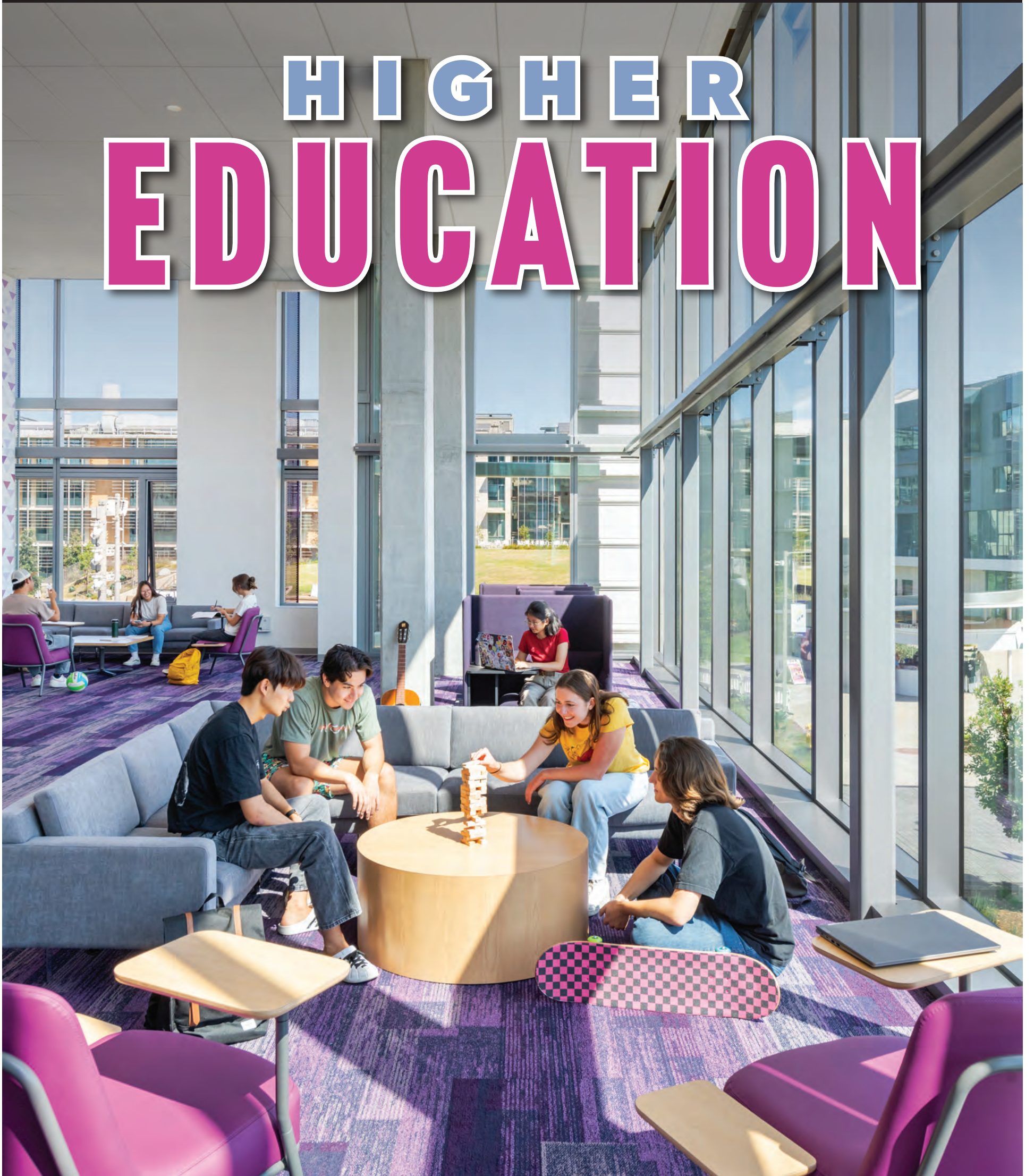


HIGHER EDUCATION



June 25, 2026

Miller Hull completed a comprehensive upgrade of the Magnuson Health Sciences Center at the University of Washington's T-Wing, including this newly renovated classroom, adaptable for changing pedagogies.



PHOTOS BY MILLER HULL - DUY DANG

RENOVATING FOR READINESS

How adaptive reuse of existing buildings can expand health sciences capacity.

Health sciences programs across the region are under pressure to graduate more students, faster, and better prepared for the realities of clinical practice.



BY ELIZABETH
MOGGIO
MILLER HULL

Washington state alone faces an immediate need for 6,000 new nurses, driven by an aging workforce and growing demands from baby boomers. The 65+ population is expected to double over the next two decades, with a majority likely to need long-term care. Nursing homes and skilled facilities are already seeing 30–60% vacancy rates, competing directly with hospitals for qualified staff.

The connection between

physical capacity and workforce supply is direct. Before nursing students can access clinical placements, they need foundational skills and simulation training in patient assessment, medication administration, and emergency response. Without adequate space for that training, programs can't admit more students, regardless of demand or funding.

Institutions are responding with significant capital investment. Ground-up projects like the University of Washington's Health Sciences Education Building have set a new standard for what health sciences learning environments can be: purpose-built, daylit, and pedagogically aligned from the start. Facilities like this represent what's possible when a campus can build from the ground up.

But most campuses aren't in that position. They're looking at buildings constructed

decades ago and asking a more immediate question: what do we do with what we already have?

THE CASE FOR RENOVATION

Renovation is inherently sustainable. Saving and repurposing a structure reduces demolition waste and preserves embodied carbon. Finding ways to evolve within a building with "good bones" and operational systems helps direct limited funding towards the scopes that directly improve student learning.

The common concern is that existing buildings can't support the technical demands of modern health sciences education. In our experience, buildings paired with teams open to a creative approach to existing conditions can accommodate far more than many institutions initially assume. With a clear understanding

of desired outcomes, a reasonable amount of space, and a willingness to problem-solve, there is often a path to a transformative renovation capable of delivering the same outcomes as new buildings, regularly faster and more cost-effectively.

T-WING AT MAGNUSON

The University of Washington's Magnuson Health Sciences Center T-Wing renovation exemplifies this approach: a comprehensive modernization of a 1970s building that transformed approximately 60,000 square feet of classrooms, laboratories, offices and student spaces across seven floors.

The center of the renovation is the new Health Sciences Simulation Suite on the sixth floor, featuring two interconnected flexible skills labs, 14 simulation rooms with full recording capability, debrief rooms for post-sim-

ulation review, supporting spaces for student preparation, and storage. The shared facility will support all six Health Sciences Schools, serving 288 undergraduate nursing students annually, each requiring a minimum of 110 hours of high-fidelity simulation.

All simulation rooms can connect remotely to campuses across the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) region, extending the investment beyond Seattle to students and faculty across five states served by the School of Medicine. This connectivity supports students who may go on to become one of the only healthcare providers in their rural communities, while demonstrating how expanded health education capacity at a single university can strengthen healthcare access across an entire region.

Originally a workhorse

The center of Miller Hull's renovation of the T-Wing is a Skills and Simulation Suite, serving 288 undergraduate nursing students annually.



research and teaching building, it carried significant limitations embedded in the existing design: corridors wrapped the outside of the building, leaving instructional spaces dark and disconnected from daylight; steep concrete lecture halls with fixed seating couldn't flex between lecture format and small group discussion; and a rigid structural grid and complex system routing meant even minor adjustments required careful coordination across multiple stakeholders.

As is common with renovations of older facilities, the project required navigating conditions that weren't fully visible at the outset. Hazardous materials above the

ceiling and in distribution shafts complicated nearly every scope involving overhead work.

We ultimately routed much of the technology infrastructure without disturbing ceiling planes, surface mounting systems where necessary, and provided intensive training for trade partners working in hazardous areas. Mechanical and electrical systems were updated surgically, tapping into recently installed components from prior small renovations rather than triggering full-system replacements.

Collaborating with Skanska on a progressive design-build delivery was essential to managing this complex-

ity. Detailed site walks and embedding the team in the building surfaced conditions before they became a crisis in the field. Scope was carefully sorted into base requirements and nice-to-haves, allowing the team to stay flexible when unexpected conditions emerged. A project charter established shared behaviors and communication protocols from the start, so the team was structured to have hard conversations about cost and tradeoffs productively.

DESIGNING FOR ADAPTABILITY

Enrollment, curriculum, pedagogy and technology evolve over time—and must

in order to remain relevant to students and industry. Evolutionary changes like the inclusion of AR/VR platforms now in use at a growing number of institutions' simulation environments continue to open new possibilities for how skills training is delivered.

At T-Wing, we designed the simulation suite with future adaptation as a core requirement. Early workshops with faculty, students, standardized patient staff, and Health Sciences Administration identified the critical skills that had to be developed across all six health sciences schools. Spaces were configured to support those needs while remaining reconfigurable as those needs shift. The result is an infrastructure that can accommodate task trainers, recording systems and changing clinical configurations over time.

WHAT THIS MEANS FOR OTHER CAMPUSES

Interior renovation projects present challenges in the best of circumstances. When unexpected conditions arise — and in buildings of this age, they will — success depends on the team's ability to evaluate risk early, build in flexibility, and collaborate across owner facilities experts, design partners, and trade contractors to find solutions that weren't obvious at project kickoff.

Lessons from T-Wing aren't specific to health sciences or to the University of Washington. Any campus facing aging facilities and growing

INSIDE

- 2 Renovating for readiness
- 4 Designing the future: how Gonzaga's newest science labs are connecting students to industry and opportunity
- 6 Central Washington University swaps fossil fuels for aquifer energy
- 8 Design for belonging: how interior environments shape student wellbeing
- 10 A place to belong: Building the next generation of West Coast student housing
- 12 Built for change: rethinking institutional spaces
- 14 Haggett Hall replacement completes UW's North Campus vision
- 16 Built for more: measuring buildings by institutional value

ON THE COVER

At UCSD's Pepper Canyon West, apartment-style suites are complemented by community-building programs, including co-working, wellness and socialization spaces. PHOTO BY NICK MERRICK

DJC TEAM

SECTION EDITOR:
SHAWNA GAMACHE

SECTION DESIGN:
JEFFREY MILLER

WEB DESIGN:
LISA LANNIGAN

ADVERTISING:
MATT BROWN

Miller Hull upgraded a 1970s building, modernizing 60,000 square feet of classrooms, laboratories, offices and student spaces across seven floors.



program demands can apply the same framework: assess conditions honestly, define must-haves versus nice-to-haves, build a team with shared accountability, and stay flexible when the building surprises you.

Elizabeth Moggio is a principal at The Miller Hull Partnership.



Gonzaga's Bollier Center puts science on display, signaling innovation and strengthening the university's competitive edge.

IMAGES COURTESY OF INTEGRUS

DESIGNING THE FUTURE: HOW GONZAGA'S NEWEST SCIENCE LABS ARE CONNECTING STUDENTS TO INDUSTRY AND OPPORTUNITY

Intentional design creates labs that can drive school branding, expand research, and draw collaboration and funding.



BY TINA
CAMPANELLA



BRAD
HAKALA

INTEGRUS ARCHITECTURE

In today's higher education landscape, institutions, more than ever, must compete for students, funding, and long-term relevance. Success is measured by how well universities differentiate themselves through innovation, regional partnerships, and their ability to prepare students for rapidly evolving careers. As a result, higher education laboratories have become a more critical part of the overall marketing and branding equation, serving as strategic assets that

include amenities as well as reflect institutional priorities and future direction.

At Gonzaga University's Bollier Center for Integrated Science and Engineering, a series of recently completed laboratories designed by Integrus Architecture reflect this shift. Among them, a Materials Science Laboratory, named the Patrick J. Ferro Center for Materials Research (FCMR) stands out as a compelling example of how intentional design can shape program growth, strengthen industry connections, impact academic success, and influence student outcomes.

Named in honor of longtime Gonzaga mechanical engineering professor Pat Ferro, the center reflects a legacy of applied research, mentorship, and a commitment to connecting academic inquiry with real-world challenges.

What has emerged is more than a laboratory. It is a model for how universities can

strengthen their competitive position, deepen ties to regional industry, and prepare students to step directly into the workforce after graduation.

SPACES DESIGNED WITH PURPOSE AND POSSIBILITY

Gonzaga's newest lab spaces were never intended to be traditional academic environments. From the outset, they were designed to function as working, visible, and flexible platforms for research and applied learning. Specifically, the FCMR brings advanced instrumentation, teaching space, and collaboration zones together in an accessible, shared environment where research is on display.

Transparent views into the FCMR are a defining feature. Students, faculty, and visitors can see work in progress and make immediate connections between academic inquiry and real-world application. This lab extends

the interior environment of the Bollier Center including views into the hallway and adjacent student study areas, abundant daylight, and flexible laboratory workstations that support both visibility and adaptability.

Flexibility is equally critical. The infrastructure is designed to support evolving research, new technologies, and funding opportunities. The lab will easily expand alongside the programs they support.

DESIGN DRIVES PROGRAM MOMENTUM

The impact of these spaces is evident in the rapid growth of Gonzaga's Materials Science program. This centralized, instrument-rich environment has expanded what's possible for teaching and research. Users now have access to advanced tools for imaging, spectroscopy, and materials testing within a single integrated lab.

This access is changing behavior. Research is becoming more ambitious. Collaboration is becoming more natural. The program is gaining momentum.

Faculty are building on that momentum. Harman Khare, recently awarded a National Science Foundation CAREER grant, is advancing Materials Research while leading outreach that introduces students to the field earlier and expanding pathways into science and engineering. His upcoming role as Faculty Director of the Ferro Center further aligns leadership with program growth.

Research also reflects the expanding reach of Materials Science. Dr. Shannen Cravens is exploring how everyday substances affect dental enamel at the microscopic level, using advanced analytical techniques to better understand material behavior and its impact on health.

This breadth strengthens the program. It signals that

materials science at Gonzaga is intentionally broad and positioned to support industries such as aerospace, manufacturing, healthcare and emerging technologies. That is attracting industry partners.

INDUSTRY BECOMES PART OF THE LEARNING ENVIRONMENT

A clear indicator of FCMR's success is how quickly outside industry has engaged.

Partners such as Altek, a regional aerospace manufacturer, are already working with Gonzaga, connecting the university's research capabilities directly to supply chain and production needs.

Boeing has also begun exploring opportunities for engagement, including internships, senior design projects and long-term collaboration. These are partnerships that:

- bring real-world testing needs into the lab
- create pathways for internships and applied learning
- address current performance and production challenges
- expose students to professional expectations early

This is not industry at arm's length. It is industry in the room.

The connection to aerospace is significant. Materials must meet strict federal requirements for performance, durability and reliability. The ability to study and test those materials in an academic setting creates a direct link between Gonzaga and the region's aerospace ecosystem.

At the same time, the lab supports collaboration across other sectors, including biomaterials and advanced manufacturing. This expands Gonzaga's relevance and strengthens its network of partnerships.

FROM EXPERIENCE TO READINESS

The most meaningful outcome of industry alignment is reflected in the student experience.

Learning in the FCMR is hands-on, applied, and connected to real outcomes. Students work with industry-standard equipment, participate in research that mirrors professional environments, and engage directly with potential employers.

Through these experiences, students gain:

- confidence working with advanced tools and systems
- understanding of how materials perform in real-world conditions
- exposure to industry



workflows and expectations

- a clear sight line from education to career

This is where design, program and partnership come together most powerfully, creating more than a place to learn. It becomes a place to prepare.

POSITIONED FOR WHAT'S NEXT

As Gonzaga continues to grow its Materials Science program, the connection between space, research, and industry is positioning the university for continued investment.

Funding agencies and industry partners seek institutions that can demonstrate measurable impact.

They prioritize programs that support applied research, develop workforce-ready graduates, and contribute to regional economic growth. The FCMR delivers on these fronts.

This demonstrates what's possible when facilities are designed to advance programs, invite industry participation, and provide students with early exposure to real-world challenges.

A MODEL IN MOTION

What is happening at Gonzaga is still unfolding, but the direction is clear. Purpose-driven design has accelerated a growing program. That growth is attracting industry partners.

Those partnerships are shaping the student experience. And those experiences

are preparing graduates to contribute immediately to fields that demand precision and adaptability.

This represents a powerful alignment between education and industry, research and application,

as well as students and opportunity.

It also reflects something larger. A region building the infrastructure, talent and partnerships needed to compete in the future of aerospace, advanced manufac-

turing and materials innovation.

Tina Campanella is director of business development and marketing, and Brad Hakala is associate principal at Integrus Architecture.



MW
Engineers

**ADVANCING ENGINEERING
IN THE BUILT ENVIRONMENT**

ENGINEERING DESIGN SERVICES

- Mechanical
- Plumbing
- Medical Gas
- Fire Suppression
- Electrical
- Architectural Lighting
- Fire Alarm
- Telecommunications
- Security
- Audio/Visual

601 W. First Avenue
Suite 1300
Spokane, WA
99201
509.838.9020
www.mwengineers.com

NORTH ACADEMIC COMPLEX GEOECO PLANT for Central Washington University



Rendering courtesy of NAC Architecture/Opsis Architecture

CENTRAL WASHINGTON UNIVERSITY SWAPS FOSSIL FUELS FOR AQUIFER ENERGY

CWU's GeoEco Plant is designed to scale over time and make operations visible, so students and visitors can engage directly with the mechanics of decarbonization.

Set to open this fall, Central Washington University's new GeoEco Plant joins just a handful of geothermal plants worldwide that are explicitly designed for visitors to look inside and see energy conversion happening in real-time. This brand-new facility serves as a transparent "living laboratory" with large glass windows allowing students and the public to safely watch low-temperature energy exchange with the Ellensburg Aquifer in an operational facility.



BY KORIN NABOZNY
NAC ARCHITECTURE

Central Washington University (CWU) is uniquely situated for this system because Ellensburg sits on top of a large underground aquifer, with water that stays at a consistent temperature all year long. In the summer, this aquifer will function as a heat sink to cool the air in connected buildings. In the winter, the aquifer will warm up the cold surface air, which will allow CWU to heat buildings without the need to burn fossil fuels.

The facility will initially heat and cool four major campus buildings, including CWU's new North Academic Commons (NAC). Designed by the same team and built across the street from the GeoEco Plant, the NAC demonstrates how future CWU academic facilities align with, and benefit from, this evolving energy system.

"CWU's GeoEco Plant is more than a single project," noted Tom Golden, principal at NAC Architecture. "It represents a shift in how universities can approach decarbonization not as a constraint, but as an opportunity to rethink systems, spaces, and student engagement."

A SMALL PLANT WITH OUTSIZED IMPACT

CWU's GeoEco Plant represents a transformative step toward a carbon-neutral

Visible piping and full-height glazing expose the geothermal system in action, engaging students in the process of campus decarbonization.



RENDERING COURTESY OF OPSIS ARCHITECTURE

campus. As the first node in a planned geothermal network, the facility redefines how CWU will heat and cool its buildings, moving away from fossil fuels toward an electrified, low-carbon future. At just 3,800 square feet, the project delivers outsized impact, pairing innovative energy infrastructure with ambitious performance goals and establishing a replicable model for campus-wide decarbonization.

As institutions across the country grapple with how to transition aging energy systems, CWU's approach demonstrates how targeted infrastructure investments can catalyze long-term change. Rather than incremental upgrades to existing systems, the university is rethinking its district energy strategy from the ground up, leveraging geothermal exchange, electrification, and phased implementation to align operations with climate commitments in a fiscally responsible model.

FROM FOSSIL FUEL DEPENDENCE TO ELECTRIFICATION

Ninety-five percent of CWU's emissions are currently driven by natural gas-based heating systems, underscoring the scale of its decarbonization challenge. CWU's approach is a bold transition away from combustion-based heating to electrified systems powered by low- and zero-carbon energy sources such as hydropower, wind, solar and nuclear.

This shift is a fundamental reconfiguration of campus infrastructure. Electrification allows buildings to operate without on-site fossil fuel combustion, opening the door to deep carbon reductions while improving long-term efficiency and resilience.

The GeoEco Plant is the first step in this transition. As additional geothermal nodes are accomplished over time, the network will eliminate 100% of Scope 1 emissions and reduce overall campus

emissions (Scope 1 and 2) by up to 95%, aligning with university and statewide climate goals. This phased approach illustrates a scalable framework for decarbonizing large, complex campuses without requiring immediate system-wide replacement.

INFRASTRUCTURE AS CATALYST AND CLASSROOM

Each geothermal node in CWU's network relies on two deep wells —one for extraction and one for injection — enabling a continuous thermal exchange with the underlying aquifer. At CWU, these wells extend 1,000 feet below ground, drawing on the stable temperatures of the Ellensburg Aquifer to heat and cool campus buildings.

Rather than consuming water, the system recirculates groundwater to the aquifer after transferring energy through a dedicated heat exchanger that isolates the groundwater from the building systems. The water

is returned without chemical alteration, with only a controlled temperature change. This approach minimizes environmental impact and enables highly efficient energy transfer through a six-pipe heat pump and groundwater heat exchange system.

The GeoEco Plant houses this initial infrastructure, serving as both a functional utility and model for future expansion. While small in footprint, it is designed to support multiple buildings including the new North Academic Commons, and to scale over time, ultimately serving up to 500,000 square feet of campus space.

The facility has been conceived not only as infrastructure, but also as an educational asset. Large windows provide visibility into the system's operations, transforming the plant into an experiential learning environment where students and visitors can engage directly with the mechanics of decarbonization. A mesh LED screen overlays the glazing, remain-

CWU GEOECO PLANT AND NORTH ACADEMIC COMMONS TEAM:

NAC Architecture
prime architect

Opsis Architecture
design architect

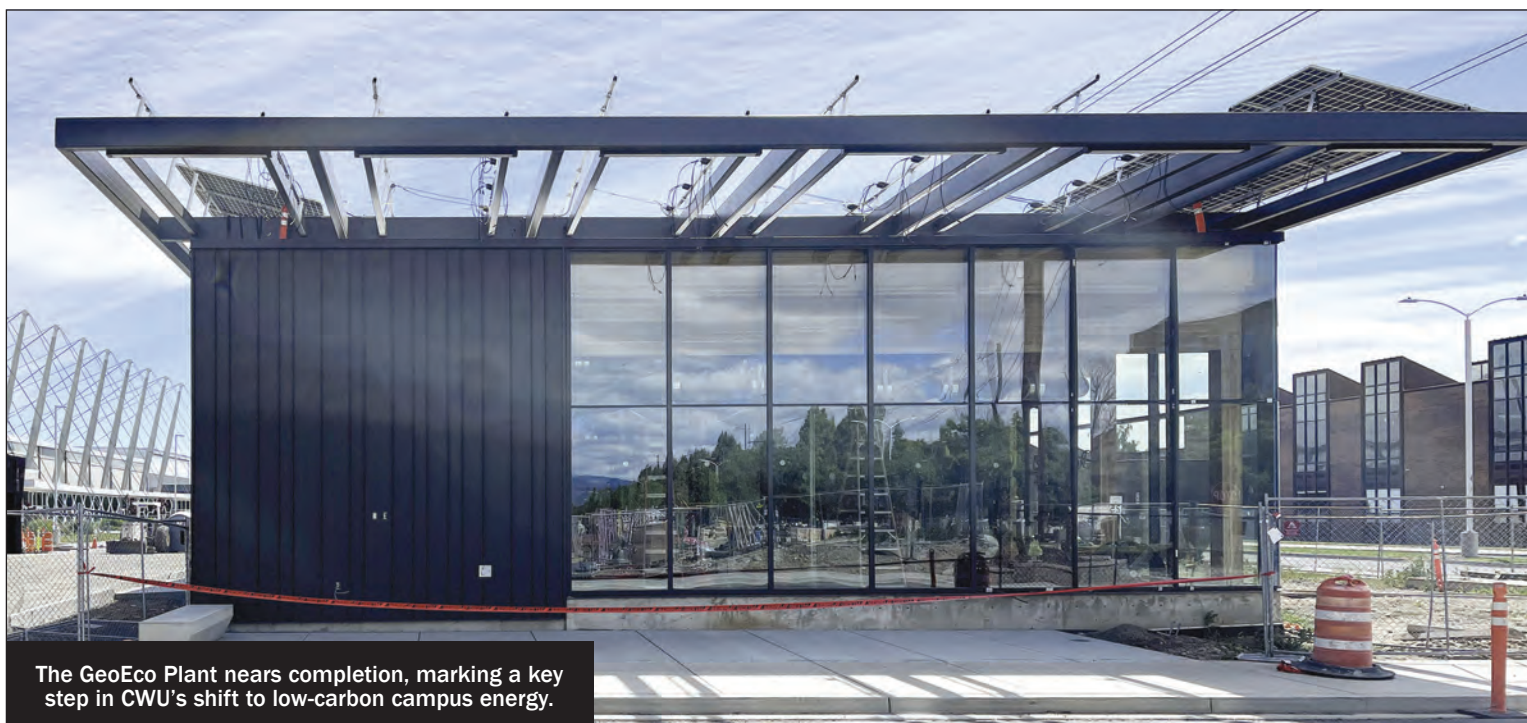
Garco Construction
prime contractor

MW Engineers
mechanical, plumbing
and electrical

**Coughlin Porter
Lundeen**
structural and civil
engineering

Walker Macy
landscape architect

McKinstry
campus-wide
geothermal feasibility
report



The GeoEco Plant nears completion, marking a key step in CWU's shift to low-carbon campus energy.

PHOTO COURTESY OF GARCO CONSTRUCTION

ing transparent when inactive but coming to life with real-time performance data and educational content when illuminated. This layered transparency reinforces CWU's commitment to integrating sustainability into both physical and academic environments.

The building itself embodies these values. Constructed from cross-laminated timber, it reduces embodied carbon while showcasing renewable materials. Bifacial photovoltaic panels generate electricity from both top and underside surfaces, contributing to the campus grid while maximizing energy capture. The facility is also pursuing the International Living Future Institute's Zero Energy and Zero Carbon certifications, setting a new benchmark for high-performance infrastructure on campus.

ACADEMIC FACILITIES MODEL LOW-CARBON GROWTH

Across the street, the North Academic Commons (NAC) demonstrates how new academic facilities can align with, and benefit from, this evolving energy system. Set to open alongside the GeoEco Plant, the 105,000-square-foot building will serve as a new home for CWU Humanities and Social Sciences, providing flexible, interdisciplinary learning environments organized around a central mass timber atrium.

The NAC realizes CWU's

bold strategy of replacing outdated, energy-intensive buildings with high-performance alternatives. The demolition of two older facilities, combined with the introduction of geothermal heating and cooling, is projected to reduce operational carbon emissions by approximately 33,000 metric tons over 50 years.

"The GeoEco Plant at CWU is not only the first step in electrifying the university's heating infrastructure, but also a roadmap for institutions across the state and the nation seeking to make the same transition," said Anthony Schoen, principal for Mechanical Systems at MW Engineers. "The success of this project was made possible by a dedicated team, and like a chain, every link was just as important as the next."

INNOVATION THROUGH PARTNERSHIP

The GeoEco Plant and North Academic Commons are the result of a highly coordinated effort between the university, public agencies, designers and regional partners. Funded by the Washington Legislature, the project reflects a broader public commitment to reducing emissions in higher education infrastructure while supporting student experience and academic growth.

Design and construction brought together a robust, multi-disciplinary team, including NAC Architecture as prime architect, Opsis Architecture as design architect, MW Engineers for mechanical systems, and many additional engineering and construction partners.

The use of cross-laminated timber sourced from Yakama Nation Forest Products further highlights the project's emphasis on regional collaboration and sustainable materials.

This integrated delivery model aligned infrastructure, architecture, and institutional goals to address performance, pedagogy, and place-making simultaneously. The result is not just a building

or a plant, but a coordinated system that operates at both technical and organizational scales.

LOOKING AHEAD

As CWU advances its geothermal network over the coming decade, the GeoEco Plant establishes a new foundation for campus infrastructure built on electrification, efficiency and long-

term adaptability. In doing so, CWU offers a compelling model for other institutions, demonstrating that even a small facility, strategically deployed, can drive meaningful change across an entire campus.

Korin Nabozny is an associate principal at NAC in Seattle focused on design and campus planning for higher education.

CAT® 262D3 SKID STEER LOADER

0% **FOR UP TO 72 MONTHS**



*Estimated monthly payments are based on MSRP pricing. Actual pricing and monthly payments may vary by dealer. Estimated monthly payment based on 72-month term and 0.0% interest offer through Caterpillar Financial. Financing offer subject to credit approval. Additional terms and conditions apply. Image for illustration only and may not reflect offer shown.

NC MACHINERY 

DESIGN FOR BELONGING: HOW INTERIOR ENVIRONMENTS SHAPE STUDENT WELLBEING

From lighting to texture to accessibility, when design prioritizes connection, students engage.



BY ELIZABETH
MACPHERSON HEARN



LYNN
MCBRIDE

MITHUN

Two-thirds of college students report feeling lonely. Three in ten 10 report severe psychological distress. More than four in five students who faced mental health challenges in the past year doubt their ability to graduate on time. These are not abstract statistics — they describe the lived reality on our campuses right now.

There is hope: the 2024–2025 Healthy Minds Study shows depression, anxiety and loneliness declining for the third consecutive year. The data make one thing clear: creating a sense of belonging on campus is a necessity, and the physical environment is one of the most powerful tools we have to foster it.

WHY BELONGING MATTERS

Belonging for college students includes students' perceived social support on campus, a feeling of connectedness and the experience of mattering (Strayhorn, 2018). Research shows that what drives belonging are positive interpersonal interactions with diverse peers and feelings of safety and inclusion. The outcomes are significant: stronger identity, improved mental health, academic success, and resilience.

Students who feel they belong do better in every measurable way. For example, the University of Oregon reports that full time first-year students who live on campus have higher GPAs, higher retention rates, higher graduation rates, and faster graduation times. Another study affirms the importance of belonging also applies to the design of academic build-



A sense of belonging is cultivated through multiple design factors in this kitchen/lounge space that unites two floor communities at UC Irvine Mesa Court Towers.

PHOTO BY BRUCE DAMONTE

ings, where learning environments and informal gathering spaces can support the formation of a professional identity and foster academic success through social connections.

DESIGN TOOLS FOR INCLUSION AND BELONGING

Mithun's Design for Health initiative has combined practice and research since 2009. Through literature review, research and development and direct engagement with students at campuses including UC Irvine, Georgia Tech and UC Santa Barbara and the University of Washington, we have identified ten research-supported design factors for belonging:

LIGHTING – affects mood, productivity and engage-

ment; students are drawn to spaces that feel warm and home-like

SOUND AND ACOUSTICS – noise control enhances concentration and reduces stress

THERMAL COMFORT – comfortable temperatures support focus and emotional regulation

COLOR AND TEXTURE – create inviting environments and can celebrate school or hall identity

ADAPTABILITY AND CUSTOMIZATION – adjustable furniture, tackable surfaces and flexible layouts give students autonomy

HUMAN SCALE – approachable, relatable spaces promote comfort and community

ART – artwork in communal areas signals inclusion and

sparks connection

NATURE AND OPEN SPACE – green areas and outdoor gathering spaces support mental wellbeing

WAYFINDING – clear navigation helps students feel oriented and encourages access to community spaces

UNIVERSAL DESIGN – goes beyond ADA compliance to signal that all bodies and identities are welcome

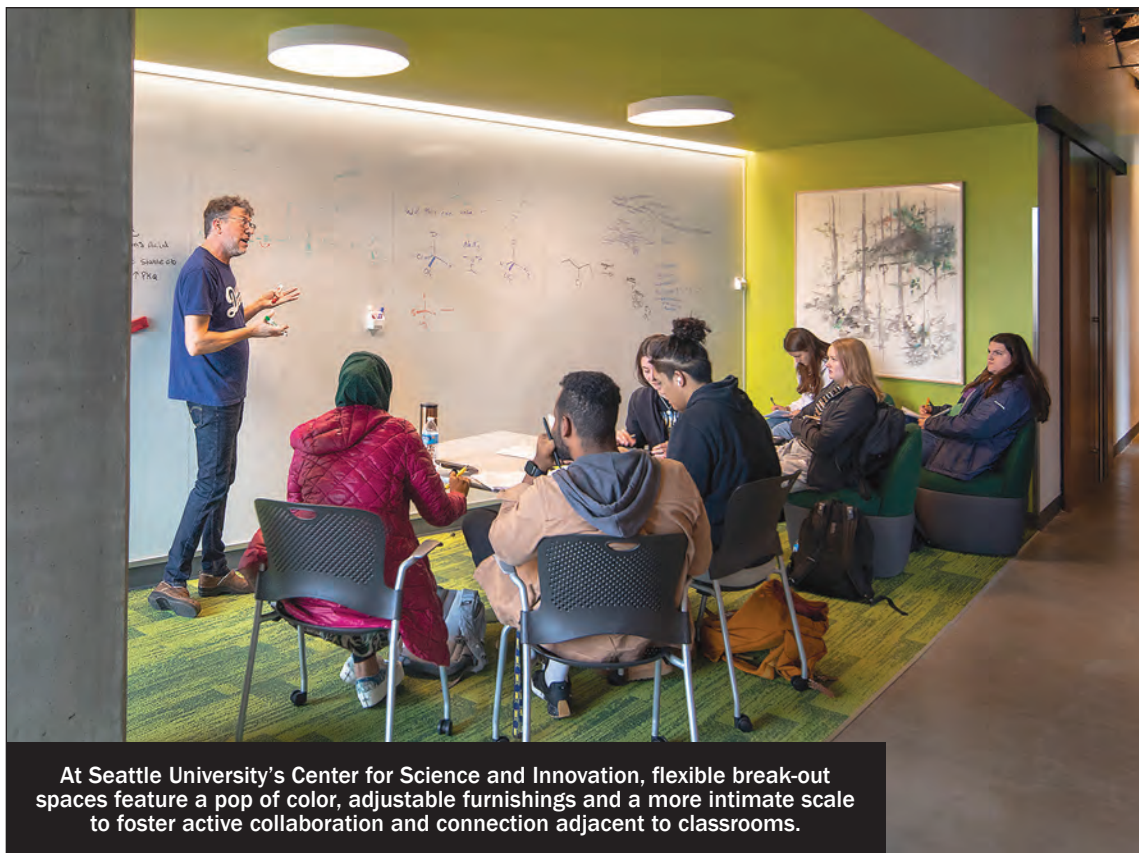
These are universal elements, but they must be fine-tuned to specific populations through surveys, focus groups, interviews and observational studies.

PUTTING RESEARCH INTO PRACTICE

At UC Irvine Mesa Court Towers, a post-occupancy evaluation found that 65

percent of residents have spontaneous conversations in common spaces multiple times per week. When asked which community they felt most connected to, 44.8 percent chose their hall or residential community — more than clubs, academics or athletics. When design prioritizes connection, students engage.

We applied these findings to the adjacent Oso Tower, where belonging drove the project from the start. The mix of gathering spaces balances sensory-seeking and sensory-avoidant areas. Each floor features a collective hub (a community kitchen and gathering space) with views to the surrounding campus, plus a unique color story that supports wayfinding and floor identity. Inclu-



At Seattle University's Center for Science and Innovation, flexible break-out spaces feature a pop of color, adjustable furnishings and a more intimate scale to foster active collaboration and connection adjacent to classrooms.

PHOTO BY DAVID SUNDBERG-ESTO

sive unit designs employ tiers of privacy with no dead ends, reflecting trauma-informed principles that support safety for all residents, including first-generation, LGBTQ+ and neurodiverse students.

Seattle University's Sinegal Center for Science and Innovation (CSI) brings similar thinking to academic spaces. Designed to break down traditional academic silos, the facility fosters commu-

nity through its transparent architecture, collaborative makerspaces and dedicated public outreach zones. The open stair, student commons, café and KXSU radio

station draw students and faculty into spontaneous discussions, fostering idea exchange and new relationships.

In addition to flexible gathering spaces and cozy study nooks that appeal to students of all disciplines, the facility houses the Amazon Computer Science Project Center and dedicated mentorship rooms. These spaces host industry partners and faculty liaisons, helping students — especially those traditionally underrepresented in STEM — build career confidence and professional networks.

At Georgia Tech Peterson Residence Hall, belonging served as the primary design driver from the earliest stages of planning. Rather than viewing student housing as a collection of bedrooms, the project is organized to create opportunities for connection, choice and community formation. The residence hall is structured as a series of smaller residential neighborhoods, each anchored by shared gathering spaces that encourage everyday interactions among students. These communal hubs are intentionally paired with a range of quieter settings, recognizing that wellbeing depends on balancing social engagement

with opportunities for privacy, reflection and focused study.

Design strategies throughout the building support students' transition to campus life. Increased privacy in bedrooms and bathrooms, flexible common areas, accessible facilities and gender-inclusive amenities help students feel comfortable and supported as individuals. Clear circulation, visible community spaces and opportunities for informal encounters foster a sense of familiarity and connection within a large residential population. By intentionally shaping both social and personal spaces, Peterson Residence Hall demonstrates how the built environment can strengthen belonging, support wellbeing, and create spatial conditions for student success.

A CALL TO ACTION

In January 2026, Mithun partnered with the University of Washington to survey Lander Hall residents about their Sense of Belonging, and received perspectives from approximately 70 students. Their responses reinforce the research: belonging is social-first and space is a facilitator.

BELONGING — PAGE 19

INTEGRUS
 A COLLABORATION OF YGH & INTEGRUS ARCHITECTURE

Spokane | Seattle | Portland

www.integrusarch.com

A PLACE TO BELONG: BUILDING THE NEXT GENERATION OF WEST COAST STUDENT HOUSING

Many universities are investing in below-market-rate housing designed to foster connections and student well-being, with a growing focus on prefabricated elements.



BY RYAN BUSSARD, DAVID DAMON AND
ANDERS CARPENTER
PERKINS&WILL

Studies suggest that campus housing provides clear benefits to college students, especially during their first two years. Yet for many institutions across our region, current offerings are proving insufficient. As enrollment increases, limited vacancies in surrounding urban areas and constrained or outdated on-campus options are contributing to an urgent need to plan for next-generation growth.

Several trends are starting to take shape. To help with recruitment, many institutions are investing in below-market-rate housing, making their campuses competitive with more affordable markets while maintaining the amenities and easy transit links that enhance student experience. Plus, there's an increasing emphasis on student well-being, inspiring thoughtful design and programming from integrated landscaping to living-learning environments that foster social connections and educate through design.

ACCESS AND AFFORDABILITY

Pepper Canyon West, an award-winning living-learning neighborhood at the University of California, San Diego (UCSD), adds more than 1,300 beds for upper-division students spread across two towers, along with retail and student amenity spaces. The progressive design build project, designed by Perkins&Will's Seattle and Boston studios in partnership with Clark Construction, was partially funded by the State of California's Higher Education Student Housing Grant Program and offers affordable rental options, improving access in one of the country's most expensive housing markets.

Pepper Canyon West includes affordable apartment-style suites at UCSD, in one of the country's most expensive housing markets.



PHOTO BY NICK MERRICK

A similar approach was taken by UC Law San Francisco (UC Law SF, formerly UC Hastings). The Academe at 198, financed through a public-private partnership with Greystar, anchors an emerging "Academic Village" in the city's Tenderloin neighborhood. The multi-disciplinary hub's 656 below-market units are available to students from higher education partners across the city, including the University of California, San Francisco (UCSF), the University of San Francisco (USF), and San Francisco State University (SFSU).

Closer to home, the Tall Timber Student Housing complex at British Columbia Institute of Technology (BCIT) is a fully electric, zero-carbon mass timber building that more than doubles BCIT's on-campus housing capacity, adding 469 beds. The school cited a growing student population, low vacancy rates in surrounding cities, and limited housing near campus as drivers of the project.

STRATEGIC DELIVERY AND PREFAB ELEMENTS

Strategic delivery methods and prefabrication of repetitive parts can support afford-

ability goals by shortening timelines, reducing on-site waste, and lowering labor costs.

In the Tall Timber Student Housing project, Perkins&Will used locally sourced cross-laminated timber (CLT) and a design-for-manufacture-and-assembly

(DfMA). Additionally, prefabricated steel cores accelerated assembly and reduced on-site labor requirements.

Pepper Canyon West and the Academe at 198 also feature prefabricated elements — for kitchen and washroom wet pods and façade cladding, respectively — that

introduced efficiencies to the schedule and enabled continuous cost estimating, early subcontractor engagement, and expedited construction.

ENHANCED STUDENT EXPERIENCE

Access to public transit,

The zero-carbon, mass timber Tall Timber Student Housing complex at British Columbia Institute of Technology adds 469 beds, more than doubling BCIT's on-campus housing capacity.



PHOTO BY ANDREW LATREILLE

community-building amenities, and intentional spatial planning are a few areas in which housing can significantly enhance the student experience.

At Pepper Canyon West, terraces, outdoor courtyards, and the adjacent canyon provide students with abundant access to nature, nestled within the center of campus and near UCSD's central light rail station. A six-acre Open Space Preserve connecting the residence towers features native plantings, art, walking trails, outdoor study spaces, and extensive stormwater mitigation areas.

Apartment-style suites are complemented by community-building programs, including co-working, wellness and socialization spaces.

In addition to fully furnished studios and suites, the Academe at 198 offers common spaces, academic classrooms, two mock courtrooms for law students, and food and retail options. Recognizing that students from partner institutions may study diverse disciplines and travel across the city for classes, Perkins&Will developed a layout that prioritizes areas where residents can "cross-pollinate" through casual encounters and provides immediate access to multiple public transit options.

UC Law SF's Academe at 198 was financed through a public-private partnership with Greystar, providing 656 below-market units in the city's Tenderloin neighborhood.

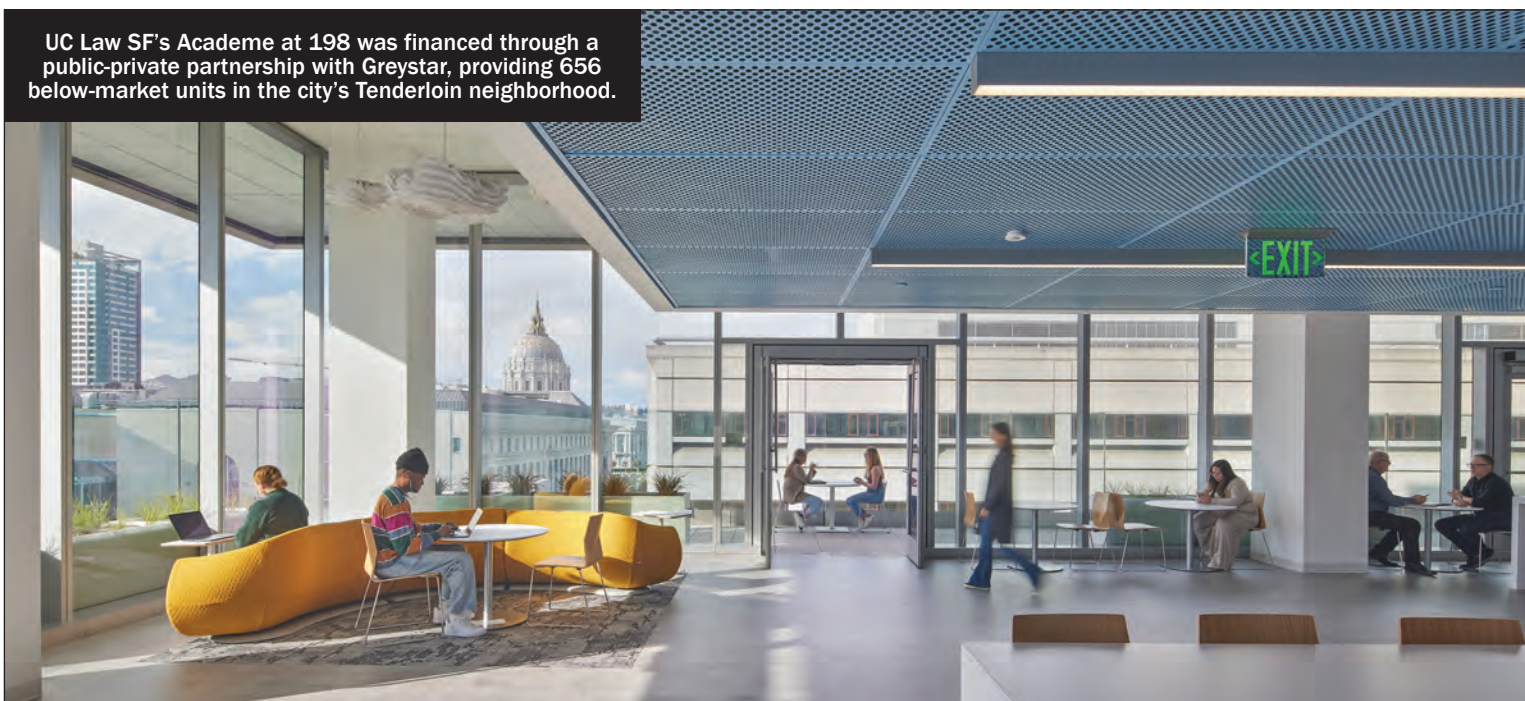


PHOTO BY BRUCE DAMONTE

BCIT's Tall Timber Student Housing supports the school's ambitious goals to reduce its carbon footprint and showcase innovative, sustainable building techniques. As an institute focused on applied technology, BCIT approached the residence as a learning platform. Information on the prefabrication process, envelope performance, and operational strategies informs future projects and

learning, supporting BCIT's Living Labs sustainability initiative.

WHAT'S NEXT?

As housing pressures intensify across the West Coast, institutions that invest thoughtfully in student housing stand to gain a competitive edge in recruitment, a stronger campus culture, and a more equitable academic environment.

The most successful projects share a common thread — they treat housing as both a strategic asset and an operational necessity, weaving together affordability, sustainability and community-enhancing design.

Ryan Bussard is a principal and design director in Perkins&Will's Seattle studio, with more than two decades of work including higher education and stu-

dent life facilities. Anders Carpenter is Perkins&Will's West Coast higher education practice leader, managing complex stakeholder processes, unique building programs, and specialized design solutions. David Damon is Perkins&Will's firmwide higher education practice leader, specializing in helping colleges and universities transform living spaces into active, mixed-use hubs for student success.

UNIVERSITY of WASHINGTON

MASTER OF SCIENCE IN
CONSTRUCTION MANAGEMENT

APPLY NOW >>

PCS
Structural Solutions
Seattle | Tacoma | Portland
pcs-structural.com

Collaborative design innovation for collegiate learning environments that **engage and inspire.**

Central Washington University
Nicholson Pavilion Modernization

Photo: Doug Walker Photography

BUILT FOR CHANGE: RETHINKING INSTITUTIONAL SPACES

Three trends for transforming campuses into adaptable environments that cultivate human connection and attract business partnerships.

Higher education institutions across Washington state are navigating a moment defined by instability, financial strain and rapidly shifting student expectations. Local universities and colleges are confronting headwinds in declining enrollment, tightening budgets, workforce pressures and the accelerating impact of AI.



BY FRANCESLY
SIERRA
GENSLER

Institutions are now pushed to rethink not only how they operate, but how their physical environments support the value of learning, community, and long-term resilience in managing change.

Gensler's Design Forecast 2026 situates these challenges within a broader landscape of transformation, where agility, human-centered innovation, and data-driven intelligence are becoming essential design tools. The forecast highlights three trends. These show how institutions must respond to the demographic cliff, economic uncertainty, and technological disruption by creating adaptable, experience-rich, and future-ready spaces that can evolve alongside changing student needs and societal expectations.

1 Learning is no longer linear, and neither is the campus.

Education is modular, customizable and continuous. As students earn degrees, they also collect various skills. Campus spaces evolve into flexible ecosystems that support everything from micro-credentials to business incubators to lifelong learning hubs.

By transforming traditional academic spaces into adaptable environments that accommodate everything from interdisciplinary collaboration to entrepreneurship and lifelong learning, universities can better respond to fluctuating enrollment, emerging workforce needs, and rapid technological change. This trend encourages institutions to



The University of Washington's ICA Women's and Men's Basketball Training and Operations Facility.

PHOTO BY HEYWOOD CHAN

rethink their physical footprint, repurpose underutilized areas, and design spaces that can shift between teaching, innovation and community engagement. Ultimately, it positions institutions across Washington state to remain agile, future-ready, and deeply connected to the state's evolving economic and social landscape.

As students' identities, goals and career paths are increasingly fluid, universities must design experiences that adapt to this reality. For Washington state universities and colleges, this means creating environments that support exploration, pivots, and nonlinear progress rather than assuming a straight path from enrollment to graduation.

Advising spaces, learning hubs, and digital ecosystems need to help students track evolving skills, experiment across disciplines, and re-enter education throughout their lives. By embracing this trend, campuses can better serve diverse learners, reduce friction during academic or career transitions, and cultivate a more resilient, personalized student journey that aligns with the shifting



The Garage at Northwestern acts as an incubator for accelerating innovation on campus, and integrates the university with the greater entrepreneurial community.

PHOTO BY GARRETT ROWLAND

demands of Washington's workforce and economy.

2 Campuses reshape to cultivate human connection amid ongoing AI infiltration.

As AI personalizes instruc-

tion and automates rote learning, campuses must do what AI can't: foster collaboration, community and creativity. Libraries, incubators, maker spaces, and other campus "third spaces" prioritize hands-on, project-

based, and team-driven work, and underscore the social experience of learning.

As AI becomes more embedded in instruction, assessment and administrative workflows, this trend

pushes higher education institutions to double down on what makes a campus irreplaceable: human connection, collaboration and creativity. By reshaping libraries, studios, incubators, and maker spaces into vibrant “third places,” universities can create environments where students work shoulder to shoulder on complex, interdisciplinary challenges that AI can’t solve alone. These spaces can become magnets for community, industry partners, and research teams, reinforcing the universities’ roles as hubs of innovation.

This outcome also aligns with the insights from Gensler’s Education Engagement Index, which points to the same core truth: students are most engaged when they feel connected — to people, purpose and place. The surveys completed in 2021 and 2023 show that students still value the aspects of campus life that technology cannot replicate — meaningful relationships, collaborative energy, and environments that spark creativity.

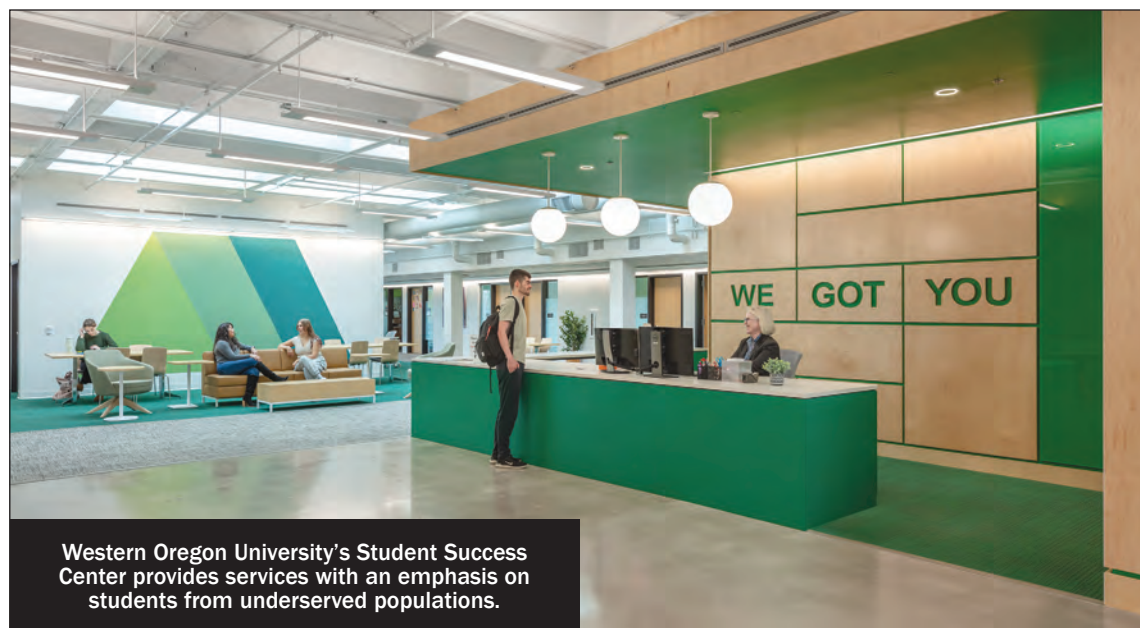
In a moment when digital tools risk isolating learners, Gensler’s design trend encourages universities and colleges to cultivate belong-

ing, spark spontaneous collaboration, and strengthen the social fabric that keeps students engaged and resilient, ultimately enhancing the value of the on-campus experience in an AI-saturated world.

3 Top university brands are global, urban and entrepreneurial.

Higher ed expands across borders — both physically and economically. From boutique campuses in global cities to the business of sports to academic science and research partnerships, institutions capitalize on their brand identity for economic impact.

This design trend encourages universities and colleges to think broader about their brand’s footprint and help Washington state institutions better navigate enrollment pressures, funding uncertainty, and industry economic alignment. By expanding an institution’s presence beyond traditional campuses through global partnerships, boutique satellite locations, and cross-border research networks, it can diversify revenue streams and attract a broader student population. Many of



Western Oregon University’s Student Success Center provides services with an emphasis on students from underserved populations.

PHOTO BY HEYWOOD CHAN

Washington state’s institutions have urban footprints in Seattle, Spokane, Everett, and the TriCities, which may become stronger strategic assets, enabling deeper integration with industry partners, easier access to talent pipelines, and opportunities to create mixed-use innovation districts that blend research, housing and community engagement.

At the same time, embracing an entrepreneurial identity allows higher education

to amplify their roles as economic engines for the state’s talent pipeline. Investments in incubators, accelerators, maker spaces, and commercialization pathways strengthen ties to Washington’s major industries — from tech and aerospace to agriculture and clean energy — while generating new funding sources through partnerships and intellectual property. Even athletics becomes part of the brand ecosystem, helping build vis-

ibility, alumni engagement, and economic impact.

Together, these strategies help universities remain resilient, competitive, and deeply connected to the evolving needs of Washington’s economy and global landscape.

As Gensler’s Seattle Education Practice Area Leader, Francesly Sierra focuses on creating new models that support the student experience and inspire the next generation of innovators.

Building Possibility into Every Space

Higher Education

► Great institutions are built on spaces that adapt, endure, and inspire. GLY helps modernize existing higher education facilities through thoughtful renovations that **enhance performance, strengthen resilience, and create lasting impact.**

Washington Athletics Broadcast Production Studio | Rendering Courtesy of HLW



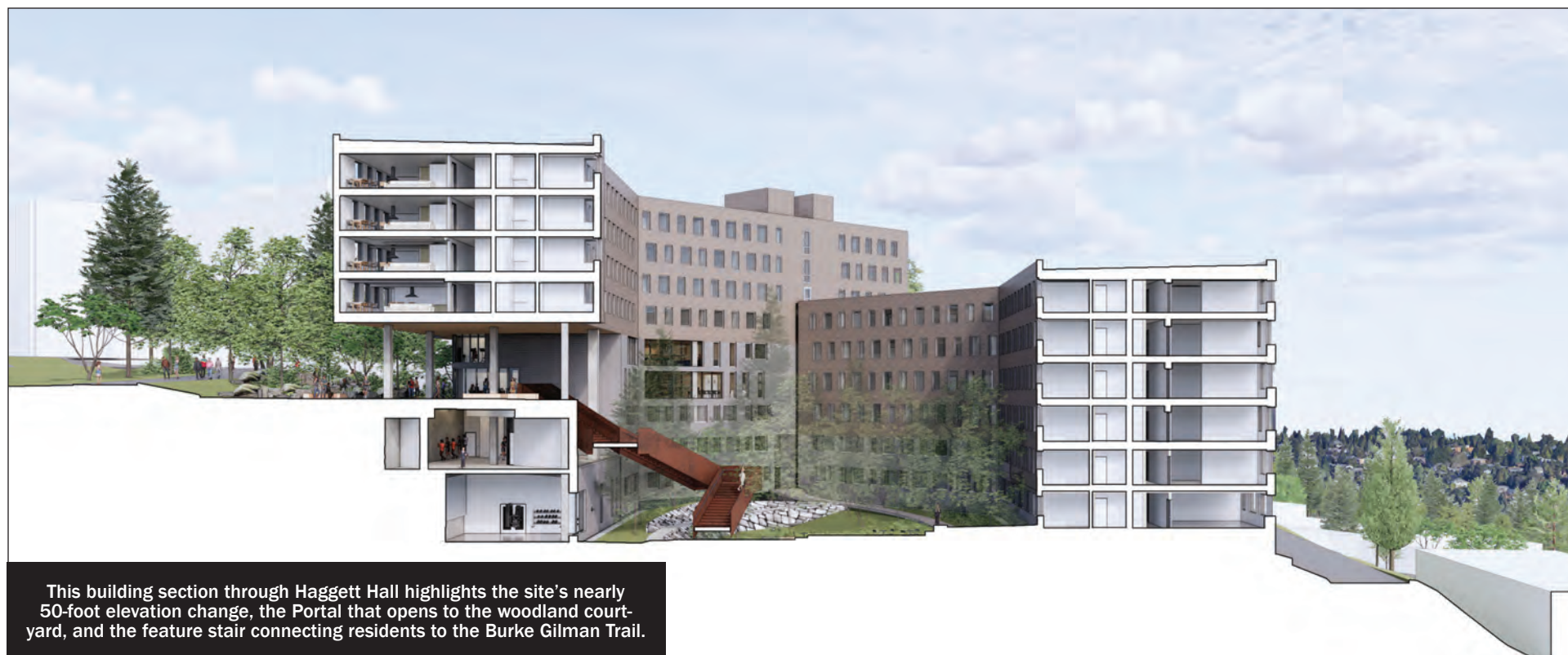
UW Art Building Renovation | © Sean Almart



UW Suzzallo Library Seismic Improvements Phase 5



UW Don James Center Hydrotherapy



This building section through Haggett Hall highlights the site's nearly 50-foot elevation change, the Portal that opens to the woodland courtyard, and the feature stair connecting residents to the Burke Gilman Trail.

RENDERINGS COURTESY OF TENBERKE AND MAHLUM ARCHITECTS

HAGGETT HALL REPLACEMENT COMPLETES UW'S NORTH CAMPUS VISION

The new residence hall goes beyond student-centered housing design, creating a new model for student wellness and completing an essential campus connection.

The Haggett Hall replacement is the final major project envisioned in the University of Washington's 2008 Seattle Campus Housing Master Plan, a long-term initiative that has transformed the student residential experience on the Seattle campus. Designed by Mahlum in collaboration with TenBerke Architects and delivered by an integrated design-build team led by Andersen Construction, the project replaces 800 student beds while creating a new model for student wellness, accessibility and community. GGN is the landscape architect.



BY MARK CORK
MAHLUM
ARCHITECTS

Scheduled for completion in 2027, Haggett Hall will serve as the capstone of a decade-long effort to modernize housing on UW's North Campus, completing a network of residential communities connected by accessible pathways, shared

amenities and a strong relationship to the campus landscape.

LIVING IN THE FOREST

Haggett Hall is the fifth new or replacement residence hall completed within the North Campus over the past eight years. Together with Hansee Hall to the north, McMahan Hall to the south, and the recently completed McCarty, Oak, Spratlen, and Oliver Halls, the project helps create a cohesive residential district embedded within one of the most heavily wooded portions of the campus.

While Oak and Spratlen Halls redefined Denny Field, and Oliver Hall introduced a dining facility serving more than 4,800 North Campus residents, a key piece of the campus circulation network remained unfinished: the Mid Slope Path, an accessible pedestrian route linking the residence halls with the academic core.

The demolition of the original 1960s-era Haggett Hall towers created an opportunity to complete that vision. The site also allowed the University to establish a

new accessible connection through the steeply sloped landscape, ultimately linking North Campus to the Burke-Gilman Trail.

The challenge was considerable. With more than 40 feet of grade change across the site, tight adjacencies to existing buildings, and required upgrades to a critical fire lane, the university identified the location as one of the most complex development sites on the Seattle campus.

The design responds by embracing the terrain rather than fighting it. Along Little Canoe Channel — the roadway connecting North Campus to Campus Way — the building is carved away to form an open-air Portal that frames views into the forested courtyard and toward Lake Washington and Mount Rainier beyond. This covered outdoor room functions as both a gathering space and a key circulation hub, improving connections between the residence halls and the intramural and athletic areas of East Campus. From the Portal, students can access a new exterior stair or elevator that provides access

to the lower campus landscape and connection to the Burke-Gilman Trail. Together with improvements to Little Canoe Channel and the Mid Slope Path, the project significantly enhances accessibility across a previously difficult section of campus.

DESIGNING FOR WELLNESS

Each residence hall on North Campus includes a shared amenity available to all residents, a strategy that promotes community while maximizing operational efficiency. Haggett Hall was designated as the home of a new health and fitness center, expanding on a successful model established on West Campus more than a decade ago.

The design team used this programmatic requirement as the foundation for a broader vision centered on student well-being. Rather than treating wellness as a single destination within the building, the project integrates opportunities for physical activity, social connection, mental restoration, and engagement with nature throughout the site and with-

in the residence hall.

At the heart of the project is a landscaped courtyard designed as an urban forest. Rainwater from the building's roofs is directed into a central bioretention pond, creating a naturalized landscape that supports stormwater management, seasonal habitat and outdoor gathering. Native conifers, shrubs, boulders, and nurse logs reinforce the character of the Pacific Northwest landscape, providing residents with a quiet setting for reflection and relaxation.

The project's commitment to active transportation is equally evident in the new Bike Hub. Located adjacent to a major campus bicycle route, the facility provides more than 180 bicycle parking spaces, repair workstations, and informal gathering areas for cycling enthusiasts. Unlike traditional bike storage rooms hidden deep within residential buildings, the Bike Hub occupies a highly visible, daylight location that celebrates cycling as an integral part of campus life.

Within the residence hall, a series of smaller residential neighborhoods fosters

belonging and connection. Student rooms are organized into wings that share lounges, kitchens, study spaces, and private phone rooms creating opportunities for interaction at a more intimate scale. Larger community amenities — including game rooms, music rooms, meeting spaces, and shared kitchens — support a wide range of social and academic activities.

HUSKY HAVEN: MIND, HEART AND BODY

The centerpiece of the project is Husky Haven, a three-story health and wellness center designed around the interconnected dimensions of student well-being: mind, heart and body.

At the entry level, Husky Haven introduces a different kind of wellness environment — one focused on mental and emotional well-being. A collection of contemplative rooms, reflection spaces, and wellness suites offers students a range of environments for quiet retreat, mindfulness, personal reflection, or one-on-one conversations with counselors and peer-support staff. Designed to provide refuge from the intensity of academic and social pressures, these spac-

es create opportunities for students to pause, recharge, and reconnect with themselves and others.

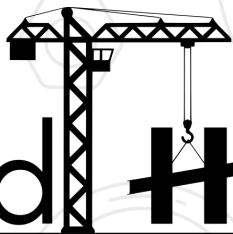
Strength-training spaces occupy the lower courtyard level, while cardio and movement functions are located on the middle floor, including an outdoor yoga terrace overlooking the landscaped courtyard. These active spaces are linked by a dramatic interior stair that encourages movement and visual connection throughout the facility.

Together, the facility acknowledges a growing understanding within higher education that student success depends not only on physical health, but also on emotional resilience, belonging and access to supportive environments.

When completed, Haggett Hall will do far more than replace an aging residence hall. It will complete a major chapter in the evolution of the University of Washington's North Campus, strengthening connections between people, landscape and community, while establishing a new benchmark for student-centered residential design.

Mark Cork is a partner at Mahlum Architects.

Looking toward Center Table, the Mid Slope Path connects North Campus residence halls while improving accessibility across the steeply sloping site at the edge of the UW campus.

buildHER

buildHER introduces girls to careers in architecture, engineering, and construction through hands-on programs and real-world experiences.

From camps to jobsite tours, students build skills, confidence, and connections with industry professionals.

Learn More & Get Involved
at campbuildher.com



BUILD CONFIDENCE. BUILD SKILLS. BUILDHER.



The recently completed Chabot College Library in California's Bay Area illustrates how much libraries have changed, serving as a campus destination where students can study, collaborate, seek support and build a sense of community.

PHOTO BY LAWRENCE ANDERSON STUDIO



Hensel Phelps, EYRC Architects and HMC were design-build partners on UCSD's Ridge Walk North Living and Learning Neighborhood that combines student housing with academics, gathering spaces, dining, retail, services and wellness resources.

PHOTO BY LAWRENCE ANDERSON STUDIO

BUILT FOR MORE

Why higher education is measuring buildings by institutional value.



BY JAMES SINK & JORDAN KIEL
HMC ARCHITECTS

For decades, higher education could afford to think of campus buildings as long-term solutions to well-defined needs. A library housed collections. A residence hall provided beds. A classroom building delivered instruction.

Capital projects were designed around a single function with the expectation that the institution around them would remain relatively stable.

That assumption is becoming harder to defend.

Construction costs have risen dramatically, while tuition has outpaced wage growth for many American families. At the same time, colleges and universities face enrollment uncertainty, changing demographics, and increasing competition for students. Workforce demands continue to evolve, and expectations around wellness, belonging, and campus life now extend beyond the classroom.

Together, these forces are changing how institutions think about the built environment. The question is no longer whether a building fulfills its original purpose, but whether it can support multiple institutional priorities over time.

Flexibility is often used to describe this shift, but the larger objective is resilience. A resilient campus can adapt as academic programs, student expectations, and workforce needs evolve, continuing to deliver value long after the ribbon cutting.

EVERY SQUARE FOOT HAS A JOB TO DO

Enrollment forecasts have become less predictable, while students evaluate colleges through a much broader lens than they did a generation ago.

Academic reputation still matters, but so do community, career preparation, campus culture, wellness resources, and the overall student experience. For many families, choosing a college is an evaluation of whether the investment feels worthwhile, and the campus itself often shapes that decision.

Students notice whether public spaces feel welcoming, and where people gather, collaborate, and spend time between classes. Authentic experiences can influence enrollment decisions as much as a viewbook or ranking, making facilities an active part of recruitment and retention strategies.

This shift also challenges a long-standing planning metric.

Historically, institutions measured buildings by square footage and utilization. Those metrics still matter, but they no longer capture the full value of a campus investment. Colleges are increasingly measuring space by outcomes. Does a building improve retention? Strengthen belonging? Support workforce readiness? Create opportunities for collaboration and community?

In an era of constrained resources, the most valuable buildings are the ones that accomplish several of these goals at once.

THE GROWING COST OF SINGLE-PURPOSE BUILDINGS

Higher education has always planned for the long term. Buildings are expected to serve campuses for decades, while funding cycles often require years of preparation through bond measures, state appropriations, philanthropy, or institutional reserves.

Student expectations, however, do not operate on the same timeline.

Academic programs change. Technology evolves. Workforce demands emerge. Support services expand. Campus priorities shift.

Buildings designed too narrowly can struggle to keep pace.

A highly specialized facility may be difficult or expensive to adapt when institutional needs change. Underutilized square footage becomes

more than an operational concern. It becomes a financial liability, especially when colleges are expected to maximize the value of every capital investment.

Instead, institutions are seeking environments that can evolve, accommodate multiple functions, and remain relevant over time.

Few places illustrate that transformation more clearly than the campus library.

FROM REPOSITORY TO PLATFORM

The modern library reflects a broader evolution occurring across higher education.

Students no longer come to campus to access information. Digital technology has changed that equation. They come for experiences that cannot be replicated elsewhere: collaboration, mentorship, community, opportunity and connection.

Libraries have adapted accordingly.

What was once primarily a repository for books may now include tutoring, advising, digital learning resources, collaborative work areas, quiet study environments and student support services. These spaces often function as crossroads where students from every discipline can interact and build relationships.

The recently completed Chabot College Library in California's Bay Area illustrates how dramatically those expectations have changed. Designed as more than an academic resource, the building serves as a shared campus destination where students can study, collaborate, seek support and build a sense of community. Since the library's opening, campus leaders have noted that students quickly embraced it as an academic home, reinforcing the idea that successful learning environments create opportunities for connection and wellness as much as instruction.

That evolution reflects a growing recognition that belonging is an institutional priority. Students who feel connected to a campus community are more likely to persist and succeed. In that sense, facilities contribute directly to retention strategies.

The library has become evidence that buildings can support multiple outcomes simultaneously.

SUPPORTING THE WHOLE STUDENT

Research continues to reinforce what many institutions already understand: academic success is influ-

enced by factors beyond the classroom.

Housing insecurity, social isolation, mental health challenges, long commutes, and the absence of meaningful community can all affect persistence and graduation rates.

As a result, colleges increasingly seek environments that integrate living, learning, wellness and student support.

UC San Diego's Ridge Walk North Living and Learning Neighborhood demonstrates how a single project can address multiple institutional goals at once.

The development combines student housing with academics, gathering spaces, dining, retail, student services and wellness resources. Rather than creating isolated destinations across campus, it establishes an active environment where education

and daily life intersect.

Housing becomes more than residential infrastructure. It supports recruitment by strengthening campus appeal, encourages belonging by creating opportunities for interaction, contributes to retention by connecting students with the resources they need, and reinforces institutional identity by fostering a shared sense of place.

The project reflects the broader trend across higher education that buildings are expected to address multiple challenges simultaneously.

PREPARING FOR A WORKFORCE THAT KEEPS CHANGING

Educational facilities have traditionally been designed to last for generations. Industries, however, can change in only a few years.

Emerging technolo-

gies continue to reshape advanced manufacturing, transportation, construction, health care and the skilled trades. Even occupations considered resistant to disruption are evolving through automation, software integration and digital workflows.

Educational environments must evolve alongside them.

West Sound Technical Skills Center in Bremerton offers an example of how adaptable facilities can support changing workforce realities. Learning spaces designed with long-term flexibility allow programs to incorporate new technologies and instructional approaches without requiring complete replacement.

Although rooted in career and technical education, the underlying principle applies equally to community colleges and universities. The careers students pursue will

continue to change, and the spaces that prepare them for those careers must change as well.

Many institutions are responding by focusing on renovation, adaptive reuse, and deferred maintenance strategies that maximize existing assets instead of relying solely on new construction. The emphasis is shifting from building for a single college or department to thinking of the campus as an interconnected ecosystem.

BUILDING FOR AN UNCERTAIN FUTURE

Higher education has always adapted to social and economic change, but the pace of change is accelerating.

Demographic shifts, evolu-

BUILT FOR MORE — PAGE 19



**Plant trees.
Restore trails.
Give back to nature.**



**Get involved!
mtsgreenway.org**





WAYNE'S ROOFING, INC.

BUILDING ENVELOPE SERVICES

STREAMLINE YOUR BIDDING PROCESS THROUGH COOPERATIVE PURCHASING PROGRAMS



Roofing Supplies, Products Supplies and Related Services Contract 412

DECADES OF EXPERIENCE SERVING PUBLIC AND EDUCATIONAL FACILITIES.

- ✓ Roofing, Exterior Sheet Metal, Masonry Restoration
- ✓ Streamlined Cooperative Purchasing
- ✓ Predictable Pricing, Materials and Asset Planning
- ✓ AGC - Recognized Safety Leader
- ✓ Expertise in Historic Buildings
- ✓ Able To Work With Design Build Teams Including Prime Contractors

WA: WAYNESR20505
OR: 259435
AK: 248710
ID: RCE-31932
MT: 284096

CONTACT US TODAY

- ✉ Co-Ops@waynesroofing.com
- ☎ 253.863.4455
- 🌐 www.waynesroofing.com

BUILT FOR MORE

CONTINUED FROM PAGE 17

ing student expectations, technological disruption, and financial pressures will continue to challenge traditional assumptions about how campuses operate.

Successful institutions will not necessarily be those that build the most, but those that extract the greatest long-term value from what they build.

That requires a different approach to facilities planning. Rather than evaluating projects solely by present-day needs, colleges and universities should consider how effectively a building can support changing priorities over decades of use.

Adaptability is more than a design strategy. It is a form of institutional risk management.

The future of higher education may be shaped by buildings that serve multiple roles, strengthen the student experience, support evolving workforce demands, and help institutions remain competitive in an uncertain environment.

Rather than measuring buildings by the square footage they add, institutions should measure them by the outcomes they make possible. In an era when every investment carries greater consequence, resilience may be one of a campus's most valuable assets.

James Sink is higher education practice leader for HMC Architects. Jordan Kiel is a principal-in-charge for Bassetti Architects, a design studio of HMC Architects.



Learning spaces at the West Sound Technical Skills Center in Bremerton were designed with long-term flexibility to allow programs to incorporate new technologies and instructional approaches without requiring replacement.

PHOTO BY BENJAMIN BENSCHNEIDER

BELONGING

CONTINUED FROM PAGE 9

tor. Students value lounges, commons and nooks. They are drawn to natural light, warm materials (especially wood), and spaces that feel like home. They notice when an institution listens.

Belonging cannot be assumed; it must be co-created. Architects and designers must shape the built environment to the student population it serves, in lock-step with university priorities. Every material choice, lighting decision and corridor layout communicates something. When students feel safe, seen and supported, they are more likely to engage, succeed and graduate.

The question is not whether the built environment shapes belonging. It does. The question is whether we will be intentional about it.

Elizabeth MacPherson Hearn is a partner and interior architect at Mithun who brings an interest in physiology and wellbeing to the design of spaces for living, learning, working and connection. Lynn McBride is a Mithun partner and project leader specializing in the creation of academic, housing and dining environments for universities across the nation.

SEATTLE DAILY JOURNAL OF COMMERCE



The most useful resource for Northwest businesses

Locally-owned, the DJC has been serving the construction community for over 125 years. Publishing Six days a week, the DJC covers areas of construction, architecture, engineering, consulting, commercial real estate, government, urban planning and law.

- Construction reporting
- Jobs out to bid
- Contracts awarded
- Upcoming Projects
- Sub-bids Wanted
- Rosters
- Fed Bizops
- Building Permits
- And More!

Many options for you to choose from, the most popular are...

Online \$230 annual Consultant Package

Stories and Public Notices plus all architectural, engineering and other professional services projects, RFPS, proposals opened and awards

Online \$375 annual Construction Package

Stories, Public Notices, plus all construction contracting projects, RFPS, bids opened and awards

Online \$450 annual All Access Package

Everything in Consulting, Construction and Real Estate Packages, plus new statewide business licensing, bankruptcy data.

Online \$199 Annual DJC Basic

Online access to all the stories and Public Notices in the newspaper.

In print \$225 annual NEWSPAPER DELIVERY

All access only in print

AND FOR PLANS...

Online \$350 down plus an additional \$50 per month plan view charge

PLANCENTER.COM
Access to plans and spec books and much more!

For more information, visit www.djc.com

FOR LEASE

Located across from
downtown ferry terminal

Journal of Commerce Building

83 COLUMBIA STREET, SEATTLE, WA



Property Details

4,700 SQUARE FEET,
INCLUDING 924 SF OF
MEZZANINE

FIRST FLOOR OF
HISTORIC JOURNAL
BUILDING

SPACE FEATURES TIMBER BEAMS, DRAMATIC 18'
CEILINGS, PROMINENT CORNER LOCATION,
RENOVATED SPACE

ASKING \$19.50 PER SQUARE FOOT/GROSS

**For more
information,
contact:**

Zeke Pelluer
KIDDER MATHEWS
C 425.614.0082
W 206.205.0202
zeke.pelluer@kidder.com