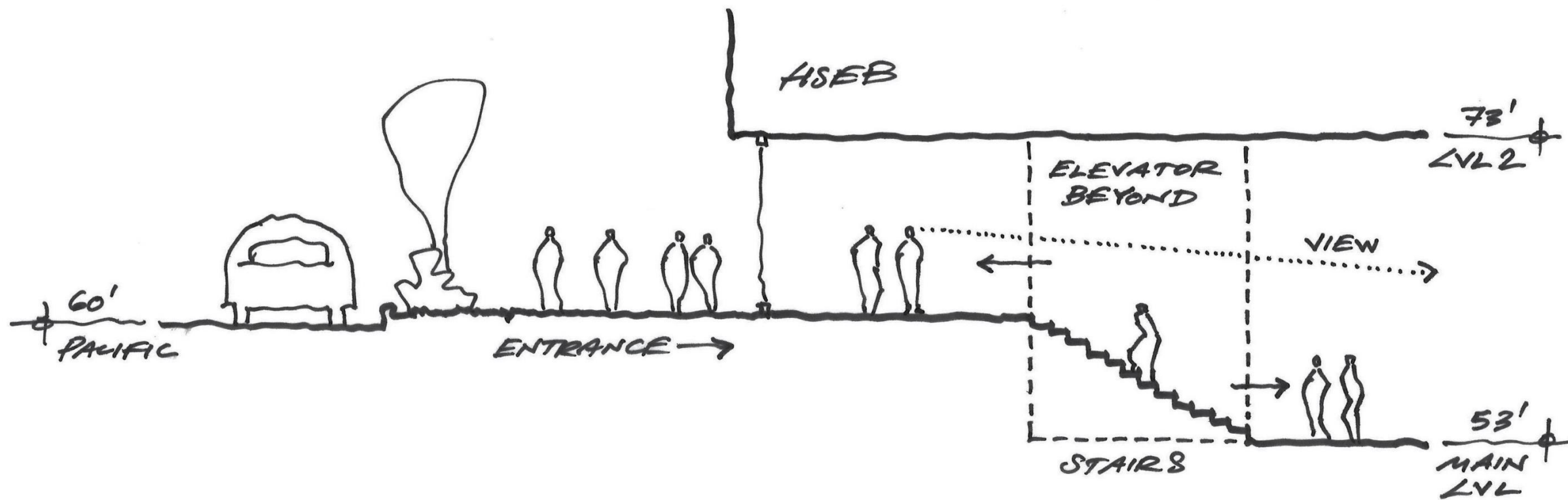
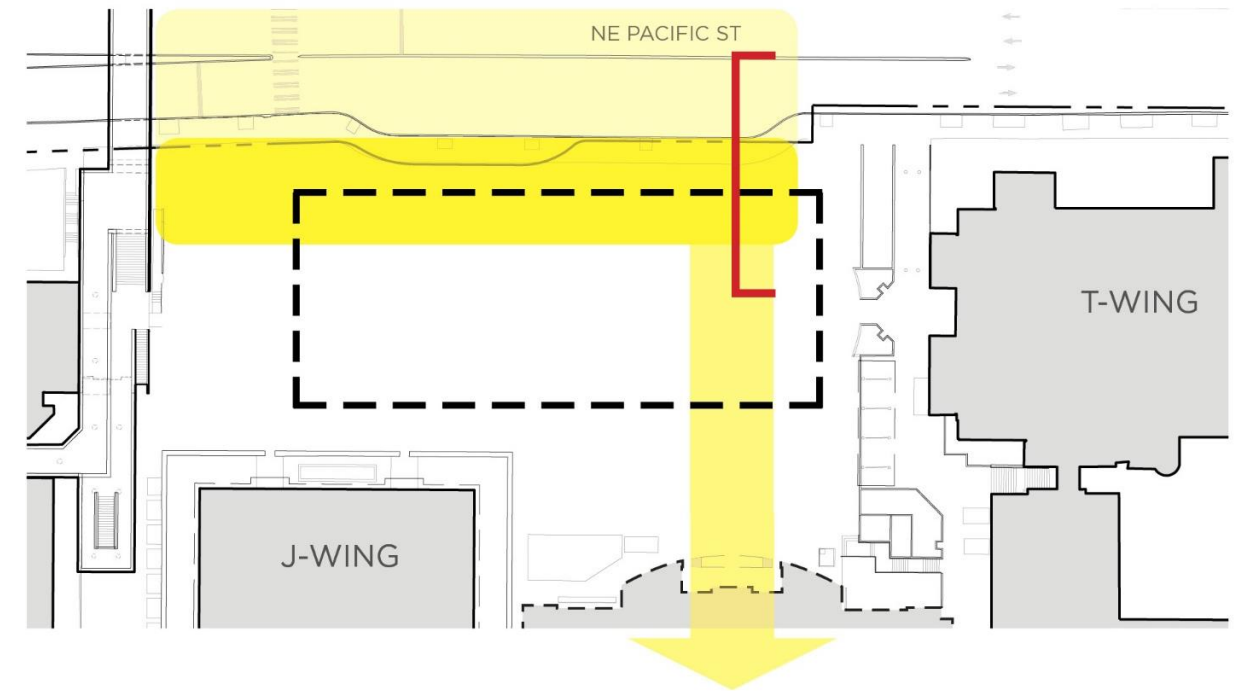


# Active Edge



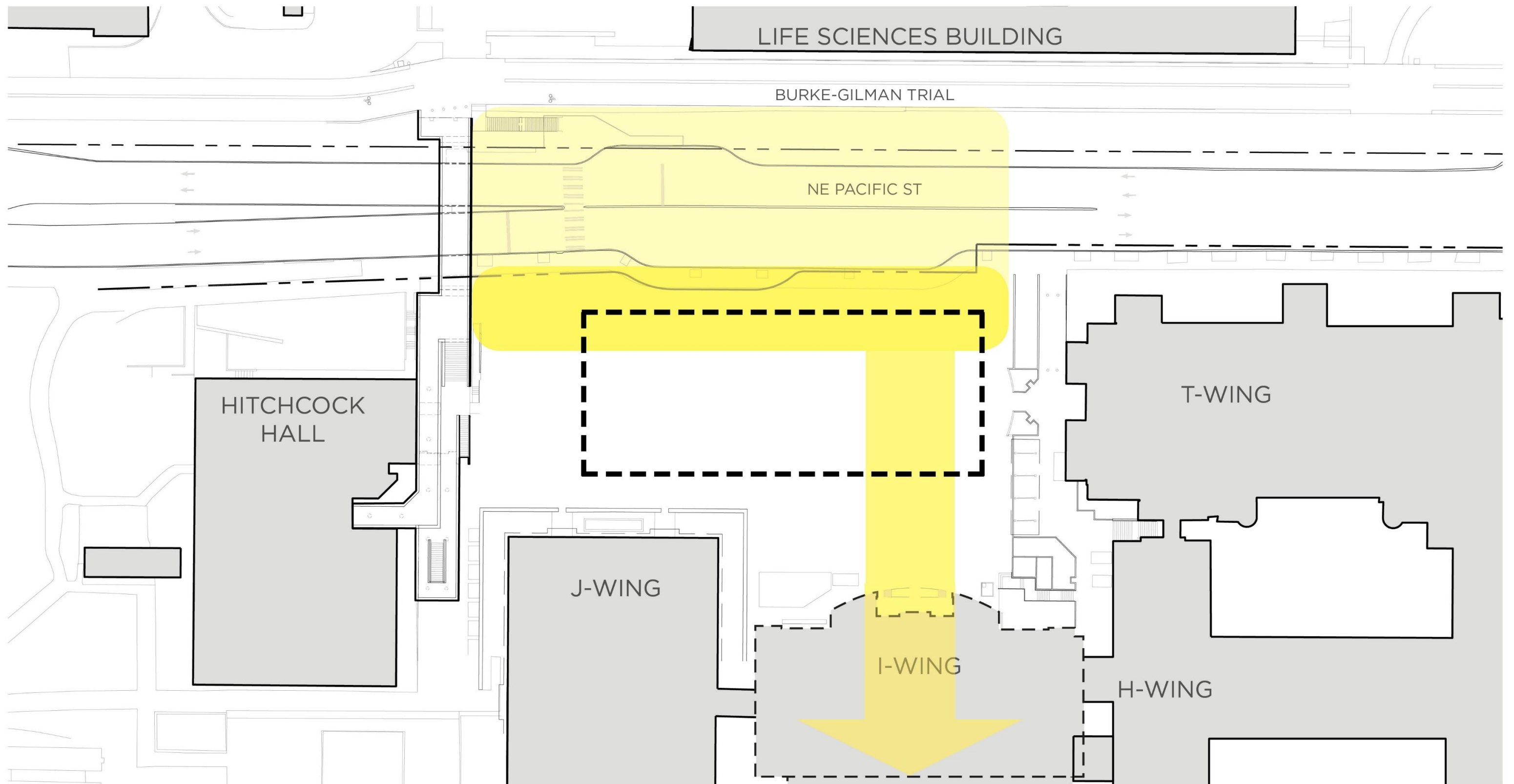


# Porous Podium



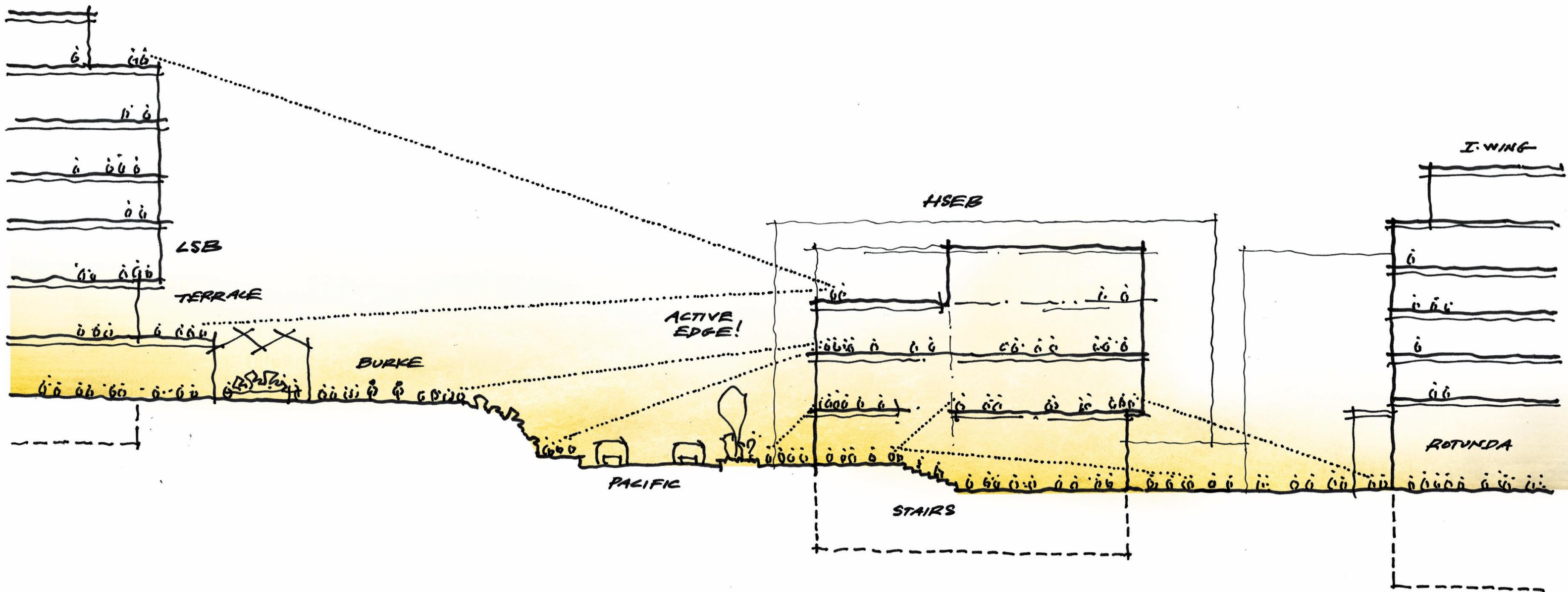


# Indoor-Outdoor Rooms = Porous Podium



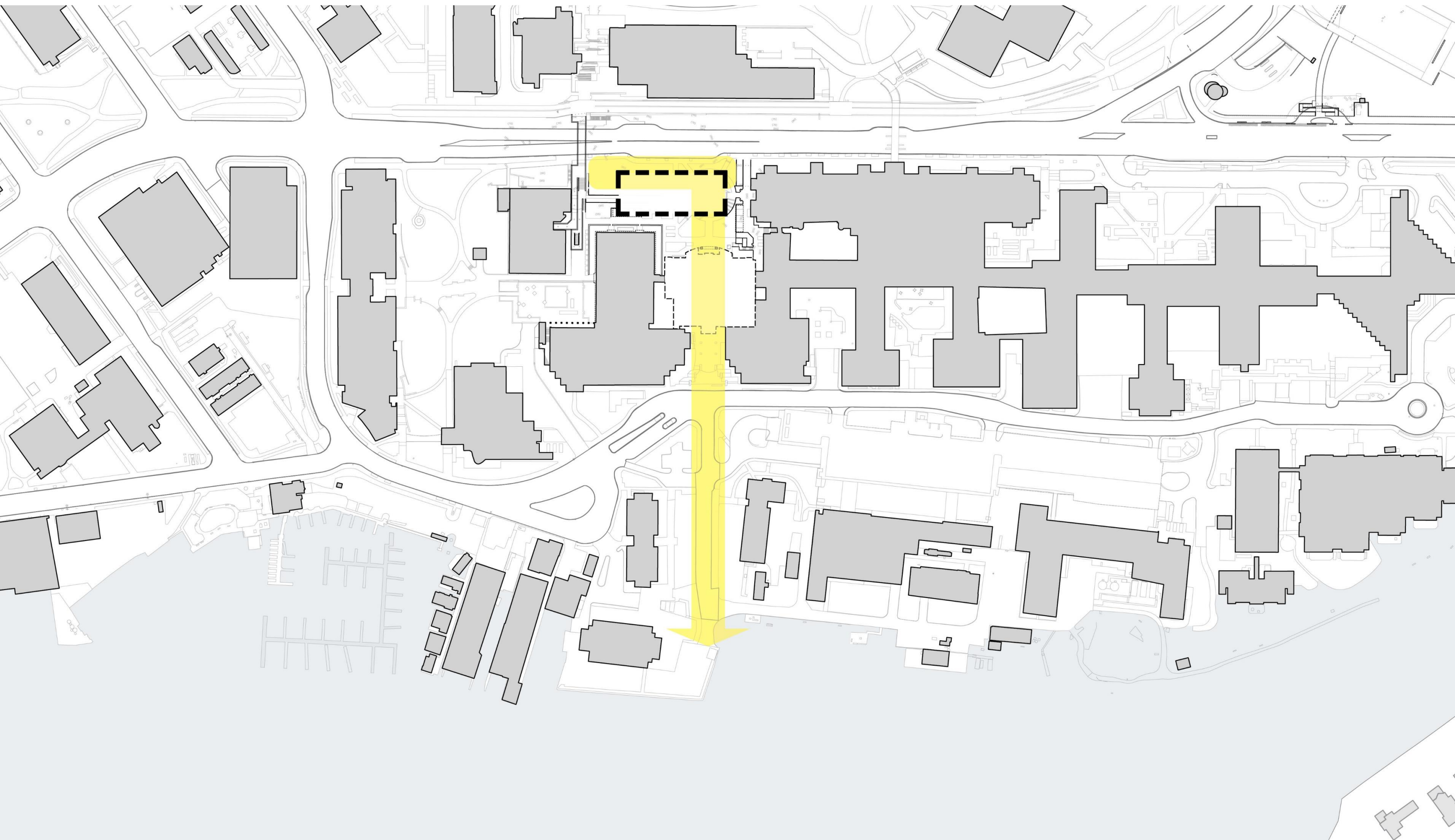


# Porous Podium



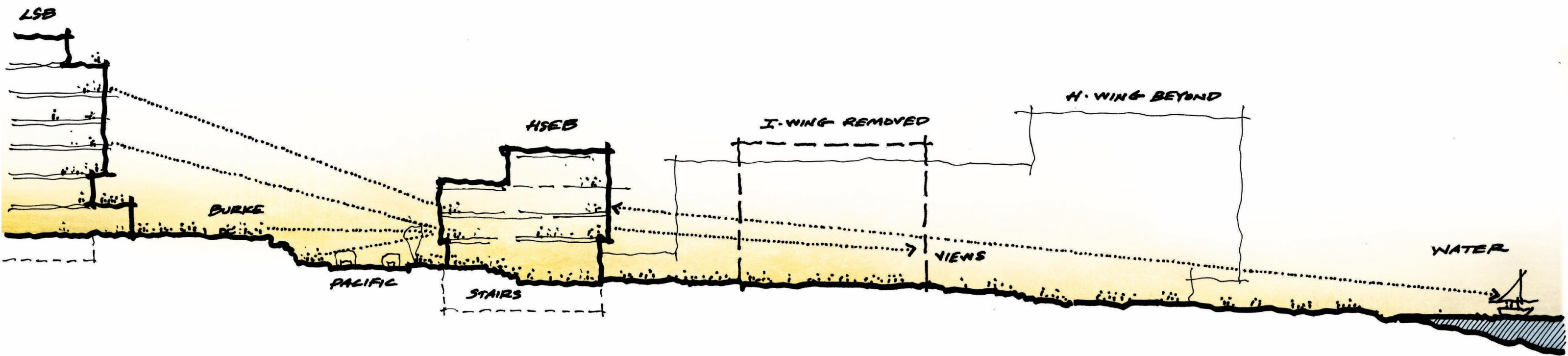


# Think Long and Short





# Think Long and Short





# CONCEPTING EARLY IDEAS

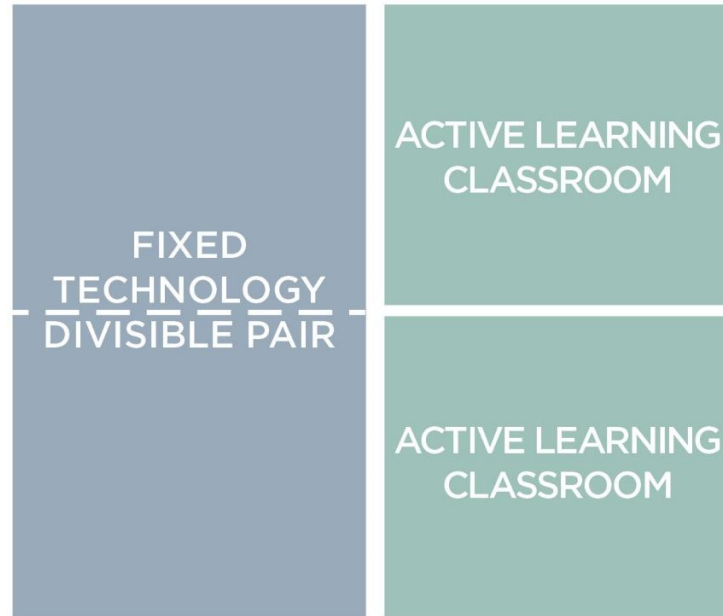


# Trending Program

## LARGE ACTIVE LEARNING CLASSROOMS (3)



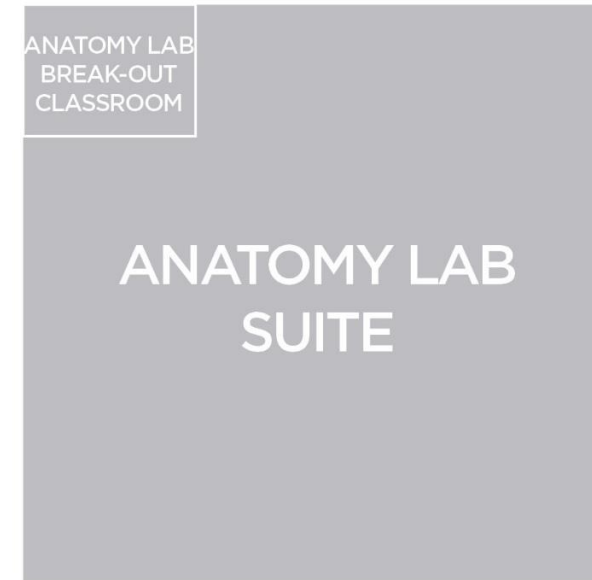
## MEDIUM ACTIVE LEARNING CLASSROOMS (4)



## SMALL CLASSROOMS/ SEMINAR (11)



## ANATOMY LAB SUITE



## SKILLS LAB SUITE



## STUDENT COMMUNITY CENTER

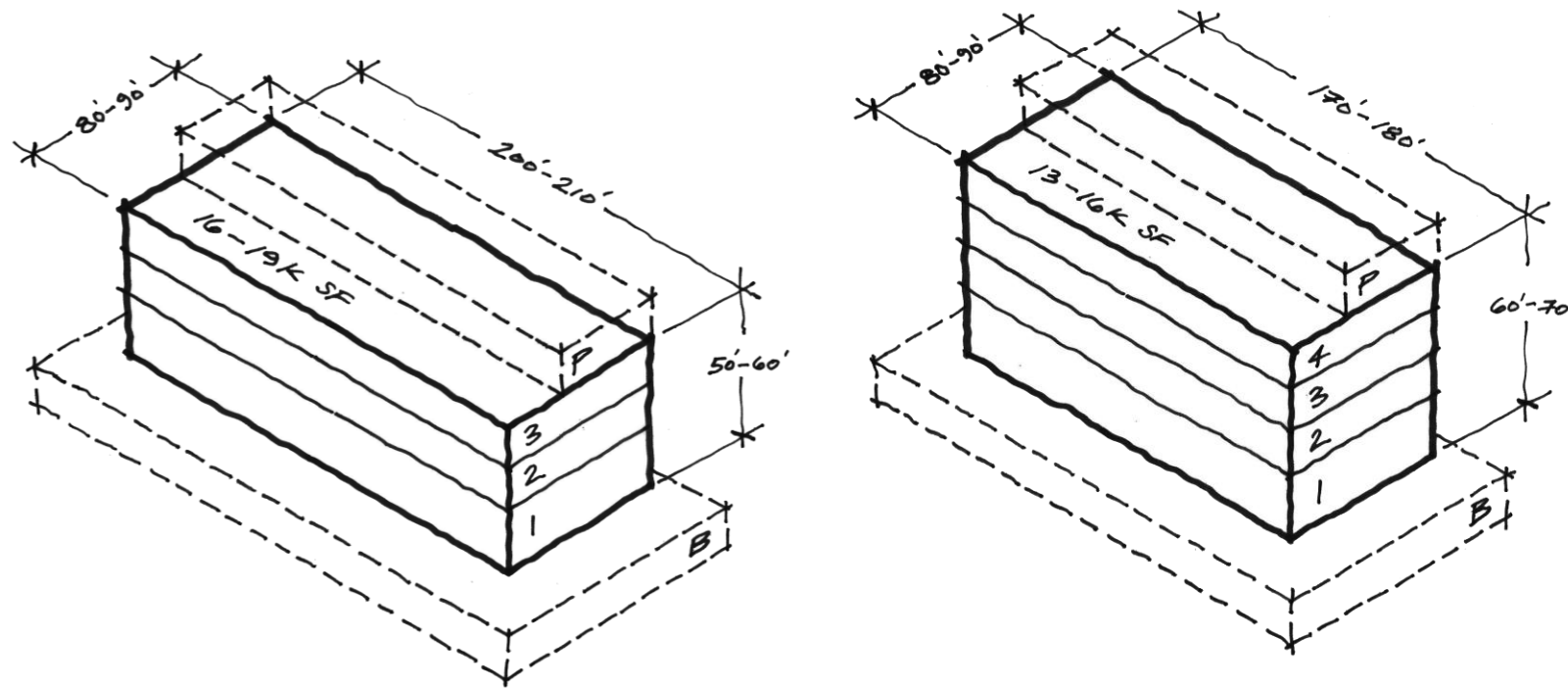


## OFFICE SPACE





# Right-Sizing Considerations

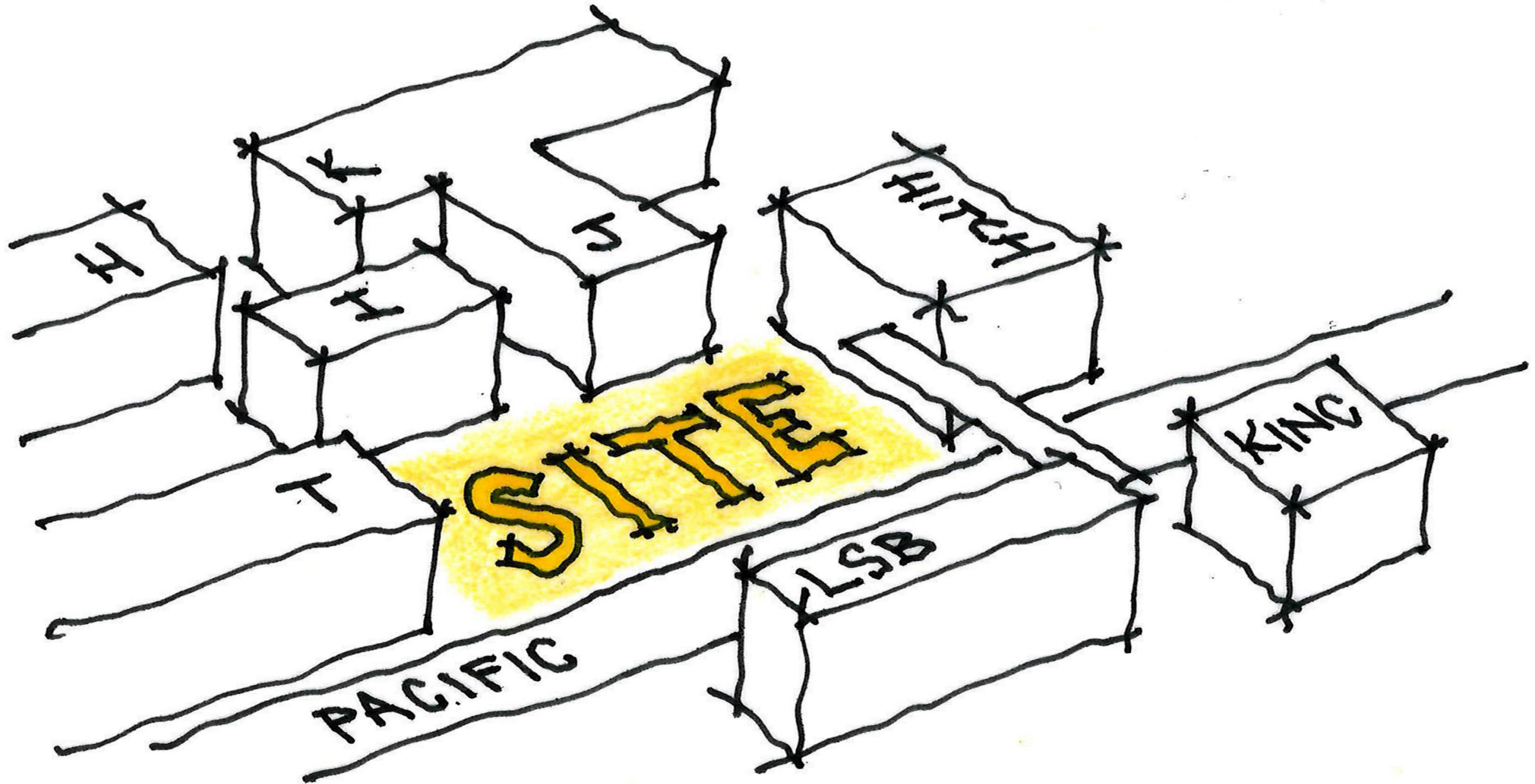


## Assuming 3-4 stories

- Preserves outdoor “rooms”
- Houses large format classrooms
- Maintains relationship between spaces
- Avoids high rise implications
- Allows for exposed CLT

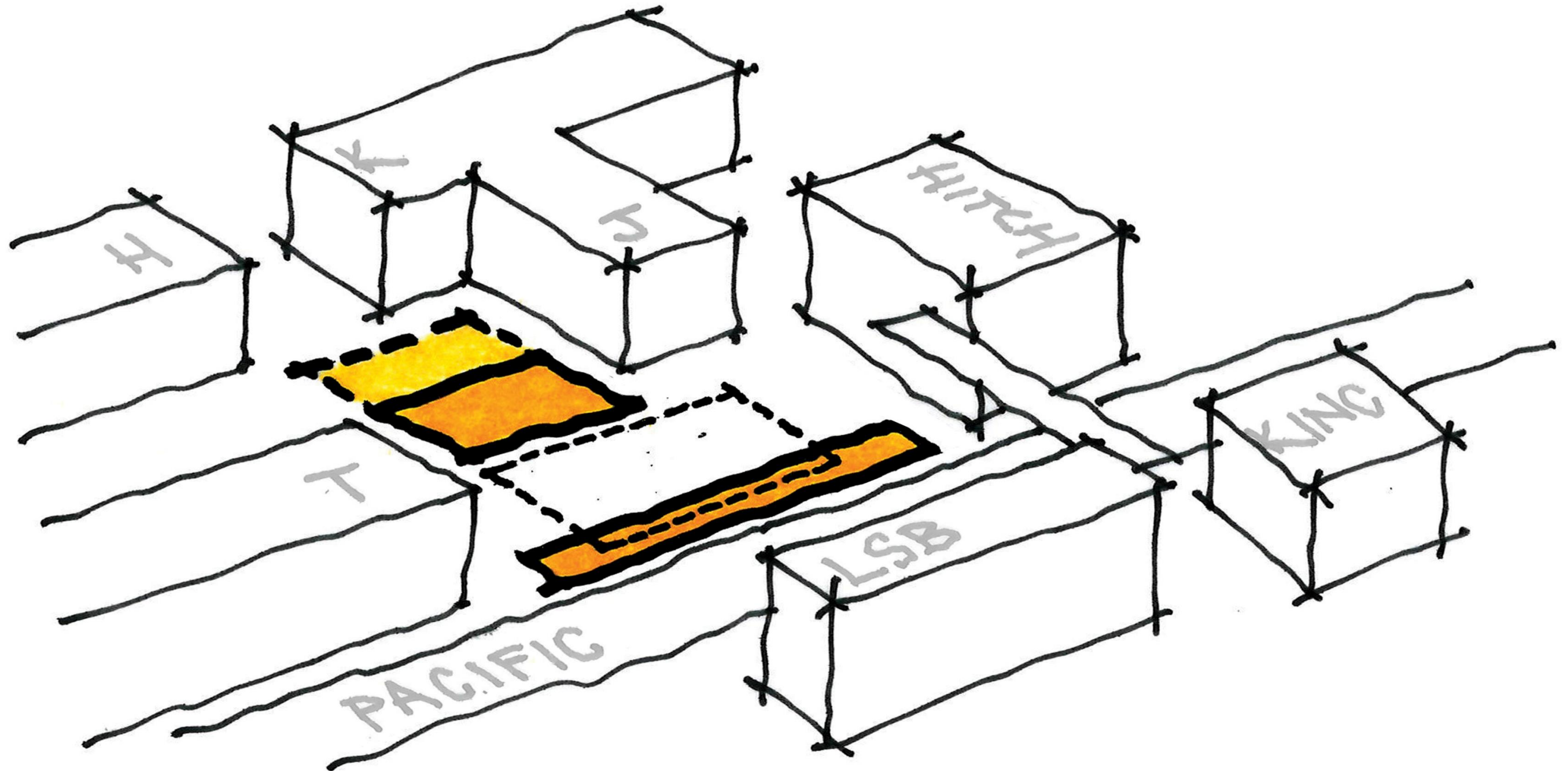


# Existing Site



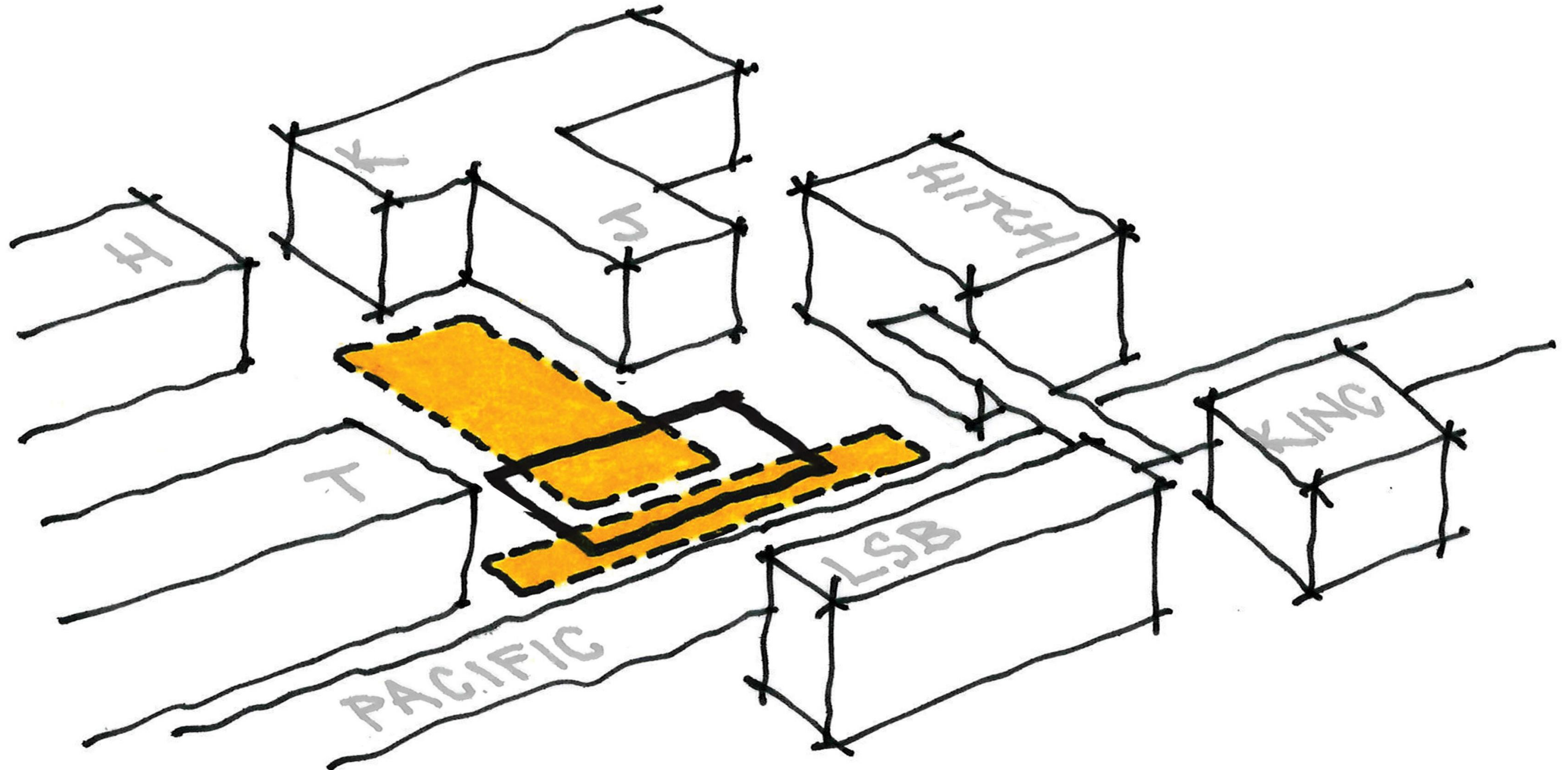


# Outdoor Rooms



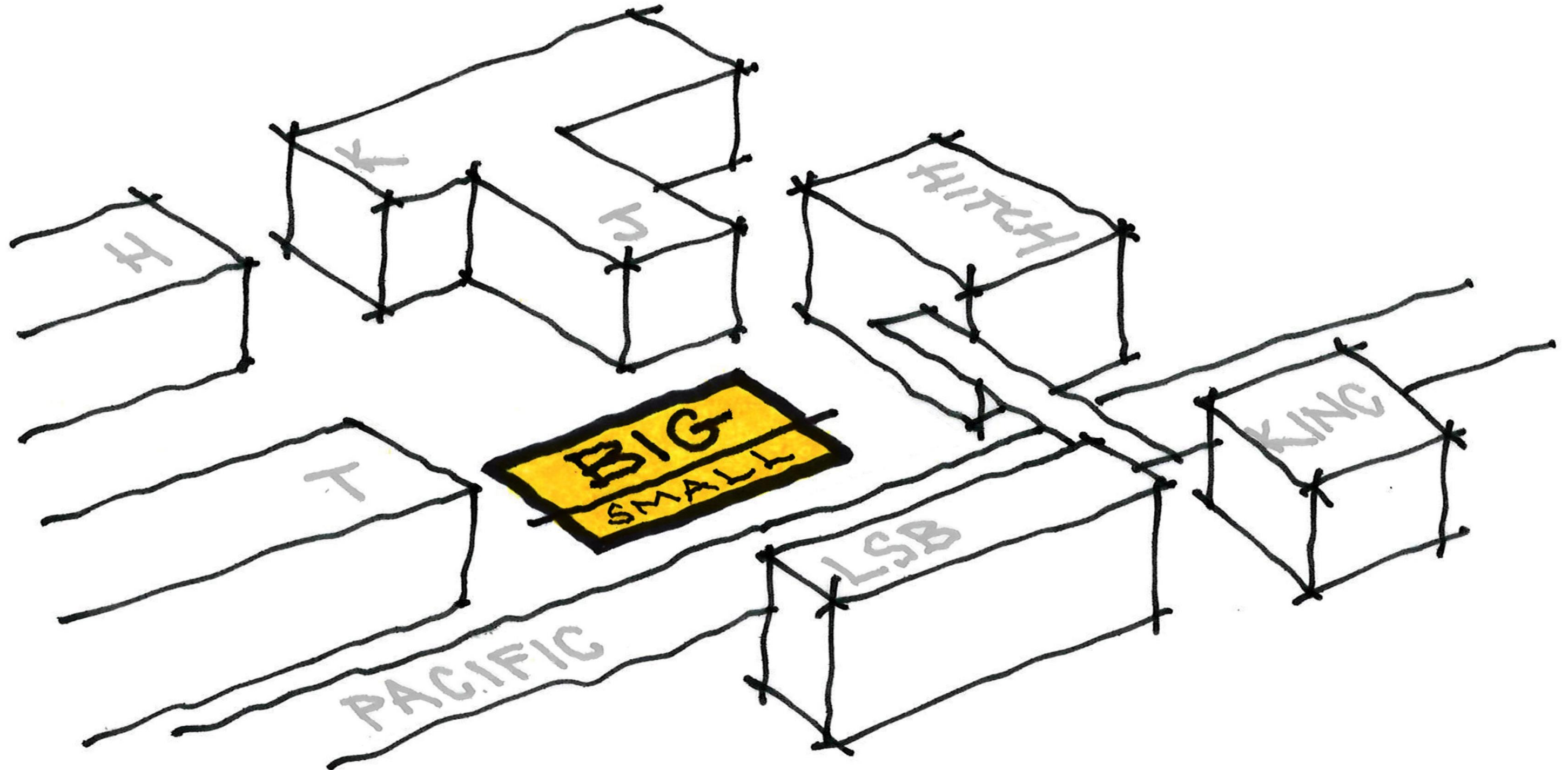


# Indoor - Outdoor Rooms



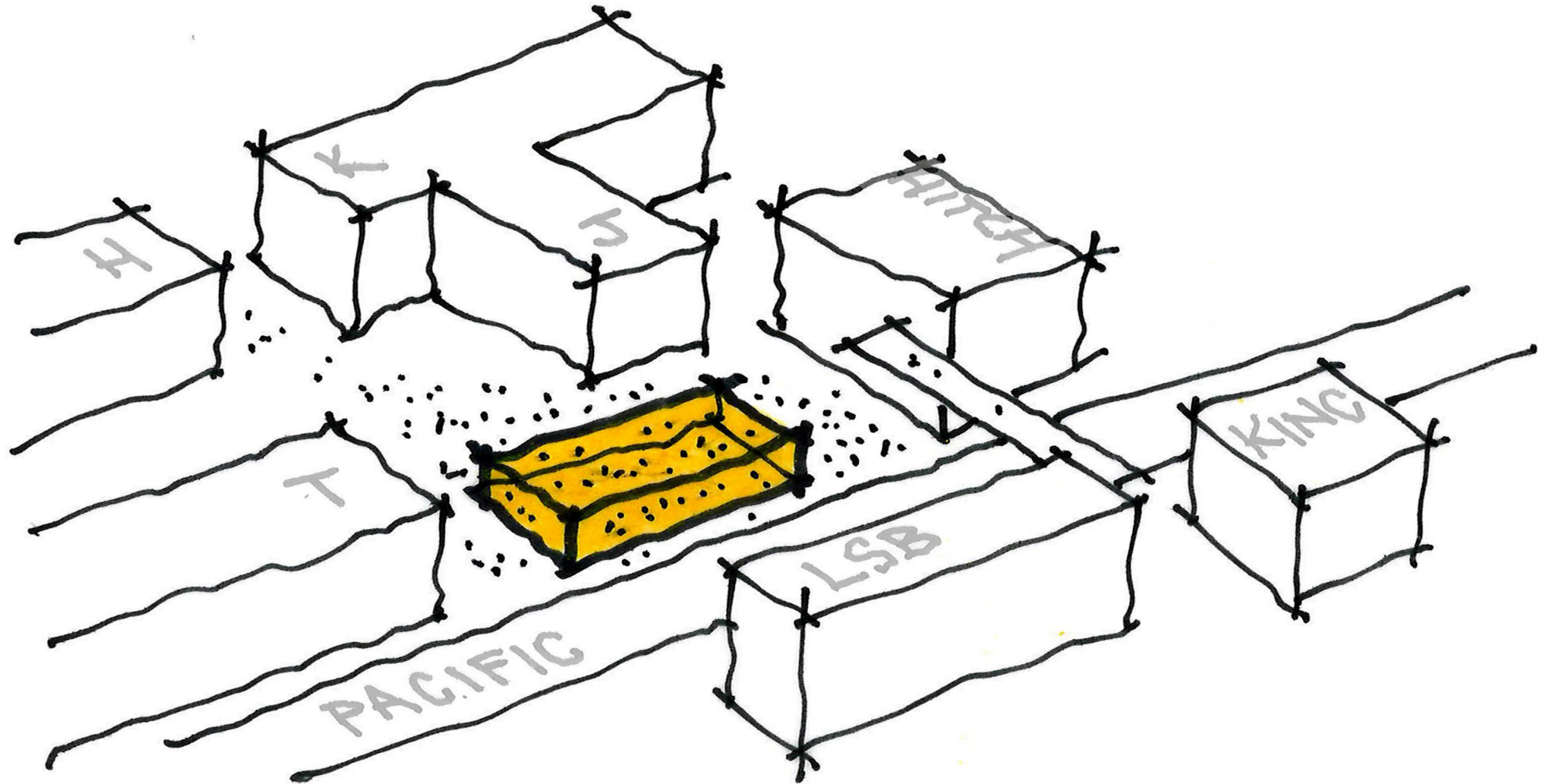


# Program Relationships



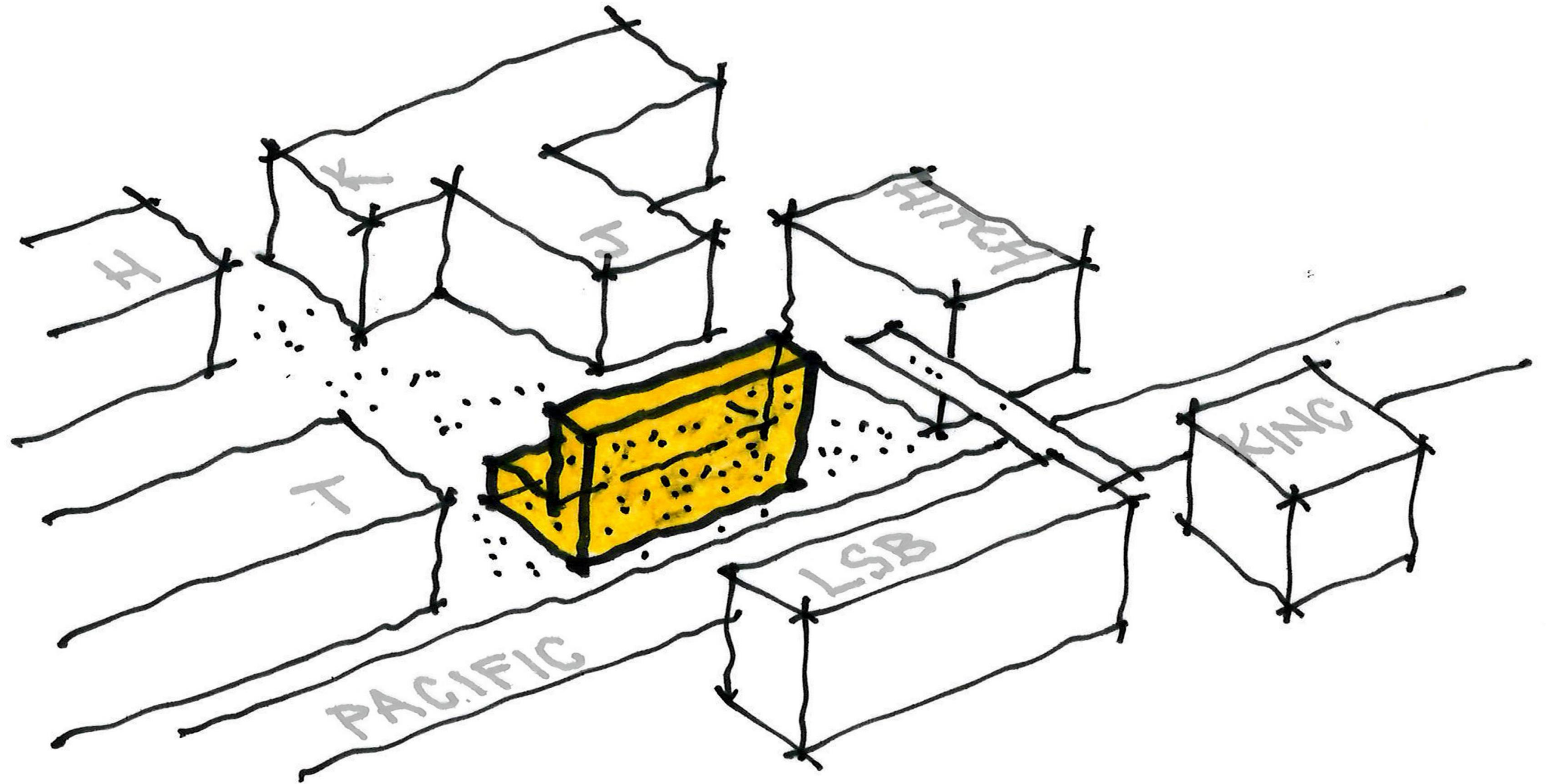


# Porous Podium



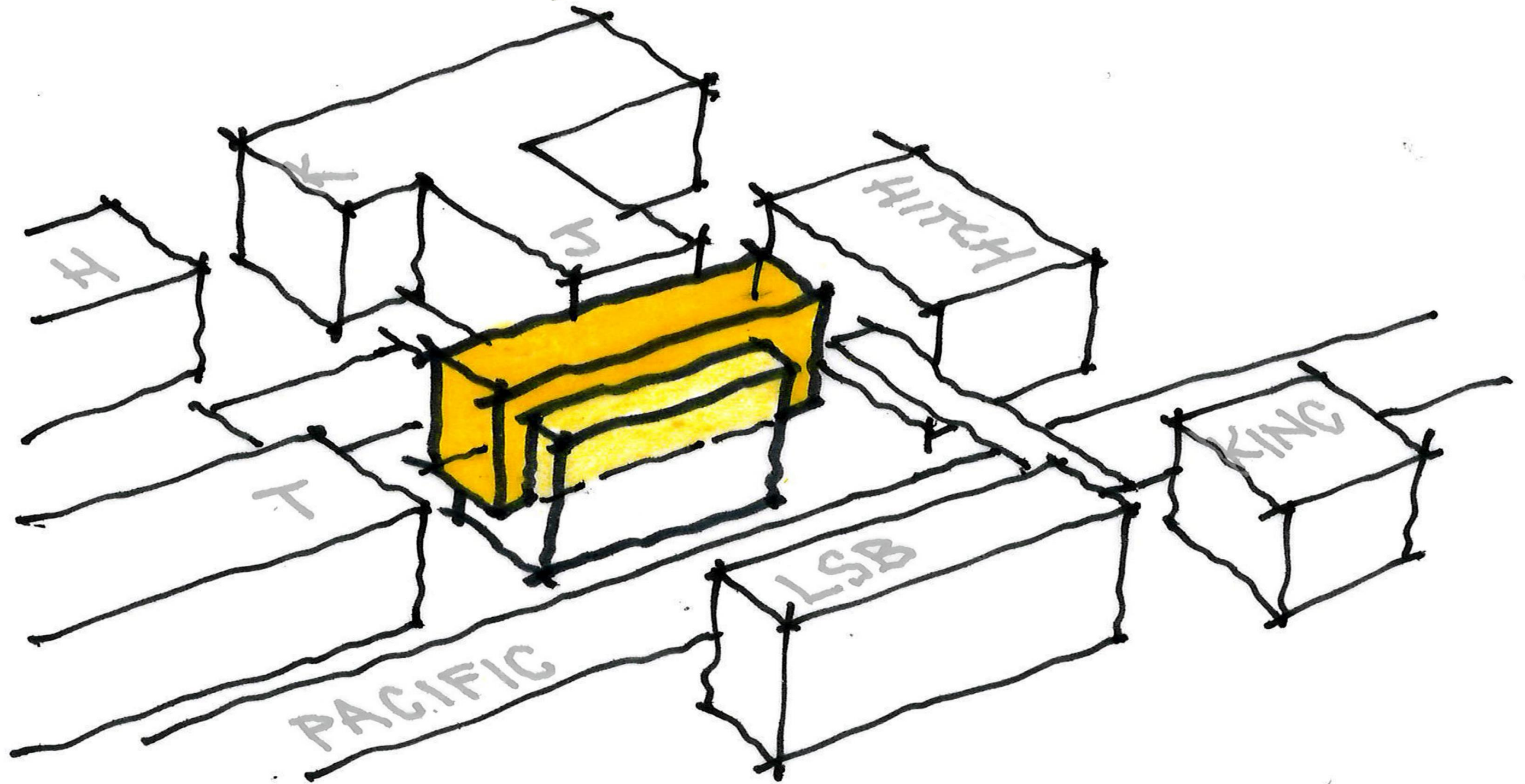


# Porous Podium + Active Edge



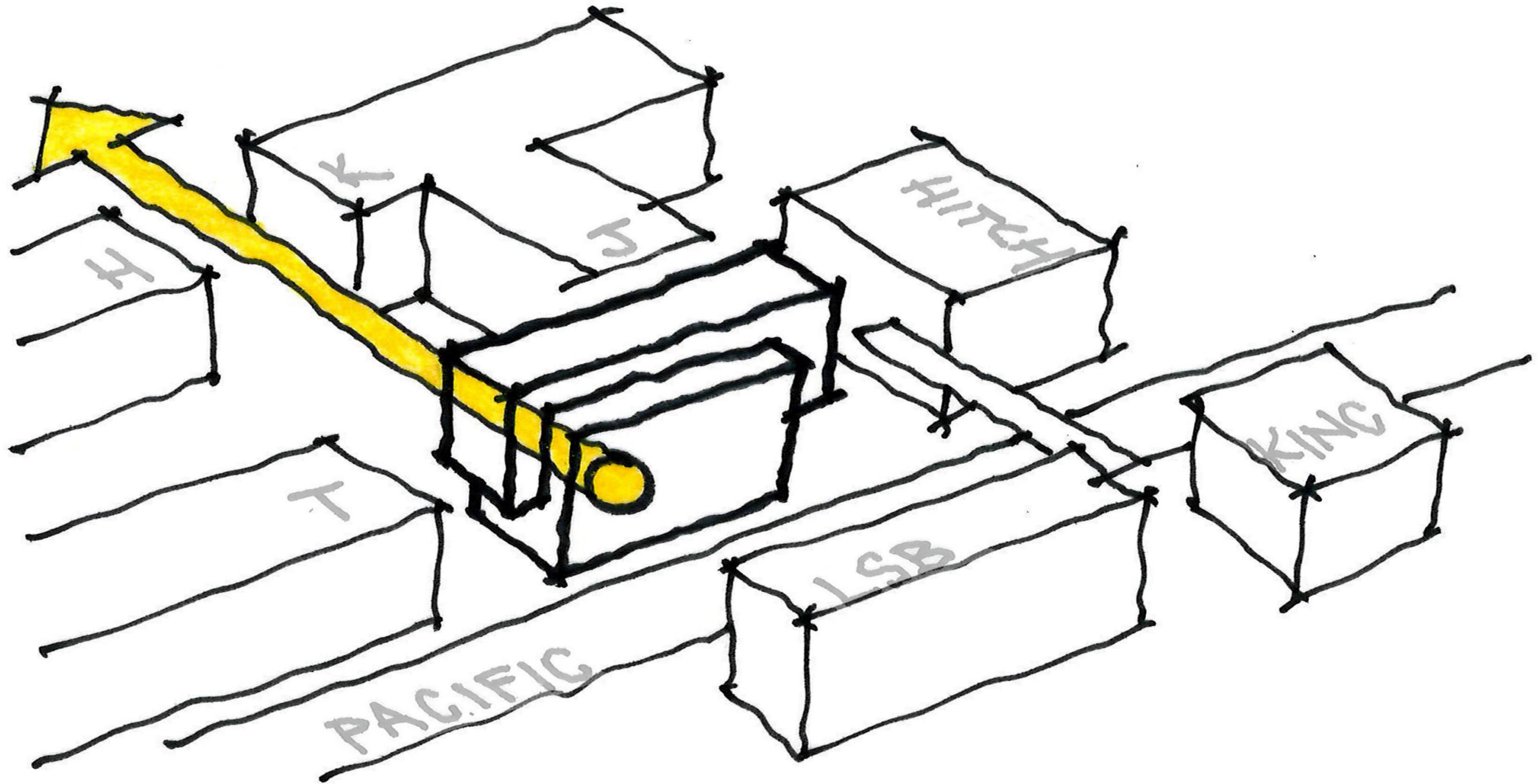


# Active Learning



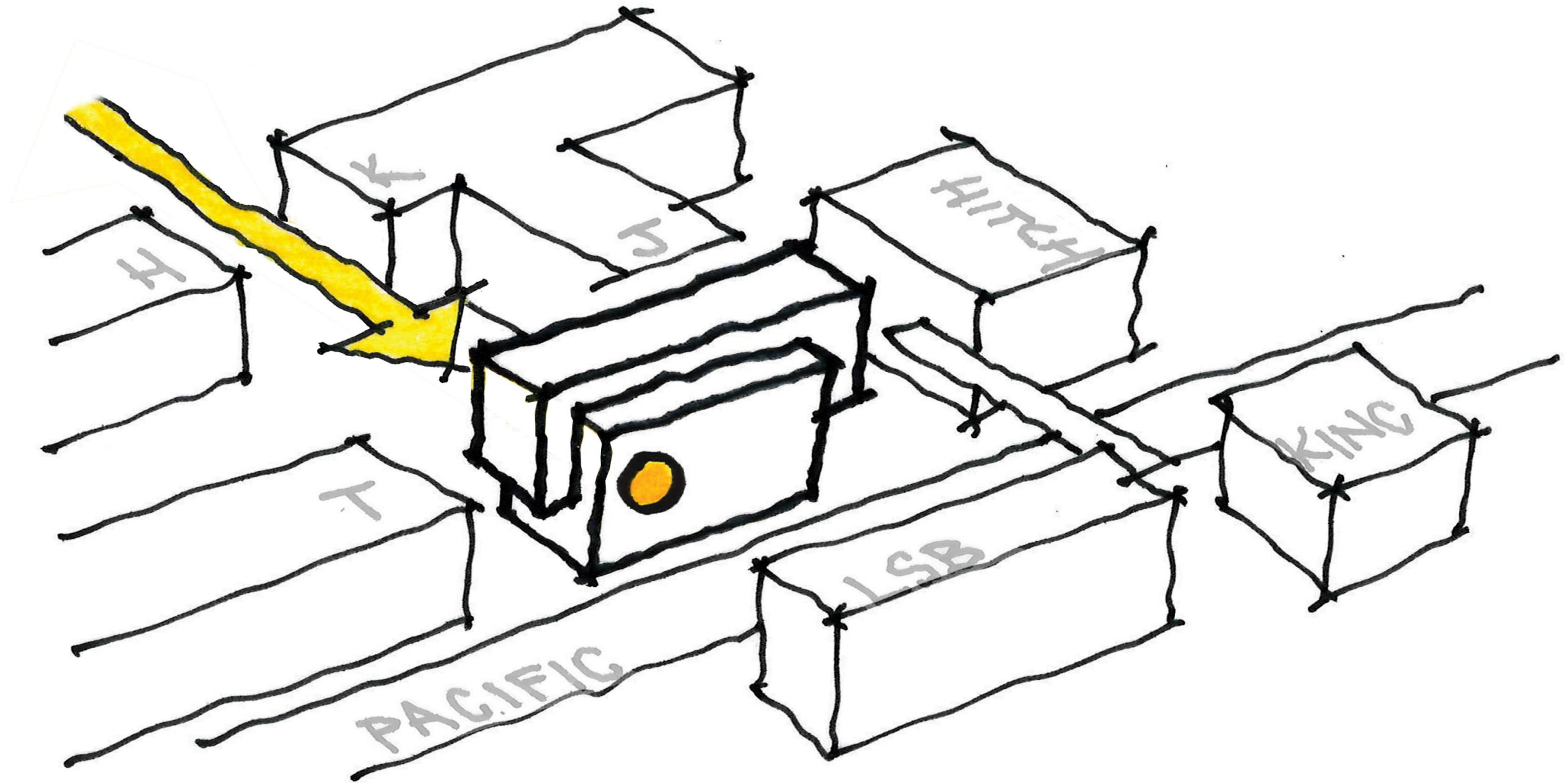


# Student Heart



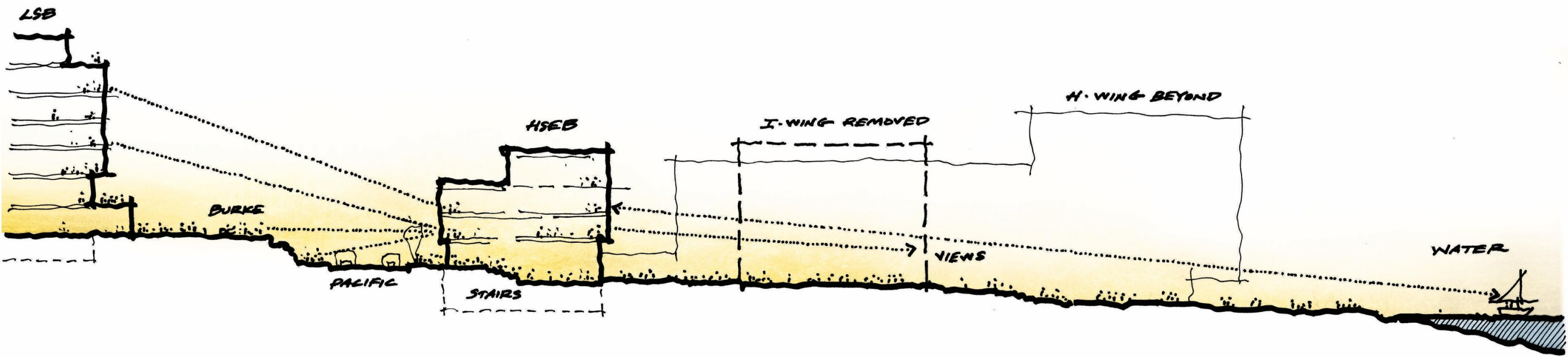


# Student Heart





# Think Long and Short





# Questions for Discussion

- **Building footprint area: are the outdoor spaces right-sized?**
- **Do the points of access to/through the building seem logical?**
- **Do our decisions support the SCMP notions of views and connections?**
- **What does it mean to be a smaller “gem” or “heart” within a taller denser fabric?**
- **How can we think about a classroom building making tangible the “pulse” and “buzz” of south campus education?**
- **How can we continue to “Signal a New Vision?”**



# Next Session August 12

**Will be into Schematic Design**

**Topics:**

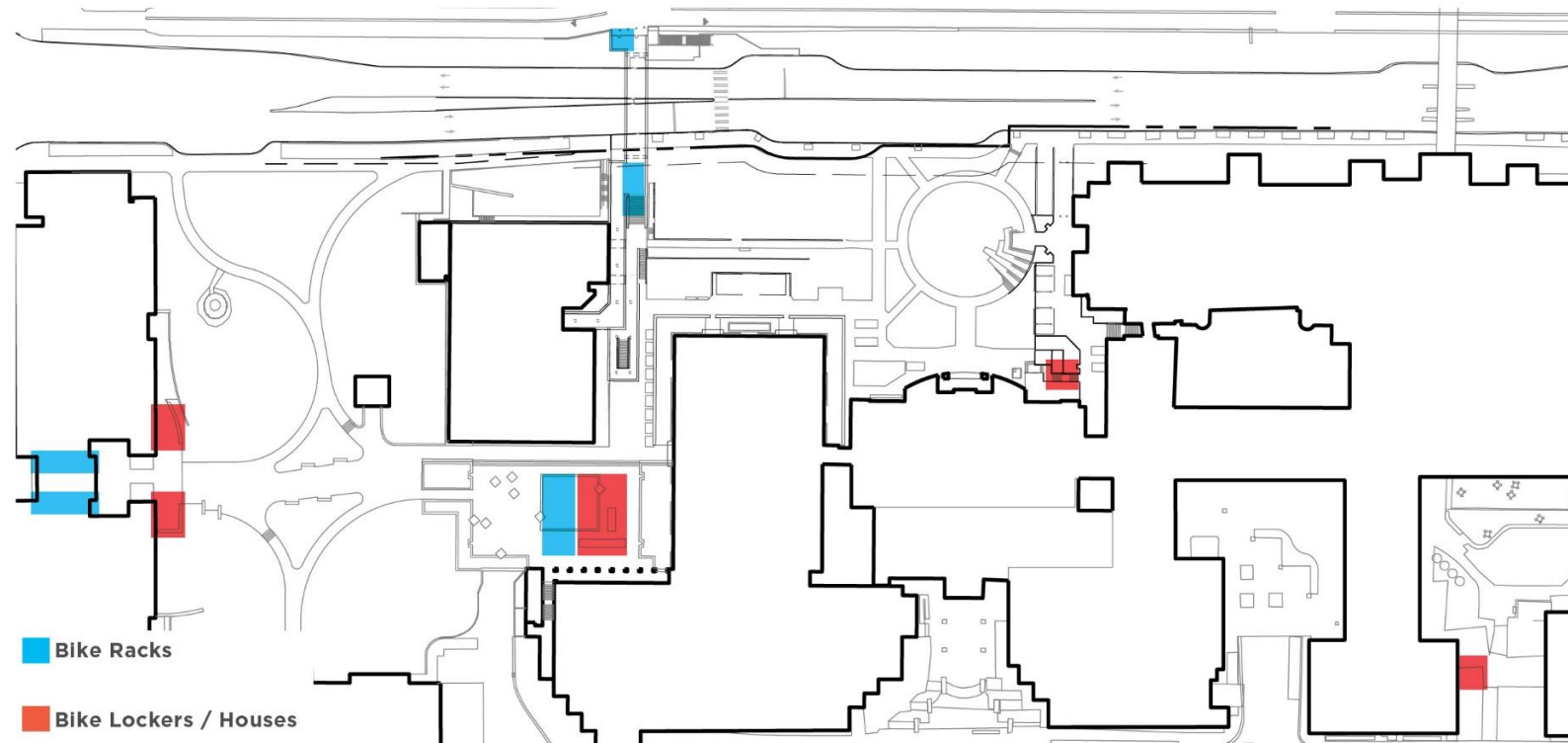
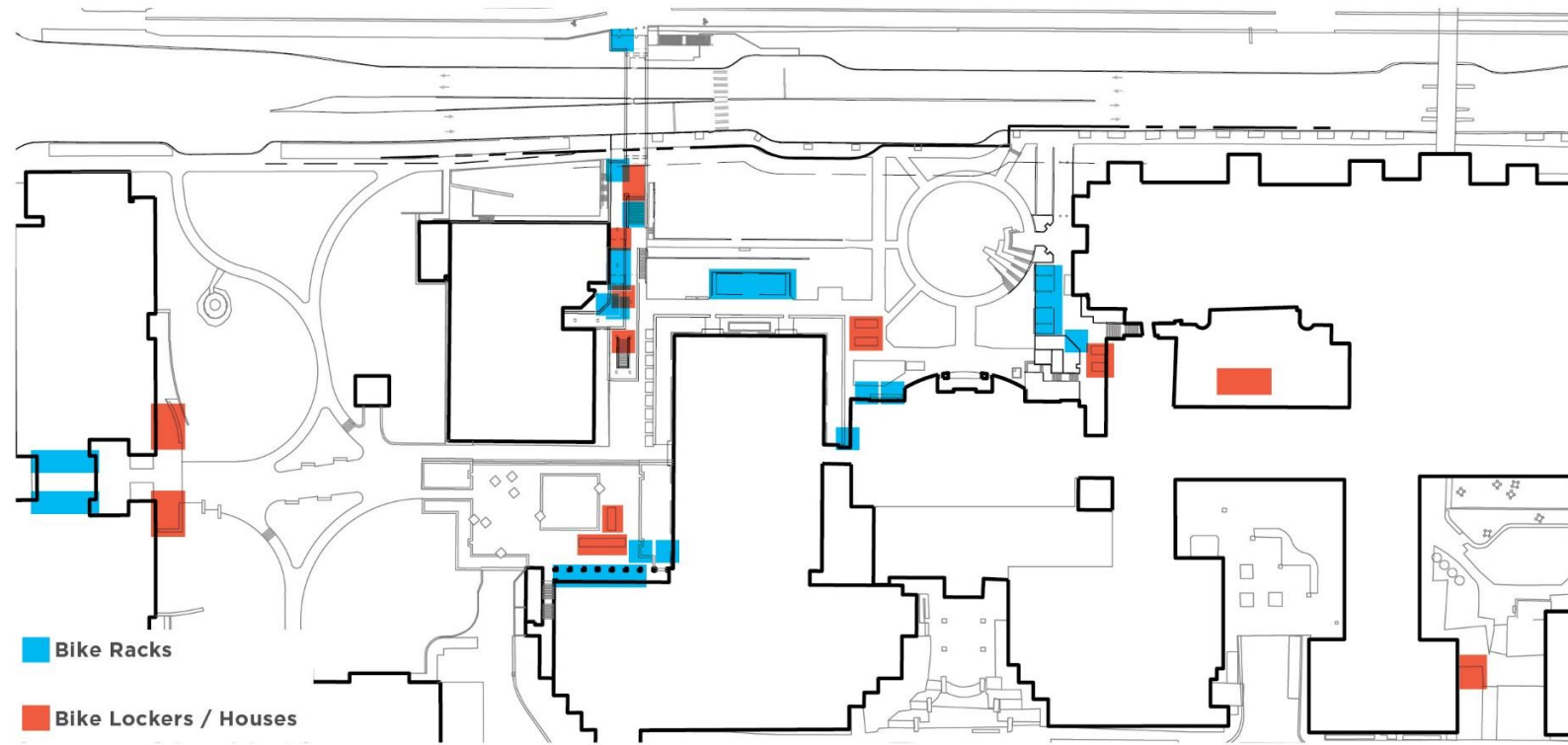
- **Push/pull of massing, program + modulation**
- **Character, expression and vibe**



# Additional Slides

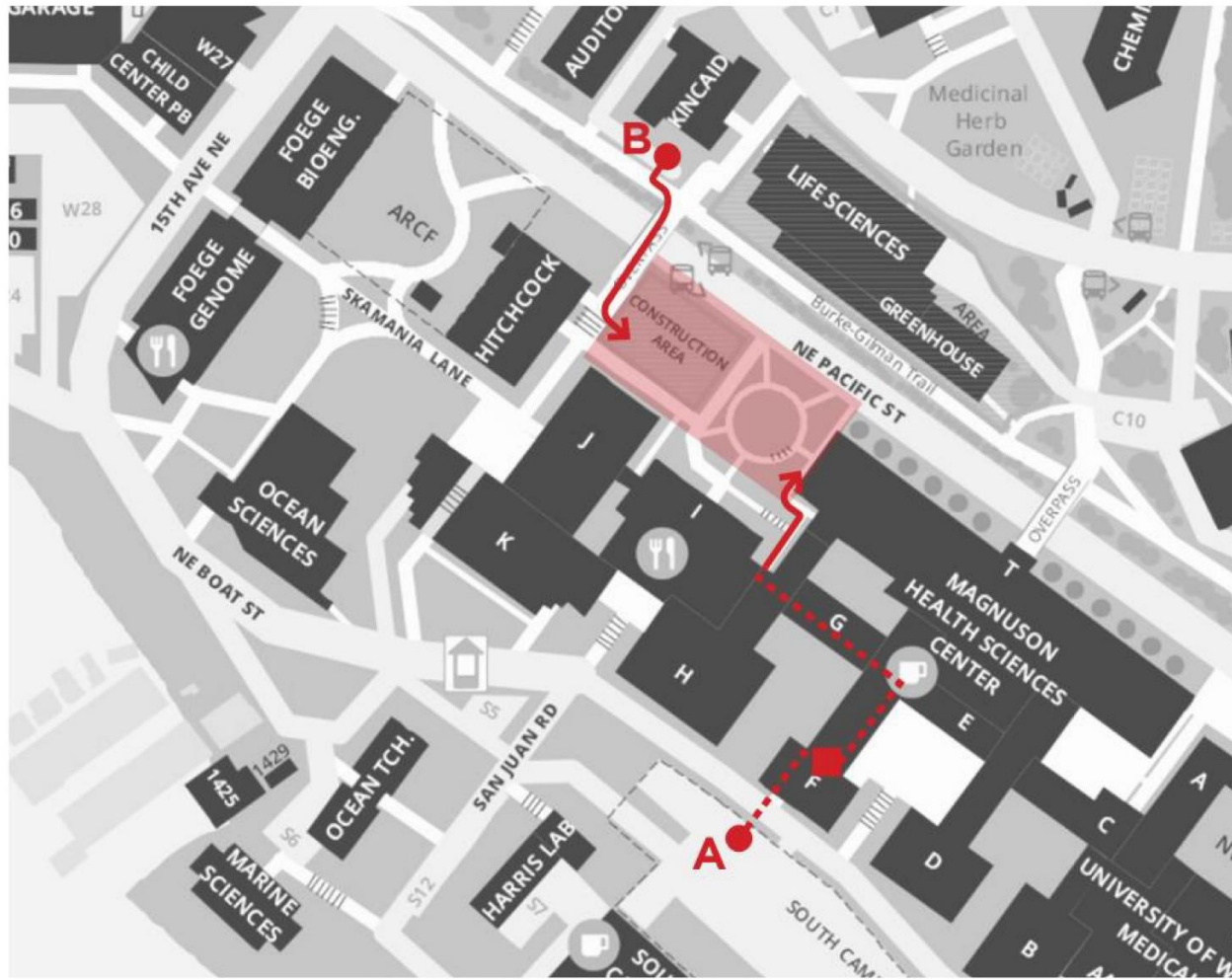


# Bike Parking - Consolidation





# ADA Parking - Accessible Routes



		Distance	# of ADA stalls	Involves indoor routes	Involves Elevators	# of road crossings	Currently appears to meet ADA standards
A.	S1 South Campus Garage	780 ft	2	Yes	Yes	1	Yes
B.	Kincaid Loading Area	250 ft	0	No*	No*	2	No (access ramp, no ADA stalls)

\* assuming direct access is provided between the bridge and new building.



Parking/Door to Underground Passage

**A**



Passage to Health Sciences



Asphalt ramp toward Life Sciences

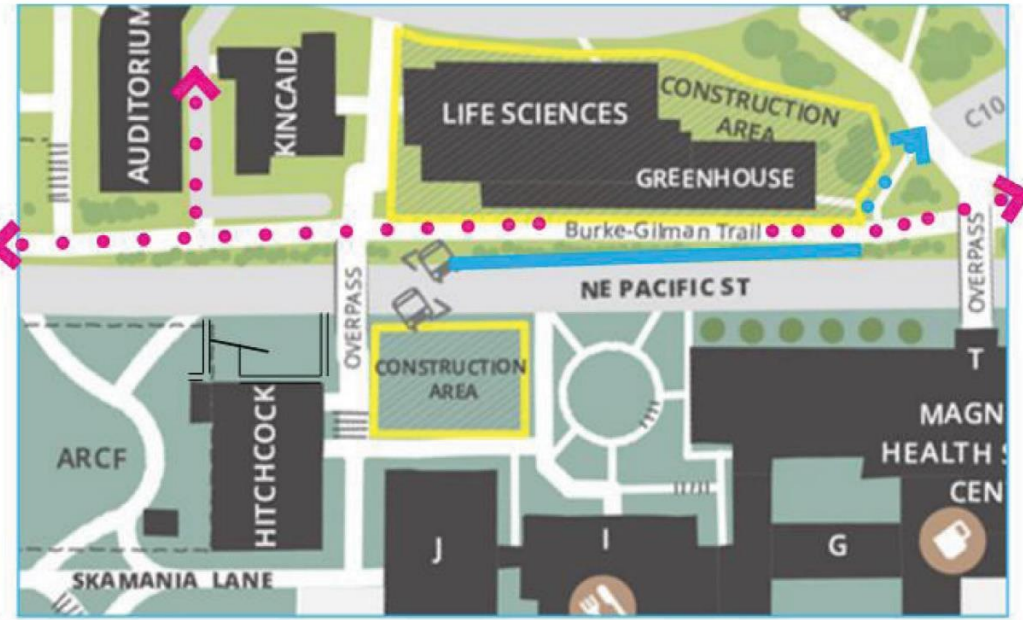
**B**



Pedestrian bridge crossing Pacific



# Bicycle Improvements - Burke-Gilman Trail Ramp

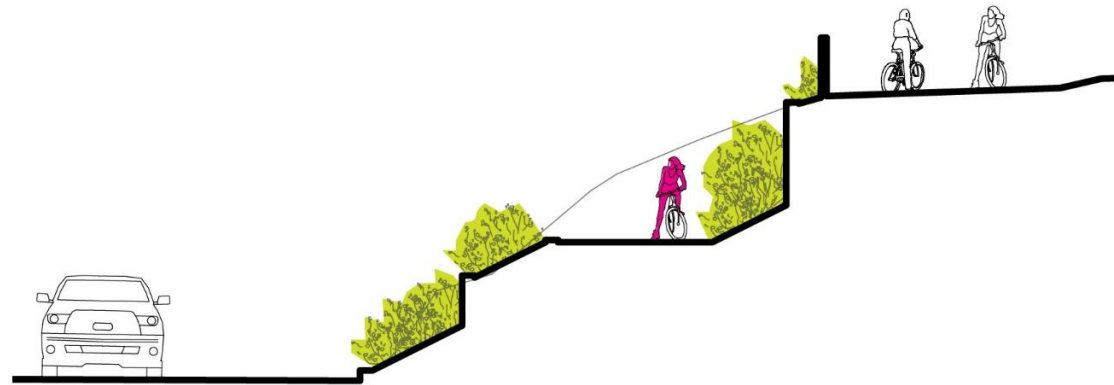


## OPTION D

Ramp from BGT - North Side of Pacific

### ACCESS & VISIBILITY

- Connection from BGT, east of overpass, to Pacific St. crosswalk
- Approximately 400 feet in length without landings (5% slope)
- Visible from Pacific Street, potential to enhance with plantings
- Will require connection to BGT at mixing zone west of T-wing



## PROS:

- + Opportunity to improve north side of Pacific
- + Provides access via wheels (bike or wheelchair) from Burke-Gilman to bus stop on north side of Pacific
- + Does not constrain any future development sites
- + Could be designed and installed independent of HSEB project

## CONS:

- Bikes have to cross street at crosswalk - does not provide mode separation from autos.



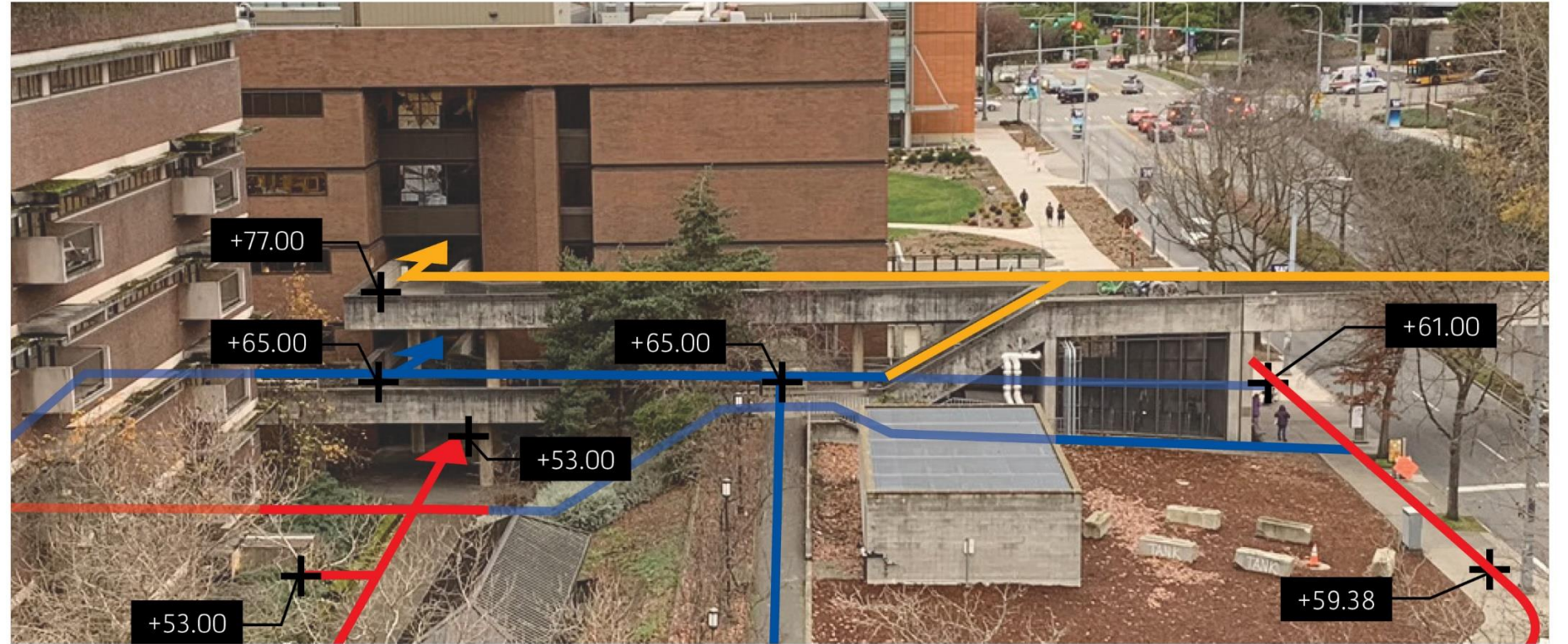
# Hitchcock Bridge



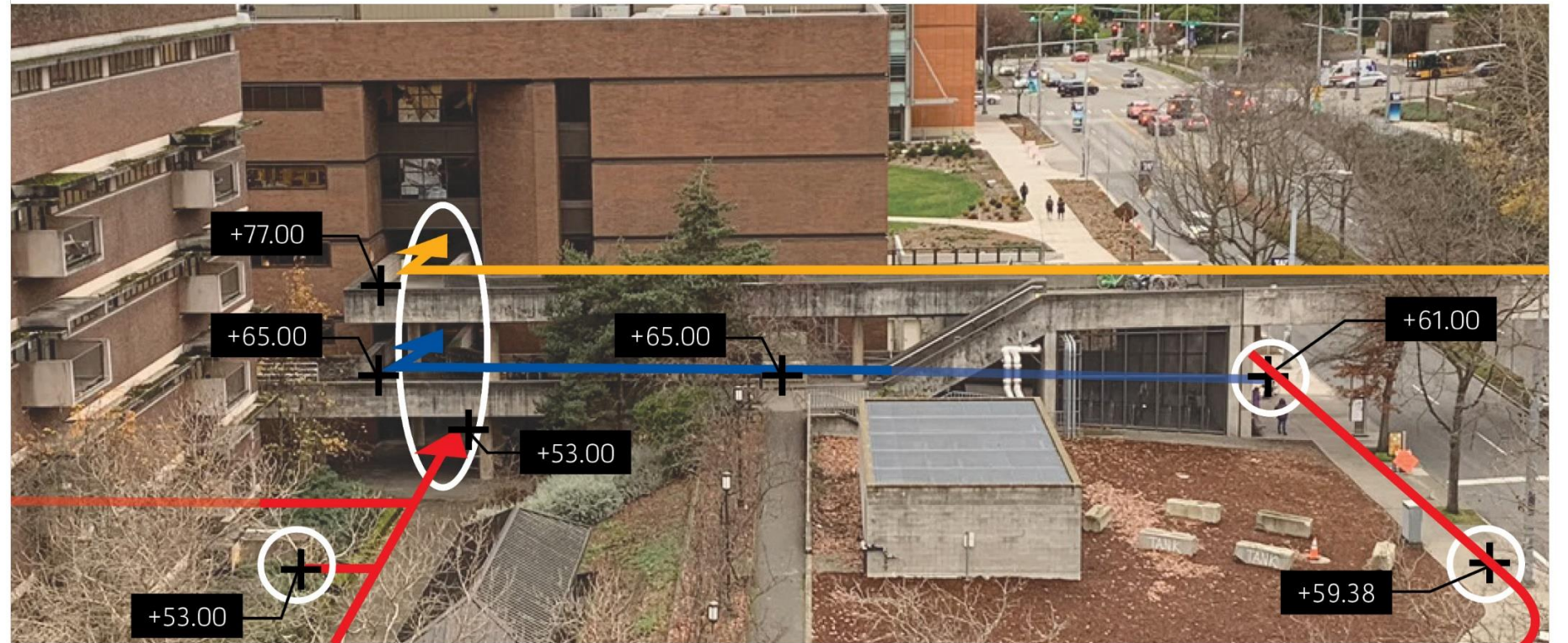
1960s



Present



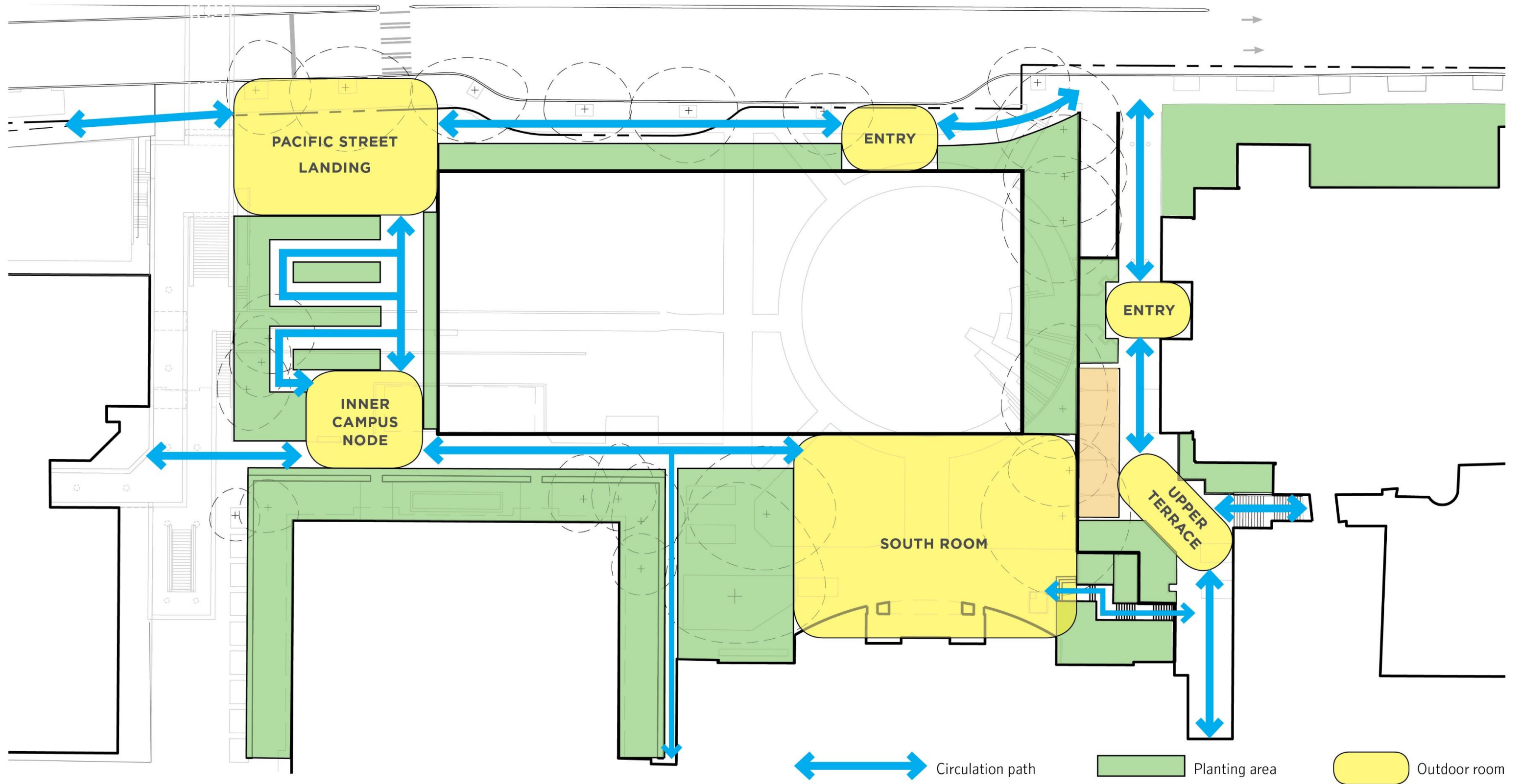
All Pedestrian



ADA



# East Edge - Baseline Minimum





# East Edge - Option B

