Classroom Building - Program Plan

Auraria Higher Education Center
11 September 2009
Goals for the Building

- **Address deficit** of classroom & assembly space at AHEC
- **Student Oriented**
- Symbolize a new “shared” image between the three institutions
- Take advantage of the **central and accessible location** - be a draw on campus
- A **place of gathering** for all institutions – relaxing, informal study
- Institutional Neighborhoods create home – this building creates opportunities for **collaboration and interaction** between institutions
- Symbolize new **progressive ideal** of the campus
- Set a **new standard** on campus – daylighting, technology, architecture, sustainable design, collaboration
Key Building Elements

- **Flexibility:** design for the unknown future
- **Classrooms:** diverse sizes, state of the art, mediated
- **Collaboration:** Spaces for group study and informal learning
- **Offices:** Individual Identity, flexibility and shared use
- **IT/AV:** Consistency for IT/AV is critical
Key Building Elements

- **Phasing**: Total SF should potentially be attainable in phases
- **Parking**: Replacement parking should be incorporated below
- **Outdoor Spaces**: Integral to the building
- **Sustainable**: all rooms have natural light and views to the outside
Recap of Key Vision/Goals

- Flexibility is critical
- Total SF should potentially be attainable in phases
- Consistency for IT/AV is critical
- Diversity of classroom sizes is needed
- Should encourage faculty/staff and student interaction between institutions
- Parking has to be integral
- The building will be sustainable
- Take advantage of the central and accessible location - be a draw on campus
- Set a new standard on campus and symbolize a new “shared” image between the three institutions
Organizational Diagram
SITE RELATION TO CAMPUS
SUN AND WIND
Building Rhythms
Traffic
Open Space
Pedestrian Paths
Design Principles

- **Public Space:** Strong Public Spaces create orientation and places of gathering/collaboration/informal meeting
- **Daylight:** Daylight is maximized for classrooms, offices and public spaces
- **Access:** The building is four-sided with pedestrian access from all directions
- **Scale:** The scale and character of 9th Street is respected
Design Principles

- **Open Space:** A network of open spaces builds on the existing campus framework
- **Identity:** There is a shared identity – not individualized by institution
- **Classrooms:** Mixed classrooms with largest classrooms on lower level
- **Parking Access:** Minimize conflict with pedestrian access
Preliminary Concepts

Concept One
node

Concept Two
spine

Concept Three
courtyard
Concept One – Site Diagram
Concept One – Plans
Concept One – One Level of Below Grade Parking

Parking @ ~170 spaces
atrium

Concept One – References
# General Classrooms on Campus 2009

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
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<tbody>
<tr>
<td>Total General Assignment Classrooms (GAC) as of Fall 2009</td>
<td>218</td>
</tr>
<tr>
<td>Additional GACs available in 2010 – with completion of Science Building and backfill</td>
<td>12</td>
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# Proposed Spaces in General Classroom Building

<table>
<thead>
<tr>
<th>Description</th>
<th>Spaces</th>
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<tbody>
<tr>
<td>One level of below grade parking (spaces currently in upper H = 204)</td>
<td>170</td>
</tr>
<tr>
<td>Total GACs proposed in Classroom Building Program Plan</td>
<td>117</td>
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<tr>
<td>Student Study Rooms</td>
<td>20</td>
</tr>
<tr>
<td>Division 3 Instructional Resources Space</td>
<td>4,410 sq ft (dedicated classrooms and office area)</td>
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<tr>
<td>Departmental Office Space</td>
<td>24,000 sq ft</td>
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<tr>
<td>Student Lounge, Café, vending and locker space – throughout building</td>
<td>11,650 sq ft</td>
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<tr>
<td>TotalAssignable Square Footage</td>
<td>169,200 sq ft</td>
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<tr>
<td>Total Gross Square Footage (assuming 62% efficiency)</td>
<td>272,903</td>
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<tr>
<td>Total Cost (still being refined)</td>
<td>Approximately $80M</td>
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Critical Questions

SITE

- Relation to 9th St – echo scale vs. street wall
- Importance of back of St. Cajetan?
- Relation to Lawrence – entries, elevation
- Entries: Where are the main entrance(s) to the building?
- Parking Access: new 8th Street? Or on Curtis?
- Where is the back/service side of the building
Critical Questions

PUBLIC SPACE
- Character of Central Public Space
- Location of public amenities – student lounges
- Location of cafe
- Where are the main entrance(s) to the building?
Critical Questions

CLASSROOMS

- Should classrooms be modular?
- Auditorium: What is the relationship of the 500 seat lecture hall to the rest of the building and to the site?
- Corridors: Character – daylight, gathering spaces
- Adjacencies: by classroom size or mixed
- Informal Classrooms: Optimal Location?
- Classrooms on Upper Floors
Critical Questions

OFFICE SPACE

• Should office standards be modular?
• Office Access: Should offices be on upper or lower floors?
• Institutional Identity vs. flexibility
• Individual offices vs. open office