METROPOLITAN STATE UNIVERSITY OF DENVER CAMPUS DESIGN GUIDELINES



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INTRODUCTION



"MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge."

Metropolitan State University of Denver Mission



MISSION

Human Urban Inclusive Resilient

MSU Denver is at an important moment in its development toward becoming "the preeminent public urban university in the nation." Building from the strong legacy of academic excellence, inclusion and affordability and a recent series of exciting new construction projects including the Student Success Building (SSB), Hospitality Learning Center (HLC), and Aerospace Engineering Science Building (Pending, 2017), in tandem with a new master plan for both the and MSU Denver neighborhood and the Auraria Campus, never has there been a better time to take stock and project strong, coherent standards of design into the future of the vibrant campus. The following prescriptive guidelines for the design of the campus' built environment will provide a specific yet flexible frame work for guiding the quality and performance of future capital improvement initiatives.

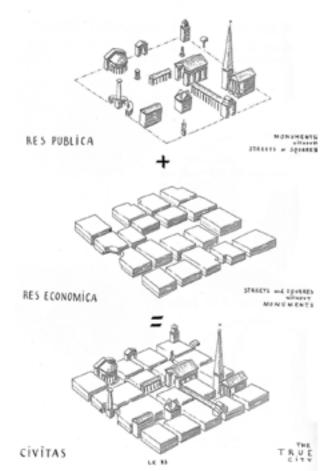
Human

The MSU Denver campus is in an era of large-scale change and growth. Over the course of this change, new buildings are constructed, open spaces are formed, and programming is evolved. All of this movement and energy is towards furthering one primary goal: improve the experience for the students, staff, faculty, and visitors to the campus. Put another way, the primary impetus for change is to improve the human and personal experience on campus. In order to do this successfully, all projects – big or small – must be geared towards providing a feeling of comfort, safety, and vibrancy. All buildings must reflect the needs of the program and all open spaces must be optimized for the end user. Design for the sake of design is supplanted by design for people.

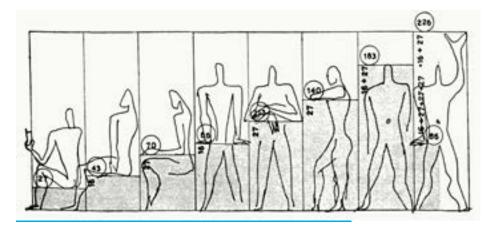
These goals manifest themselves in people-scaled design and planning. Buildings and open spaces must relate to the scale of the human body. When design is guided by the human form, it promotes a sense of comfort and attachment to those who use it. It promotes sociability and attracts users to stay longer, talk to each other, and enjoy their surroundings. Social interaction, in turn, promotes pride in the environment and lends a feeling of excitement and activity to spaces. In short, designing and planning for people creates better places and promotes the sort of activity that makes a place special and memorable.



Greenwich Village, Manhattan, New York, inspiration for many of the physical characteristics which Jane Jacobs believed lead to a vital community.



For Leon Krier, the civic nature of the city, including a composition of public buildings and monuments, is as important as the more functional spaces.



Le Corbusier, The Modular,, 1954

Metropolitan State University of Denver Design Guidelines

Urban

MSU Denver's location adjacent to downtown Denver grants the institution opportunities afforded to few places of higher education. The exchange of ideas and energy and the accessibility to real-life practitioners of many of the areas of study allow for students to get an education unavailable to those at more distant universities. Because of the value of this relationship between city and school, it is critical that the best parts of both are amplified and captured within the campus. The future MSU Denver should exhibit a unique balance of urban energy and exchange and an academic focus on learning and innovation. The design of the built environment should reflect this balance.

At the junction of city and school, buildings help shape outdoor space, windows reflect the program inside and provide visibility to the public realm, and activity travels between the indoor spaces and the open spaces they border. Architecture should work to transition between downtown high rises and the scale of the institution. Parks and plazas should be energetic hubs were collaboration takes place. The campus should attract visitors from downtown and promote the movement of students to the surrounding city. This symbiotic relationship is one of MSU Denver's greatest attributes and the design of the campus should work to promote it.

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Inclusive

A successful campus is one that is open to everybody. A campus – both in its buildings and its public realm – should reflect the needs and wants of a diverse user base. MSU Denver is fortunate to have a student body that is very diverse and interested in a wide range of academic and recreational programming. Any design project taking place on campus needs to go above and beyond a standard protocol to understand the physical and design implications of this varied user base.

To achieve a sense of inclusivity of all the potential users of the site, a design should investigate the needs of the students, faculty, and staff, and understand where those needs are or are not being met. Buildings should provide study space for those who prefer to study along as well as those who prefer to learn in groups. Open spaces should be flexible and promote large group events at the same time as provide coves of respite for a more intimate experience. Internal spaces should make it easy for any user to understand where they are and how to get to where they need to be. Importantly, those of different or reduced ability should have the same opportunities to use, receive value from, and enjoy all places on campus as all other students do. Creating a campus that allows all people to feel comfortable and safe is challenging, but it is a challenge that pays off by producing a wonderful place that people are proud to call their own.



"We know that to thrive and continue our progress toward transforming lives, communities and higher education, we must, as an organization, be agile and flexible"

A 2020 Vision: 2015-2020 Strategic Plan, MSU Denver



The image should preferably be open-ended, adaptable to change, allowing the individual to continue to investigate and organize reality: there should be blank spaces where he can extend the drawing for himself."

Metropolitan State University of Denver Design Guidelines

Resilient

As the world takes stock of its resources and their limited supply and availability, everybody has a responsibility to play a role in preserving and improving their environment. MSU Denver is no exception: the university should be a steward of its place within the city and its place within a much larger ecosystem. All growth and change must reflect the unique conditions of its context and the way in which it interacts with the climate, the earth, its users, and the future. Design can no longer take for granted that resources are infinite and that a single building or space does not contribute to a larger effect.

Resilience describes the ability of a building or open space to be light on the land, require limited maintenance and resources, and be able to absorb the volatility of a changing climate. Within Denver, this frequently means that energy and water use must be greatly reduced and places must take advantage of the sunny but dry weather. Buildings should allow for solar access, alternative energy, and innovations in climate control. Landscapes and open spaces should allow for a tolerance to drought, minimized waste and maintenance, and durability against all weather conditions. MSU Denver will be around for a very long time and the design and construction of its spaces must be built to last.

The Image of the City, Kevin Lynch, p8



CONTEXT

History Modern Campus Metropolitan

The site of Auraria Campus has a long and storied history. Long occupied as a valuable site adjacent the confluence of the South Platte River and the Cherry Creek, the current planning efforts and growth build on a complex history of development and redevelopment.

From a winter encampment for Native Americans, gold rush trading post, rail and industry hub, vibrant workingclass residential neighborhood, to the largest higher education campus in the state, the importances of the site to the city of Denver and to the state of Colorado is evident. The City and Auraria Campus has taken many steps to preserve important historic buildings on campus, but equally important are the features which make the site so dynamic. This fertile history provides for enduring opportunities for inspiration.

As this painting from 1859 depicts, the confluence of the Platte River and the Cherry Creek became an advantageous site for commerce and exchange among the Southern Arapaho Native American tribe and the white settlers who needed supplies in the hunt for fortune in gold.

History

The area where the Auraria Higher Education Center now sits began its life as a settlement and town that predates both the founding of Denver and the establishment of the State of Colorado. Beginning in 1858, the town of Auraria began as a loosely-defined gold prospecting settlement that would soon be defined by a rigid, urban block and development plan. As the rival settlement of Denver City began to eclipse the prestige and success of Auraria, the two decided to merge and combine fortunes in 1860, becoming a single entity known simply as Denver.

As a newly formed neighborhood of Denver, Auraria quickly began establishing itself as a working class neighborhood built around a mix of industries, including mills, warehousing, and breweries (a remnant of which being preserved in the Tivoli Student Union – a former and recently re-established brewery). Following early floods that compromised much of the neighborhood, the neighborhood became largely populated by Central and Eastern European immigrants. Life for these European immigrants revolved around the St Elizabeth's Catholic Church. Following the departure of many of these inhabitants, the neighborhood was repopulated with Hispanic (predominantly Mexican) residents. This population founded and supported St. Cajetans Church as the center of life for the community.

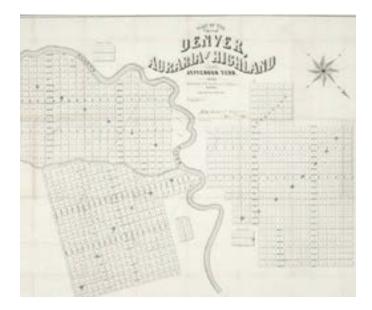




Image of the city of Auraria shortly after its merger with Denver City in 1860. Auraria (later called West Denver) was primarily a miners town and outpost. The name Auraria derives from the Latin term "aurum" or gold.

Following a devastating flooding in 1965, the City began considering comprehensive plans for urban renewal. After a process that analyzed seventeen potential sites for a desired higher education campus, the Auraria neighborhood was selected as the most feasible site for such a facility. Leading up to a 1969 bond election to match federal funds for the creation of what would become AHEC, neighborhood residents attempted to organize to fight to save their community. The bond, however, was overwhelmingly supported by city residents and neighborhood residents were relocated – primarily to the Lincoln Park neighborhood to the south – by 1972. The newly enabled Auraria Campus brought together a satellite campus of both the University of Colorado and the Denver Area Community College (now the Community College of Denver) as well as the newly created Metropolitan State College (now the Metropolitan State University of Denver) and worked to clear the land that contained the buildings that defined the pre-existing community.

Plan of the cities of Denver, Auraria, and Highland in the Jefferson Territory by H.M. Fosdick, 1859



Aerial image of Denver in 1953 shows the neighborhood of Auraria as a mixture of industrial uses along the Platte River with predominantly Hispanic residential portion of the neighborhood further south.



The three institutions of Metropolitan State University of Denver, Community College of Denver, and University of Colorado Denver collaborate to develop Auraria Campus, dedicated in 1976.

By 1976, the campus was open with the expectation of servicing approximately 13,000 students between the three institutions. New campus buildings were designed and built in a red brick language that still dominates the character of the campus. Due to the foresight of the residents of the original neighborhood, as well as city and campus leadership, several exemplary buildings were preserved, including the Tivoli, St. Cajetans and St. Elizabeth churches, the Emmanuel Chapel, and the Victorian-era homes that constitute the 9th Street Historic District. City streets that originally defined neighborhood blocks remained after the opening of the campus – including Lawrence and Larimer Streets and their viaducts that connected the campus to Colfax and other areas. Many campus streets were eventually closed and replaced with pedestrian paths and open space with Auraria Parkway becoming a replacement for those early viaducts.

In recent times, the campus has begun a string of new construction that had not been seen since the beginning of the campus in the 1970s. To plan for a changing and growing campus, AHEC and its constituent institutions initiated master planning exercises in 2007 followed by updated plans in 2012. These documents have been used to guide the recent campus growth.

Modern Campus

In its early stages, the Auraria Campus was conceived as a shared set of resources to be used by the three tenant institutions. As the institutions developed and changed over time, they recognized the need for opportunities to consolidate their individual administrative functions, create spaces for designated programs, and amplify their unique identities. Towards this end, the 2007 master plan created the concept of "Institutional Neighborhoods" that carved out space for each institution to grow within an exclusive district defined by the clustering of their administrative uses and academic space for their unique program set. According to the 2007 plan, these neighborhoods would surround a Campus Crossroads district that contains the uses that would remain shared, such as the library, Tivoli, King Center, and other academic and social buildings.

The 2007 plan also identified a campus village area that would expand on the existing Campus Village development at the western most end of the campus. This district would consist of residential and campus-life oriented uses and would grow towards 5th street – a street defined as a Main street in both the 2007 and 2012 plans. Lastly, an Urban District was defined on the northern-most point of the campus, close to the intersection of Auraria Parkway and Speer Boulevard. In the earlier plan, this district would be defined by uses that bridge the divide between the academic institutions and the business environment across Speer in downtown.

The 2012 plan maintained this idea of Institutional Neighborhoods and enhanced it. In the 2007 report, the neighborhoods lacked connection to each other as well as to the shared core. The 2012 plan provided enlarged neighborhoods, each with prominence along one of the three major arterial streets that define the campus (CU Denver along Speer, MSU Denver along Auraria Parkway, and CCD along Colfax). The enlarged neighborhoods allow for greater opportunities for developing institutional identity by granting each institution space on which they may develop new buildings as their needs arise. Within these neighborhoods, each institution would be allowed to define elements that speak to their unique identities, such as signage, landscape elements, architectural elements, and branding. The neighborhoods defined within the 2012 plan have been largely adopted by the institutions.



"A city's collection of opportunities of all kinds, and the fluidity with which these opportunities and choices can be used, is an asset--not a detriment--for encouraging city-neighborhood stability"

> Jane Jacobs, Death and Life of Great American Cities" 1961, pg 139



MSU Denver's Neighborhood, per the 2007 plan defines the West and North Edges of the Auraria campus.

Metropolitan State University of Denver Design Guidelines

"A blue print does not predict the cracks that will develop in the future; it describes an ideal state that can only be approximated"

Rem Koolhaas, " Delirious New York," 1994. pg 11

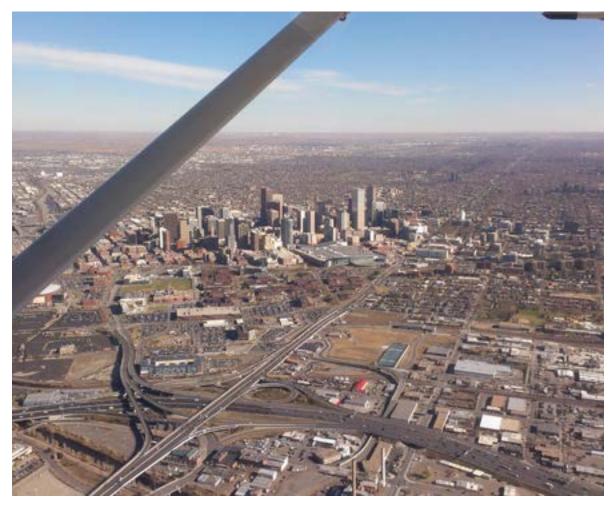


Metropolitan

The fact that MSU Denver is at the center of a dense urban metropolitan area is essential to its identity. The university's strategic location gives the school an opportunity to be a champion and steward of not only the city of Denver but the entire metropolitan region. The campus is situated at the core of a spectrum of

nested communities. Graduates from MSU Denver not only come from these communities but go back to lead them. The sense of pride and stewardship of the region is an essential element of the university. The campus therefore should always be considered at the heart of the region.





Consisting of ten counties with nearly three million inhabitants Denver is an economic and cultural center of the Mountain West region.

"MSU Denver is an engaged urban university that promotes mutual relationships between the University and the community where we apply the intellectual strength of our faculty and the energy of our students to solve real-world problems. We have the ability to benefit the economic health, cultural health and wellbeing of the community and promote the public good through the transformation of urban communities in the metropolitan Denver

A 2020 Vision: 2015-2020 Strategic Plan, MSU Denver, pg 3

IDENTITY & EXPERIENCE

"An environmental image may be analyzed into three components: identity, structure, and meaning. It is useful to abstract these for analysis, if it is remembered that in reality they always appear together. A workable image requires first the identification of an object, which implies its distinction from other things, its recognition as a separate entity. This is called identity, not in the sense of equality with something else, but with the meaning of individuality or oneness. Second, the image must include the spatial or pattern relation of the object to the observer and to the other objects. Finally, this object must have some meaning for the observer, whether practical or emotional. Meaning is also a relation, but a quite different one from spatial or pattern relation."

The Image of the City, Kevin Lynch



ACCESSIBILITY

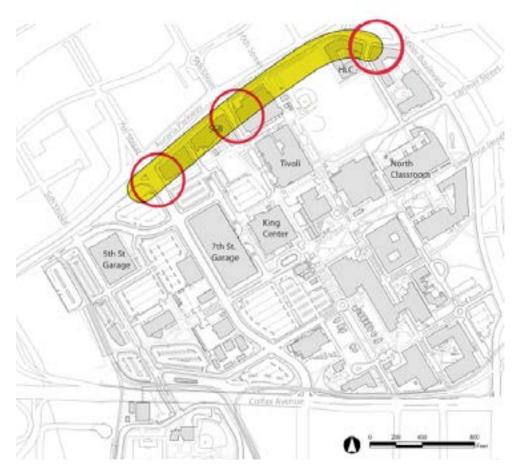
Arrival Universal Design

The Auraria Campus, taken as a whole, is a relatively well defined site with academic buildings positioned around shared services and amenities such as the library, Tivoli, and the central green spaces and corridors. Structured as a series of neighborhoods based around specific institutions, however, the disconnected nature of the campus begins to reveal itself. The MSU Denver neighborhood – though not far in distance from some of the critical destinations around the campus – can seem separated from the elements that make the campus efficient, comfortable, and exciting for the people who use it every day. Design considerations must be made to celebrate the sense of arrival to the MSU Denver and provide a safe and exciting experience once one enters the neighborhood. Furthermore, when community members are in the MSU Denver neighborhood, utmost care must be taken that the full experience of the campus can be shared by everyone, regardless of their ability. A celebrated experience of the campus grounds and buildings must be accessible to all.

Designing for all forms of mobility can present opportunities for beautiful and functional solutions.

Arrival

The MSU Denver's prominence along the North and Western edges of the Auraria Campus make the MSU Denver neighborhood the front door to the campus interior. Therefore, MSU Denver - and its buildings and landscape - has the important responsibility of providing a sense of arrival as community members transition from the urban city to the collegiate interior of the campus. These entries will be responsible for directing users to primary and secondary pedestrian and vehicular connections through the MSU Denver neighborhood and the campus at large. Entries, as well as key intersections of campus pathways, should receive special design attention as these areas receive the greatest amount of use and should speak to the quality of design in the entire MSU Denver neighborhood.



Above are several of the important entry locations along Auraria Parkway which provide ripe opportunities from MSU Denver to create a more celebrated entry in accordance with AHEC standards.

- Special attention should 0 be made to punctuate the gateways and entryways to the campus in order to attract visitors to primary circulation paths and an overall experience of the whole of the campus.
- ♦ The entrance sequence to the campus should be differentiated from other circulation paths as these present concentrated moments to present the identity of the campus.
- ♦ Circulation path transitions should accommodate the full range of navigation modes on campus.
- ♦ In accordance with AHEC standards, entries specific to MSU Denver should strive to differentiate and celebrate the entrances to major access points to the campus.
- Entry specific landscape ٥ and hardscape elements should be deployed along the circulation paths at entries to acted a physical and symbolic passage.



The SSB provides visibility along Auraria Parkway and provides a gateway to campus

"A good city street neighborhood achieves a marvel of balance between its people's determination to have essential privacy and their simultaneous wished for differing degrees of contact, enjoyment or help from the people around."

Metropolitan State University of Denver Design Guidelines

"Goal 2: MSU Denver has an authentic and clear brand that is easily recognized and understood by all our stakeholders."

Vision 2020: 2015-2020 Strategic Plan, MSU Denver

Jane Jacobs, Death and Life of Great American Cities" 1961, pg 59

Universal Design

Universal Design is the concept that design should not only consider but celebrate a wide range of mental and physical abilities when determining the functionality and performance of space. The intention is to make spaces as inclusive as possible to most number of possible community members. This approach, although challenging, can inspire novel and innovative design responses that will enhance the design of the campus for all.



Pioneer Square in Portland, Oregon provides a beautiful ramp for wheelchair accessibility while the stairs also provide a multi-functional place to sit.

- The design of all campus spaces should be equitable and inclusive of diverse abilities.
- All design should provide a flexibility of use that will allow for individuals to choose and apply themselves based on there preference and/or ability.
- The design of the campus should be easy to comprehend even if being experienced for the first time or by someone with different knowledge/ language/ability levels.
- Signage or other information boards should be accessible under a range of conditions and to a range of potential audience sensory abilities.
- Care should be taken that no design presents discriminatory challenges or heightened likelihood of accident to any person or group of people.
- Designs should avoid producing physical fatigue for a range of physical abilities.
- The scale of design should be able to accommodate a range of body and mobility types.

"Diversity: MSU Denver has been committed to diversity and inclusive excellence since its inception. This is evidenced by our efforts to embed systemic practices to achieve a high quality, culturally sensitive education; is reflected by our leadership, faculty, staff and students; and is woven into the fabric of our University"

Vision 2020: 2015-2020 Strategic Plan, MSU Denver, pg 3



CIRCULATION

Off-Street

Street Structure and Form Landmarks and Wayfinding

The circulation system of the campus and neighborhood are the framework on which Metropolitan State University of Denver's public realm and built form are constructed. This system defines the movement patterns of all users - students, staff, faculty, and visitors – and how they experience the neighborhood. This network of streets, paths, and corridors connect destinations as well as people. They are both movement systems and gathering spaces. The goal of the circulation system is to provide safe, comfortable, vibrant, and engaging places that help orient users around campus as well as help instill a sense of identity for MSU Denver. This network is multi-modal with a focus on pedestrian accessibility and safety. The corridors should be marked with focal points and landmarks that create a sense of place and a hierarchy of mobility. Whatever the destination is within the MSU Denver neighborhood, a great and safe connection should be available to get there.

"Streets and their sidewalks, the main public place of a city, are its most vital organs."

> Jane Jacobs, Death and Life of Great American Cities" 1961, pg 29

Off-Street

Off-street circulation is a critical element in not only cross-campus mobility, but as a major part of the social and academic experience of campus life. Though vehicular and transit accessibility is essential for many getting to and from campus, the use of off-street paths and connections define the experience of moving around campus for most students, staff, and faculty. The movement of people along these paths is tied directly to the scheduling of the classes and events and the paths must be designed to accommodate a wide range of volumes. These pathways must be highly functional, performing well at conveying people, but also provide a pleasant experience, heightening ones sense of participation, identity, and security.



Broad scale, lighting, shade, a variety of places to sit, intriguing landscaping, clear signage, and locations to dispose of waste all make for a well performing and exciting pedestrian experience.

"Paths with clear and wellknown origins and destinations had stronger identities, helped tie the city together, and gave the observer a sense of his bearings whenever he crossed them."

The Image of the City, Kevin Lynch, p54

- New off-street path connections should be considered during construction of new buildings, prioritizing connections east to west across the neighborhood and campus.
- All walkways must be designed to the appropriate width, considering anticipated maximum flow volumes, multiple modes of movement, and snow removal.
- Pathways should consider the experience and safety of multiple modes of movement where relevant on campus. These modes include pedestrians, persons in wheelchairs, on bike, on skateboards, or any other non-motorized mode of transportation.
- Provide generous mixing zones or small plazas (nodes) where walkways intersect. These zones should be considered important areas for collaboration and discussion as well as provide easy patterns for movement.

At the

Hospitality

Center building, vehicular

drop-off and

pedestrian access are differentiated

and protected

as landscape and hardscape elements.

by pavers colors as well

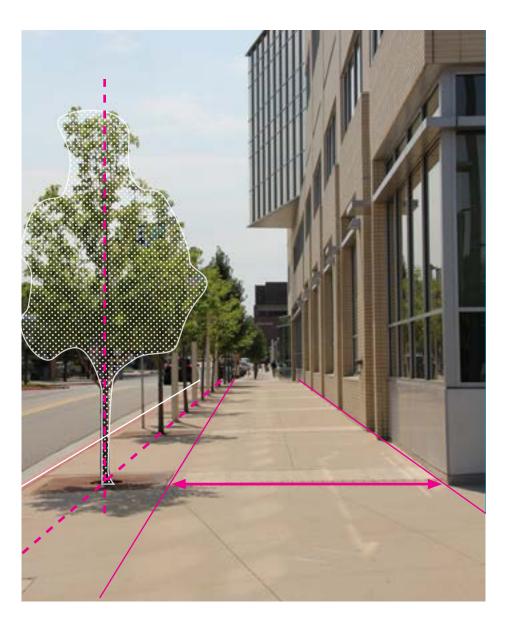
Learning



- Provide seating along paths and at intersection so users have an opportunity to rest and enjoy the campus scenery or views. Some seating areas should include all-weather shelters with ample protection from the elements.
- Landscape along off-street paths should help define the corridor as well as provide shelter from wind, sun, and other weather
- Provide adequate garbage and recycling facilities so to avoid the accumulation of litter along busy paths.
- Avoid unnecessary detours and diversions that needlessly interrupt a direct path or connection.
- Ample and appropriate lighting should help define all travel paths and provide visibility to a level that increases both a user's sense of safety and enjoyment of the facility. Lighting should be provided at both the pedestrian level as well as overhead where additional lighting is needed.

Street Structure and Form

Reflecting the days when the Auraria Campus was a City neighborhood, streets and roadways define a block pattern and provide the linkages that connect MSU Denver to the rest of the region. These streets are crucial as connectors between city and campus but also play an important role in completing the inter-campus mobility network. Unlike off-street connections, the street network bears the responsibility to move both motorized and non-motorized vehicles as well as thousands of pedestrians moving along their sidewalks and crossing at their intersections. As a result, campus streets must provide safe and efficient travel paths that balance the needs of cars, bikes, pedestrians, and other modes of transportation. In order to create a sense of place from the street network, streets must be designed as more than just conduits of movement and must reflect the social life that can take place when designed as purposeful space. In particular, the design and programming of 5th and 7th streets should be geared towards making these corridors strong contributors to the campus fabric and provide a good sense of urban design.



- Pedestrians must have priority in mixed traffic and along all streets and at every intersection.
- All new buildings must provide well-defined points of access from primary streets (such as 5th and 7th streets) in order to activate the corridors and increase the sense of safety
- Buildings should work to define the street and block pattern and should be built within a reasonably minimal build-to area to help create the sense of an "urban room".
- Detached sidewalks, in which the sidewalk is separated from travel lanes by a landscaped

Pedestrian crosswalks can be identified by graphic paint but also a differentiation of material and color.



buffer or tree lawn, should be the primary structure for all new street linkages.

All pedestrian crossings must be well defined and highly visible to vehicular traffic. At areas with high levels of pedestrian movement, crossings should change in texture, elevation, and/ or appearance to provide safe and prioritized pedestrian access.

Provide drop-off and pick-up areas at important established locations around campus. They should include ample seating, attractive landscaping, emergency phones, and sufficient lighting.

- Ensure adequate lighting for safe use of sidewalks and pathways along all streets and from parking to adjacent buildings entrances.
- The transition from rapid to slow transit should happen as close to the campus and neighborhood limits as possible.
- Provide generous landscaping around surface parking lots to soften their appearance.



Landmarks and Wayfinding

Between the campus's historic structures, the original campus educational buildings, and new building additions to the fabric of Auraria, a visitor or user of the campus and MSU Denver neighborhood have many recognizable structures to help guide them from place to place. The wide variety of outdoor art installations provides another layer of visual cues that help guide people to their destinations. Additionally, views to the mountains, city skyline, and adjacent urban fabric help orient people as they traverse the campus. These visual elements provide a web of information for helping

people make sense of their surroundings and provide enjoyable landmarks that define their experience on campus. Maintaining views to these existing features and providing additional markers is important in helping the campus and neighborhood define a sense of identity and legibility.

For additional wayfinding information, please refer to the Auraria Campus Design Guidelines and the Metropolitan University of Denver's wayfinding and signage master plan (expected Fall 2016).



The Tivoli and the steeple of St. Elizabeth of Hungary Church is visible from many vantages on campus. With privileged view corridors, landmarks can be used to help situate community members on campus in relations to these landmarks.



- ♦ New buildings should consider the Old City Hall view plane as defined by the City of Denver in order to preserve views of the mountains from downtown and from the MSU Denver neighborhood. Although total adherence to the code is atypical, a reflection of its intent should be considered.
- ♦ New buildings should take care not to obstruct preexisting sight lines of existing wayfinding elements and important structures and art installations.
- ♦ Buildings should provide opportunities for strong visual contact to and from their interiors in order to provide interesting and dynamic scenes so those looking in can to orient to the internal use.



Artist Rik Sargent's sculpture "One World, One Water" provides a beautiful and identifiable landmark that is visible from multiple campus paths.

♦ Views to historic structures, such as the Tivoli, should be maintained from important travel paths (such as Walnut and Larimer Streets) to ensure their prominence as markers on the campus landscape.

♦ Public art installations should be used to mark important destinations along key travel paths and provide visual interest.

On- and off-street travel paths should be designed to ensure high levels of visibility with minimal obstruction to important neighborhood destinations (such as the Student Success Building and Tivoli) in order to create a safe and clear path for all campus users.

- ♦ Changes in hardscape material or color and landscape detail and planting should be used to mark primary entrances to buildings and other important areas within the neighborhood.
- ♦ AHEC wayfinding and signage should be located at all primary movement paths, including smaller, human-scaled signage on off-street paths and key gateway areas as well as larger signage at important vehicular entries.



SITE

Landscape Hardscape Quadrangles Urban Plazas Outdoor Classroom Informal

The landscape and site design of the neighborhood sets the tone of the public realm and creates the setting for the built environment. A good landscape system should have a variety of experiences and accommodate a wide array of uses. Though one single space may be suitable for a limited number of uses, the system as a whole should be able to capture the full spectrum of desired uses native to a campus of higher learning. The landscape and open space system needs to play a number of different roles. It needs to be at once responsible but engaging, productive but active, flexible but refined. The materials and quality of the built form indicate the kind of place the MSU Denver neighborhood wants to be; the way it wants to present itself to the thousands of people who visit its grounds and learn in its halls. The open space system is the front door to other uses. It needs to host events, provide a setting for an impromptu study session, create forums for learning, establish areas of respite, and engage all users that pass through it. The open space system is the heart of the neighborhood and should reflect that role.

The grand entrance, public courtyard, and landscaping outside of the Student Success Building integrates the building well into the campus circulation and provides ample accommodations for a variety of uses.

38

A swale with a

variety of plans

and ground

treatments

provides a

functional and

interesting edge

to a parking lot.

Landscape

Large expanses of grass lawns and large, stately trees define the user experience on many higher education campuses across the world. Though this model likely has its place within the MSU Denver neighborhood, our understanding of Denver's geographical and climactic role within the world is changing. Decreased availability of water and more frequent severe weather events emphasize the need for responsible design of our built environment and public realm. As a result, MSU Denver's landscape language should balance the variety of programmatic demands with a sensitive approach to our specific environment. Additionally, with the limited space within the MSU Denver neighborhood, landscapes have the ability to take on multiple roles – both passive and active, productive and ornamental, recreational and educational.

- Drought tolerant and xeric planting should be considered for all areas that see limited active use, such as buffer areas along buildings and roads and non-accessible garden areas.
- Purposefully designed water gardens and swales should be considered to handle water quality and drainage from new and existing buildings and paved areas in order to filter contaminants during storm events.
- In areas of xeric landscape treatments, landscape stormwater facilities, and other innovative landscape zones, educational signage should be considered in order to explain the importance of responsible design to campus users.

The redstemmed dogwood is a resilient shrub with lush green leaves in spring and summer which reveal an intense red stem that brings color to the winter months.

Blonde ambition has a unique yellow, flaglike end that contrasts its areen stem.

Long grasses like the Mexican feather grass are not only drought resistant and durable, but are very animated in the wind.











Pavers that allow for the water to permeate through what would otherwise be an impermeable surface can also provide visual interest through pattern and texture.

Metropolitan State University of Denver Design Guidelines

- Productive landscapes, such as small orchards or fruit and vegetable gardens should be considered for less active landscape zones, especially in areas in which restaurant and food programming can take advantage of the grown products.
- Grass turf and other landscapes requiring intensive irrigation should be limited to areas of high use and active programming, such as quad spaces and recreational and athletic lawn areas.
- More detailed landscape design elements should be used to mark important areas and entrances to neighborhood buildings.
- Landscape elements can provide a physical, sound, and visual barrier to hazards like fast moving street or service areas.
- Plants should provide

 a variety of colors,
 textures, and forms.
 A variety of species
 should be chosen so the
 landscapes remain visually
 interesting year round.







Hardscape

Though the large quads and tree-lined walks define many college campuses, areas of hardscape paving and more urban treatments set MSU Denver's neighborhood apart and reflect the institutions role as an urban campus. The way in which urban hardscape areas transition to landscape zones provide a signature element that can be seen in the forecourt and plaza areas leading to the Student Success Building. Hardscape design elements reflect a more active set of uses and help speak to the identity of the neighborhood. The way in which paving is used within the campus will help establish a distinct design language and create a flexible public realm that can accommodate a diversity of uses.

"People tend to sit where there are places to sit"

William Whyte, "Social Life of Small Urban Spaces."



Providing a mixture of hardscape and landscape features at a variety of heights and materiality invite users to sit or recline and enjoy the environment.

- Provide a variety of places to sit from actual furniture with backs and arms to informal shelfs, steps, stones, bollards, monuments fountains or ground.
- Distinctive hardscape and paving should be used to define travel paths to and from important destinations and provide plaza spaces at areas of high activity and gathering.
- Hardscape materials and paver treatments should reflect the dominant materials used in adjacent neighborhood building materials such as the preferred gray brick used in the Hospitality Learning Center Building.
- Lighter gray pavers should be the dominant paver type for most hardscape areas with light blond providing an accent or secondary paver type.
- Paved zones, especially those providing important access to neighborhood buildings, must be designed with easy maintenance in mind, including snow removal and cleaning.

- Decomposed granite or crusher fine zones provide a strong transition between hardscape and landscape zones.
- Large expanses of undifferentiated paving, including concrete and pavers, should be avoided or broken up with the addition of landscape, shade structures, or other elements.
- Areas of extensive paving should incorporate bands or highlights of varying materials and textures to avoid monotonous experiences and define rhythm and movement along travel paths
- Locally sourced materials, within a reasonable radius of Denver, are the preferred materials for hardscape paving.
- Stairs and changes in grade should reflect human scale and should not deter the use of spaces above or below primary grade.



Metropolitan State University of Denver Design Guidelines



Quadrangles

The quadrangle is the prototypical open space feature within most campuses. It is traditionally defined by large lawn areas, travel paths leading to and from important buildings and uses, and the gathering of students and other users for passive uses or large gatherings. The addition of the large Tivoli Quad has provided an excellent space for use of MSU Denver students, faculty, and staff. This shared space has diminished the need for MSU Denver-specific quad

spaces in the near term, though future neighborhood quad spaces should be considered, in particular on the western edge of the MSU Denver neighborhood nearer 5th street and the Auraria West light rail station. Quads present the perfect opportunity to gather, interact, collaborate, relax, and have fun. The design of these spaces should reflect the many diverse uses and provide a flexible forum for anything from large programmed events to individual.



- ♦ Turf lawn areas should be provided as primary open spaces within quadrangles
- ♦ Areas of uninterrupted lawn areas should be provided in order to allow for a diversity of uses and active recreation. Unnecessary vertical elements should be avoided in primary lawn area.
- ♦ Lawn areas should avoid unnecessary grade changes and should be primarily flat spaces in order to provide the most flexibility of use.
- Trees and other vertical elements should be provided primarily along the periphery of the primary open space. Trees and shade structures should create shady areas and shelter from intense weather.



- ♦ A mix of seating options should be provided along the edges of quad spaces and along primary movement paths. Seating can include benches, shared tables, movable furniture, and other seating types.
- ♦ Buildings provide the structure and form of the quads and must have strong frontages along these spaces that work to create a strong open space "room" feeling.
- ♦ New buildings adjacent to quad spaces must provide high levels of visibility into the quad from all floors – with special attention given to first floor and internal gathering spaces – and building entries should provide direct access to quad spaces.

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Metropolitan State University of Denver Design Guidelines

Pathway connections along the perimeter of quad spaces should connect all buildings facing quads and important connections and pathways across quad spaces should not unnecessarily interrupt primary lawn areas.

♦ A landscape buffer should be provided between quad spaces and active roadways and parking lots.

Detailed landscape treatments should mark the entrance to quad areas from major on- and off-street pedestrian pathways, acting as gateway elements to these spaces.

Public art installations should be considered for quad spaces to add landmarks and visual interest to these spaces.

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Urban Plazas

Metropolitan State University of Denver's urban setting makes it unique amongst many more traditional higher education campuses across the country and world. This central city setting provides the school with an opportunity to bridge the divide between traditional college landscape treatments and more urban plaza environments. Plaza spaces act as meeting grounds, areas of idea exchange, gathering, and events. They provide great opportunities to be amongst other people as well as providing space for individual uses. Plazas are active hearts of the neighborhood and should be designed for flexibility and should have features that allow for multiple uses at one time. Theses spaces are defined by hardscape elements, but should have moments of landscape intervention and shade.

- Providing a plaza adjacent to the primary entry to a building, as in the Student Success Building, supplies the plaza with constant activation as building users come and go from the building.

- Active uses within buildings

 such as student gathering spaces and public uses— and retail programming should be prioritized for frontage along new plaza spaces.
- Retail uses and active uses should be considered for inside of the plaza spaces, such as small coffee or food pavilions. The Dazbog coffee pavilion adjacent to the Student Success Building is a great example of this type of use.
- Buildings provide the structure and form of the plaza spaces and must have strong frontages along these spaces that work to create a strong open space "room" feeling, similar to quads. Plazas require a strong sense of enclosure.

Excessively large plazas without any shade or places to sit are dehumanizing and should be avoided. The amenity of a retail space with protected seating helps activate the plaza outside of the Student Success building.



- Plazas should be designed to a human scale. Vast expanses of uninterrupted and undifferentiated hardscape should be avoided. Landscape elements, trees, shade structures, and furniture should be used to break up and soften space.
- A diversity of seating should be provided within a plaza space – in particular along the periphery of a central gathering space– and should accommodate uses ranging from group collaboration to



individual seating. Seating should take multiple forms, such as fixed benches, seat walls, shared tables, and movable furniture.

- Movable furniture should be considered for plaza spaces. Movable furniture provides flexible seating options and allows users to "personalize" the space according to their needs and uses.
- Shade structures should be provided within plaza areas in addition to trees. Shade structures may be connected to adjacent buildings. They should be designed to a human scale and unnecessarily large structures should be avoided.
- The edges of a plaza space must not be blocked or cut off from pedestrians by extensive walls or landscape areas. The edges of plaza spaces should be inviting and open and should attract easy movement in and out of the space.
- Plazas should provide flexible spaces for gatherings and performances.
- Water features can be considered for plaza spaces as they provide visual and experiential interest. These features, however, should be vetted for environmental sensitivity and water conservation.

Outdoor Classroom

Outdoor classroom spaces represent an open space type that currently does not exist within the MSU Denver neighborhood. An outdoor classroom can take several forms, but they are defined as an outdoor "room" that provides the necessary amenities and features to hold an educational seminar. These spaces can engage students and provide a stimulating setting in which to learn. They connect the academic world with the natural world and permit students and teachers to see the subject matters through a different lens and perspective. These spaces are flexible, though defined and allow for focused engagement and discussion. The inclusion of these spaces provides an alternative to standard learning experiences.



Appropriately placed exterior furniture in desirable locations with ample protection from excess wind or sun present inviting opportunities for quiet study or hosting courses outside.

- Small spaces within larger spaces should be provided to encourage small scale gatherings at the scale of the human.
- Outdoor classrooms can be incorporated into other open space types such as plazas or quadrangles though they should not be central to these spaces or within the primary use areas of those spaces.
- Outdoor classrooms should provide some level of buffer and sense of enclosure from surrounding uses in order to not distract from the uses for which they are intended. Landscape elements should provide this enclosure in balance with a degree of porosity and visibility in order to make the space safe attractive. These spaces should not feel completely secluded or entirely separate from other uses.
- When possible, designs should consider elements that act as the center of

the learning experience. Features should include good acoustical design in order to help project an instructor's voice against the interference of ambient city and campus noise.

- Seating options should be angled towards the instructor space and focal point. These seating options may be simple lawn, benches, or seat walls and can be terraced or sloped towards the focal point to provide an "amphitheater" type experience.
- Excessive grade change or hidden areas should be avoided for safety reasons.
- Outdoor classrooms should be designed in way that is flexible for different sizes of class. Though the largest seminars may not be able to successfully use these spaces, they should be adaptable for classes ranging from one-on-one sessions to group gatherings.

Informal

The open space types addressed above are purposeful and specifically designed spaces for a variety of events. On a campus, however, many spaces simply exist between buildings and other uses and must be taken into consideration when planning the MSU Denver neighborhood landscape framework. These spaces, at their worst, can be vestigial and underused spaces that act as safety liabilities and tend to be uninviting. At their best, however, these spaces can be wonderful hidden gems and provide an added layer of use to the landscape hierarchy of the neighborhood. Special attention needs to be paid to ensure that these spaces stay vital, safe, and interesting and attract users. If done correctly, these spaces can become some people's favorite spaces on campus.



The shade of a trees is often sufficient to invite members of the community to stay and relax, increasing the intensity and diversity of use.



Open, grassy areas provide the opportunity for groups, small and large, to organize informal and formal recreation whether is a spare moment during a passing period or a weekly game of pickup.

- ♦ Wherever possible, windows from surrounding buildings should look out upon these informal spaces. Blank walls create a perceived or actual sense of decreased safety and enjoyment.
- ♦ Building utilities and mechanical infrastructure, such as vents and fans, should be located elsewhere or, if that is not possible, shielded from view with a landscape buffer or screen.



- ♦ Informal spaces should balance privacy and intimacy with porosity and visibility from pathways and other open spaces in order to allow for a private setting that is safe and secure.
- ♦ Dense landscape treatments will deter use. This treatment should only be implemented where use is not desirable. Lawn areas can be used to indicate areas for rest and other uses.
- ♦ Small and more personalized spaces should be prioritized for these areas. These can take the shape of small coves carved out along pathways that act as more serene spaces in comparison to the activity of plazas or quads.



Movable furniture can also provide opportunities for informal use as community members can huddle or disperse furniture as desired to accommodate quiet seclusion for reading or inclusive audience for discussion.

Raised berms and other landscape features can provide vantage points to watch the excitement of campus life.

♦ Informal spaces should be well lit and have at least one side of clear and uninterrupted visibility for safety reasons.

♦ Small embankments and other not planar areas can be well loved and used spaces if they are designed with use in mind. Berms and embankments should be at a pitch of no more than 3:1 for the growth of trees and to accommodate mowing.

A slope closer to 5:1 may be more comfortable for many uses.

- ٥ Embankments and berms should slope away from inactivated building facades and should prioritize views towards active walkways.
- ♦ Small areas of seating should be located along paths for small groups or individual use.



BUILDINGS

Scale

Form

Entrances

Materiality and Details

If pathways are the circulatory system of the campus, buildings are the muscles. They do all the day-to-day heavy lifting making sure the services that the campus provides are performing to their maximum potential. Buildings, however, are not strictly functional for the classrooms, offices, library, etc. They are also essential elements of the experience of the campus environment. Their materials show the play of light over a day or the ware of time over decades. Their forms animate the pathways. Their edges help define exterior spaces. They help build the urban fabric of the city and the cohesive identity of the MSU Denver neighborhood.

The Hospitality Learning Center, located at a critical urban corner, provides an animated frontage to downtown and an innovative mixture of educational and commercial uses, allowing the building to perform both privately and publicly.

Scale

The scale and form of buildings are essential to the buildings' performance. The programmatic needs of a structure - the type of occupancy and the spatial demands of that occupancy - put significant restrictions on the overall scale of the building. However, welldesigned buildings perform not only based on the criteria of internal functionality but also the external, public performance of a building. The scale of a building may intentionally be designed to be monumental to hold and important public corner or defer to an adjacent existing building. Scale should be an important factor in considering the appropriateness of any design.

" Above the fifth floor, offices and housing ... no longer belong to the city."

Cities for People, Jan Gehl



The HLC building uses a pattern of punched windows to express the levels of the building helping break down the large scale, making it understandable to its users from the exterior. The reveal of the

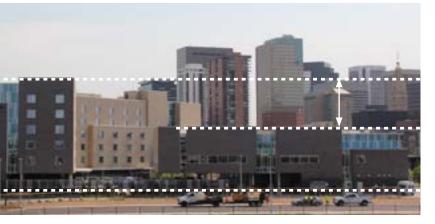
parking on the first floor, the slight protrusion of the 2nd and 3rd floors, and the brick patterning from the 4th to the 7th floor all help break down the massing of the facade.

- Large building facades should be broken down through variations in form, material, and texture to reduce their domineering presences to a scale more relatable to the human scale.
- Buildings should refer to the scale of the existing context around proposed building site, but should not be confined to strict copying
- The scale of the external, city facing facade on buildings along Auraria Parkway can be large in scale, however building that are internal to the campus or have facades that face the campus should be stepped down to a more human scale.



Landscape buffer and railing protection from vehicles

Additional sun shading for seating area.



The Hospitality Learning Center successfully adjusts in scale from eight stories along the urban edge of Auraria Parkway down to two stories on the internal campus edge.

Set back entry with signage.

- Floor plates should be oriented properly to avoid the negative and capture the positive effects of prevailing climate condition.
- Buildings should be adequately thin to optimize for natural daylight and cross-ventilation.
- Avoid massive floor plates that dominate buildings and limit the opportunity to provide access to natural lighting.
- Special attention should be paid to the first two floors as these most directly affect the spatial experience of a building. Tall buildings should still have approachable and animated bases.
- Consider micro-climates at the ground level of larger buildings where shadows and wind can produce averse climate conditions.

Form

The conceptual notion that a buildings form should be dictated by the buildings function, first championed by the Modernist pioneer Mies Van der Rohe, can play an important role in empowering users to understand the buildings on campus. By articulating the different internal uses of building on the buildings exterior, users can abstractly identify how they might traverse the interior of the building as they approach.

The MSU Denver campus is advantageously located with immediate adjacency to the animated skyline of Lower Downtown Denver to the east and the front range of the Rocky Mountains to the west. An unobstructed view not only provides visual intrigue from a privilege vantage point but also a sense of connectivity and responsibility in support of the universities commitment to the city and the environment.



- Building space planning ٥ should both be optimized for internal functionality and external legibility.
- ♦ The treatment of windows and window systems can effectively communicate different interior uses which have particular space and natural lighting requirements.

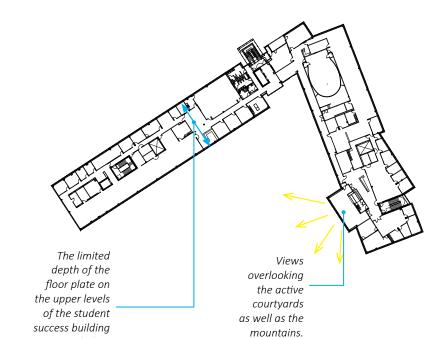
The view of the mountains from the upper floors of campus buildings provide wonderful connectivity with the beauty of the region.



The Student Success Building clearly expresses its vertical circulation through a large transparent stairwell on the exterior of the building. Offices spaces are differentiated from classroom spaces by a different window treatment.



The design of HLC building provided a double height protruded glazed form on the second level which suggests a different use. This unique form communicates a different interior condition and use, in this case a public event space.



maximizes

and views.

natural daylight

access to

Metropolitan State University of Denver Design Guidelines

- ♦ Transparency and soft edges will encourage more intensive uses of outdoor spaces as people will gather where the building can be accesses the internal activity can be seen.
- ♦ Stairs may be design to provide an opportunity for both sculptural and public space.
- ٥ Buildings should take care not to obstruct preexisting sight lines of existing view corridors.
- ♦ Buildings should provide opportunities for strong visual contact to and from their interiors in order to orient to the internal use and active outdoor spaces.
- ♦ Interior stairs positioned at the building perimeter and should be celebrated through a continuous curtain wall. Such treatment of the vertical circulation should bring visual attention from the exterior and provide bright and attractive space with exterior views from the interior. The design should make using the stair desirable so to invite its use.

Entrances

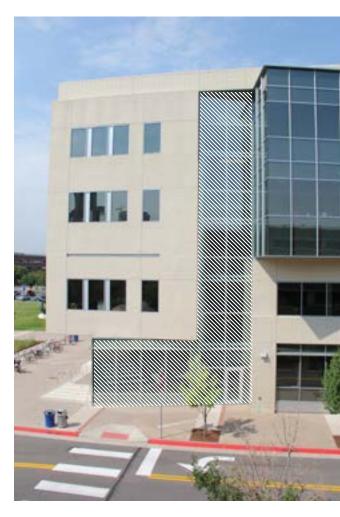
The entry is a building's open invitation. The entry must be legible and visible to any potential building user to help guide them to the proper points of access. As the key threshold between the exterior and interior, the entry must be physically inviting. On top of being a natural attractor as a point of concentrated foot traffic, an entrance can also function well as space for informal and formal gatherings (see site).

- ♦ An entrance should be visually identifiable from the rest of the building through its materiality and form from a distance and up close. The primary entrance should be the focal point of arrival.
- ♦ Ample and clear means of access should be provided to enable users to approach the entry off of primary circulation paths.
- ♦ Entrances are the most highly trafficed spaces of a building and therefore special attention should be given to their detailing and materiality.
- Protection from the ٥ elements should be provided at entries to provide users a protected refuge before entering or leaving the building.



The Student Success building provides a covered outdoor space with clear signage as an offering for its entrance. The broad stair as well as hardscape features allow for people to gather informally while still maintaining the functional circulation into the building.

- ♦ Entries should be clearly visible during the day and at night. Bands of glazing and exterior doors provide clear contrast in a variety of lighting condition.
- ♦ Entryways and occupiable exterior spaces should bring the scale of building to the human scale.



A similar technique of a vertical and horizontal band of glazing is used on the Student Success building



The MSU Denver HLC building accentuates a secondary entrance by providing a vertical band of glazing that extends to the roof. This change in material highlights the entry through contrast both during the day and at night.



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Materiality and Details

The interaction of a buildings material is essential to the sensory experience of the building as well as its performance. The material choices bring the building to life and lend the structure and campus with an aura of permanence. MSU Denver has a variety of materials present on campus, but certain elements are hallmarks of the campus language and should be carried into future building projects.



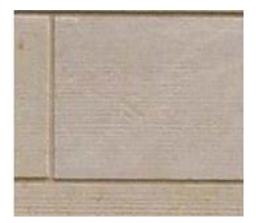


"...matter and scale are measured equally by the eye, nose, skin, tongue, skeleton and muscle. Architecture strengthens the existential experience, one's sense of being in the world, and this is essentially a strengthened experience of self."

> Juani Pallasmaa, "The Eyes of the Skin: Architecture and the Senses,"

- Details that produce unintended maintenance issues, like ledges for bird nesting, should be avoided. All details should not only perform practically and aesthetically, but also from an ease of maintenance standpoint as well.
- Conditions where two or more materials combine should be particularly well detailed to resolve the different characteristics of each material
- Work to achieve a balance between too few and too many stimuli. Stimuli should be most concentrated at eye level.
- Most attention should be paid to the first two floors of a building as they affect a persons experience of the environment most.
- Avoid facade treatments that have long horizontal lines as these make distances seem longer and more tiring.
- Scale and rhythm can be achieve through vertical openings with small distances between
- Dark Iron Spot Brick should be used selectively and consistently.
- Blonde limestone should be used as a secondary, complementary color palette.
- Glazed curtain walls should be explored for daylighting options when possible and to highlight areas of programmatic importance.

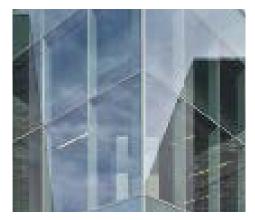
Metropolitan State University of Denver Design Guidelines



Limestone accents can be used to add contrast and variety to elevations



Dark iron spot brick's unique color and shine will help building a consistent campus image.





Glass curtain wall can be used to highlight areas of programmatic significance and public spaces

Anodized aluminum can be used as trim or an additional field material



INTERIORS

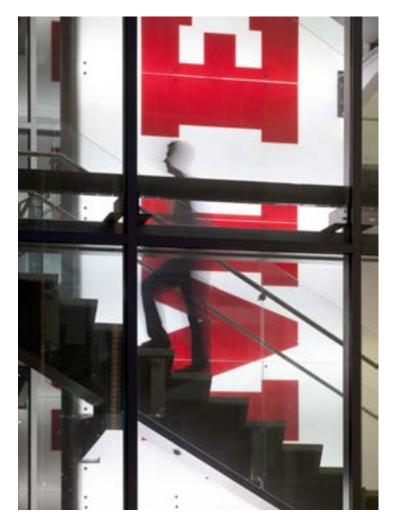
Internal Wayfinding Communal Spaces Large Classrooms Medium/Small Classrooms

Buildings are ultimately intended to further the effectiveness of those who occupy them. Whether it is providing shelter, center, or solace, the spaces inside of the walls are critical to how we communicate, interact and grow. Through the use of clear and universal wayfinding, natural materials, dynamic lighting and thoughtful space planning, these interior environments will enhance the mission of the university in a productive and healthy manner.

A colorful and engaging interior creates a dynamic environment and allows people to experience a building as a more vibrant part of their experience on campus.

Internal Wayfinding

Internal signage and wayfinding is imperative to a successful environment. By using key building elements as landmarks and universal design standards, navigating the sometimes chaotic experience of an academic building can be made easy. Wayfinding should be located at highly visible and frequently traversed locations to help capture a user's attention and orient them to their destination.



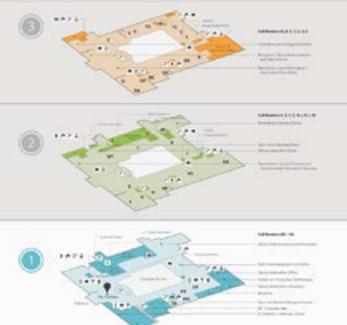
The concept of stair as lantern can serve as both an internal and external wayfinding element.

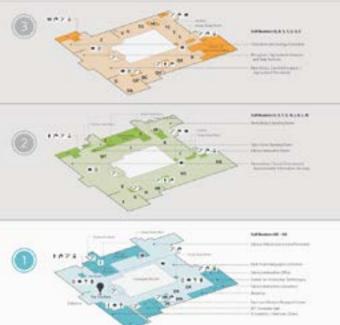
- ♦ Building elements such as stairs, corridor intersections, and entries should be highlighted as primary wayfinding landmarks
- ♦ Using universal design principals, wayfinding should be communicated in a variety of ways (color, scale, textures, etc...)
- Key moments in building program should be used to reorient occupants to their location
- ♦ By placing transparency at the ends of corridors and at key gathering spaces, users will be able to continuously orient themselves to the outdoors while circulating within the building
- ♦ Wayfinding signage should be integrated within the interior design when possible and not be considered as an afterthought.
- ♦ All signage should adhere to any MSU Denver signage standards.
- ♦ Signage mounts should be designed to be easily and affordably replaced to accommodate changing information.



Signage can come in a variety of forms including branded decals, destination finders, and simple elements letting a user know where they are and what is around them.



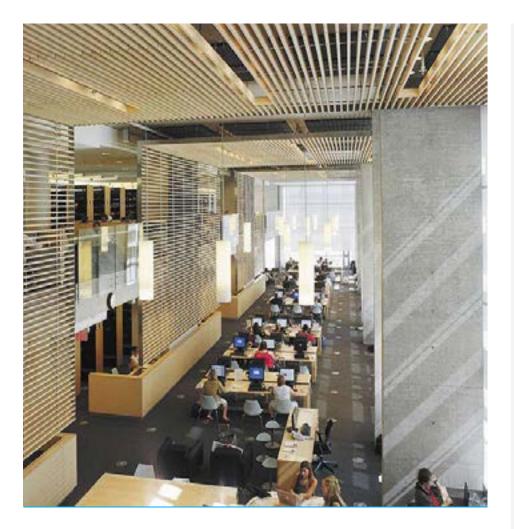




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Communal Spaces

A modern university building is a hub for interaction. Whether its in a classroom or a hallway, all spaces should be looked at with the potential to host serendipitous moments of learning. Likewise, a variety of scales and configurations (soft seating, work tables, etc.) will help every student find a space of their preference. Vibrant public spaces can accommodate a range of use intensities from community assemblies to quite learning spaces. Materials choices can help communicate potential zones of such uses.



Materials and elements from nature that, through minimal processing, reflect the local ecology or geology and create a distinct sense of place.

- Introducing colors and patterns will help define and highlight areas of importance such as entrances, circulation crossroads and large community spaces. Sensitivity should be applied in order to avoid overuse and visual toxicity
- The use of natural materials can help soften and bring warmth to spaces. These materials will also provide an direct connection to nature, highlighting local ecology and environment.
- Patterns and transitions can be used to scale appropriate to the space at hand. Likewise materiality choices should be specified based on function and intent.



- Choosing materials that are durable and easily maintained are crucial to the longterm viability of the space.
- Care should be taken to avoid creating homogenized environments while also creating standardized, repeatable elements.
- Efforts should be made to carve out collaborative touch down space in areas where students have a tendency to gather (corridors, outside of classrooms, near windows).
- A variety of touchdown or collaborative spaces should be provided at every opportunity. These spaces can range from small group (2-4) to collaborative huddles (6-8).





Collaboration requires the working through of problems. Students should be encouraged to use and have access to ample writing surfaces.

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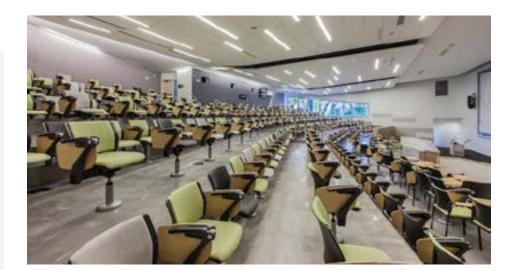
A variety of seating options and configurations ensures that everyone will be able to find a place to fit their needs

- In the age of increasing connectivity, access to power and Internet should be provided where possible.
- Collaborative work requires opportunities to write out ideas. Writing surfaces (white boards, glass) should be provided in and near collaboration and touch down spaces where possible.
- Feature elements such as stairs can be transformed into meeting spots or impromptu lecture forums.
- Technology should be omnipresent but not overbearing or cumbersome. Thought should be given to integrating and the long term viability of technology
- Care should be taken to avoid creating homogenized environments while also creating standardized, repeatable elements.

Large Classrooms

Large classroom spaces and lecture halls are a hallmark of the college experience. Traditionally, they have not allowed for a large amount of collaboration of discussion, but with changes in technology and teaching approaches, large classroom spaces can be flexible and useful for a variety of educational experiences. These spaces need to provide a student with visual and auditory connection to the instructor under all circumstances as well as allow for peer-to-peer connections amongst students.

- Designs should always give priority to and promote the focus on learning, cognitive concentration and interpersonal communication. Visual stimuli should be subtle and enhance the mission of the space.
- In large classrooms, special attention must be given to the acoustic treatments as the audibility of the instructor may be challenged by long distances.
- Effort should be taken to break down the barrier between instructor and audience

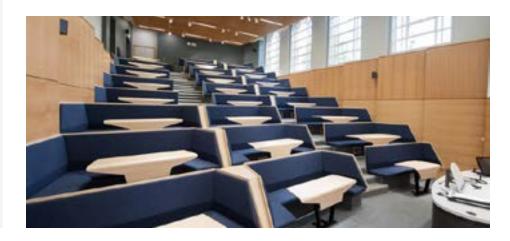




When tiers are wide enough to allow for two rows of writing surfaces and seating, Collaborative work can be achieved when seating allows for students to swivel and work with students in adjacent rows. Equitable access to electric and data outlets as well as digital content on screens help guarantee full participation.



- Tiered seating should be explored to provide higher density while maintaining site lines from seats.
- Each seat should be provided with ample space for either a notebook and laptop computer as well as other amenities including electrical outlets at each seat, when possible.
- While large classroom are often focused on lecture style teaching, opportunities to allow for flexible and collaborative uses of the space should be explored, including shared tables or accessory huddles spaces for group break outs sessions.



Collaborative work can be achieved in large classroom with booth style seating, easily allowing for both lecture and group-work style learning

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 Visual displays should be adequately sized and numerous to guarantee visibility from every seat in the room.

 Writable surfaces should be provided to facilitate break out sessions and group work to occur without substantial disruption.

- When possible, daylight should be brought into classrooms. Care should be taken to ensure that daylight is controllable via shades or other devices and should not produce unwanted glare.
- Full or partial glazing into public corridors should be explored in order to augment the experience of collegiate dynamism and vitality for all building occupants.

Medium/Small Classrooms

Medium or small classroom spaces are where collaboration and innovation breed. These spaces are as much about the instructor teaching students as it is about students working together and exchanging ideas. As a result, these spaces are focused on flexibility and must be adaptable to a wide variety of learning experiences. These spaces more frequently explore technology to facilitate learning and search for new ways to use and re-imagine traditional classroom spaces. These spaces are comfortable environments where students can listen, learn, discuss, interact, and collaborate.

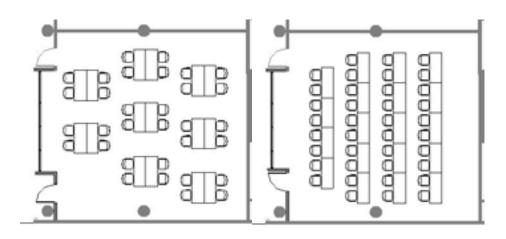




When medium sized classrooms are dispersed into clustered working arrangements, visual access to digital content can be guaranteed via smaller screens through out the rooms periphery. Making sure that writable surfaces are available when screens are in use provides maximum teaching flexibility.

- Classroom design should have an emphasis on flexibility, and adaptation. Movable furniture, worktables and universal technology should all be included in the design.
- ♦ Designs should always give priority to and promote the focus on learning, cognitive concentration and interpersonal communication. Visual stimuli should be subtle and enhance the mission of the space.
- ♦ When possible, daylight should be brought into classrooms. Care should be taken to ensure that daylight is controllable via shades or other devices and should not produce unwanted glare.

- The teaching wall should be opposite the primary entrance to the room to avoid interference with teaching as students arrive or depart the room.
- ♦ In rectangular rooms, the teaching wall should be along the wider to guarantee maximum and equitable visibility of all students. Rectangular rooms should not be excessively thin.
- ♦ Surfaces for digital content, whether projection screens or video monitors, should not eclipse a writable surface, such as a white board or chalk board, so both platforms can be used simultaneously.



Flexible and movable furniture can allow for multiple furniture configurations in the same space. This flexiblity allows for a variety of teaching and learning styles to be accommodated in the same space, increasing the performance and desirability of the space to students and teachers.

Podiums should provide ample space for professors to use personal computers as well printed content.

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- Podiums should be movable to enable the maximum flexibility of potential furniture layouts for the classroom.
- Writable surfaces should be provided on all walls of the classroom when possible to facilitate break-out session and group-work style learning.
- Writable surfaces should be sufficiently durable and erasable to avoid "ghosting" and to not require excessive maintenance.

- Lighting in the classroom ٥ should be designed for a variety of teaching conditions of the room. Providing wall washes at teaching walls on dedicated switches as well as variable intensity control options for space lighting should provide a variety of lighting needs.
- Full or partial glazing ٥ into public corridors should be explored in order to augment the experience of collegiate dynamism and vitality for all building occupants.



SIGNAGE

Exterior Interior

Signage provides immediate broadcast of Metropolitan State University of Denver's brand identity and distinguishes the University from competitors while enhancing its reputation. MSU Denver brand is strengthened when key messages are reinforced in external and internal signage.

Exterior

Exterior signage is crucial in identifying brand, place and theme.

- ♦ Exterior signage should adhere to Metropolitan State University of Denver's naming conventions. Reference the Brand Standards Quick Reference Guide in the <u>Appendix</u>.
- ♦ Building signage may be dimensional letters, plate letters, channel letters and sign cabinets.
- ♦ Dimensional letter signage should have returns that are of the inherent sign material with no colors on the returns.
- ♦ Signage may be backlit.
- ♦ Each MSU Denver building is unique and the signage should be complimentary to the design.
- ♦ Street or eye level signage should be appropriate in scale to pedestrians.
- ♦ The building materiality should considered in the signage design.







Metropolitan State University of Denver Design Guidelines



- ♦ Reference the Brand Standards quick Reference Guide in the Appendix for proper use of the MSU Denver logos.
- Monument signs should follow the AHEC Monument Sign Location Study in the <u>Appendix</u>.





PUBLIC ART

Exterior Interior

Public art provides an important opportunity to express the history, culture, and ambition of the institution while simultaneously enhancing and activating both exterior and interior public spaces on campus. Providing public art elevates the campus community's sense of identity and pride by presenting the highest level of artistic excellence. Art pieces can also function as opportunities for education, not only for the open and collaborative selection process but also through the art itself. Art also acts as a unique method of providing wayfinding where the art acts as a landmark and orienting feature to help guide users through a space, whether internal to a building or external.

Rik Sargents sculpture "One World, One Water," plays an important role as a landmark outside of the Student Success building where it both enhances the public space and embodies important values of environmental sustainability and stewardship.

Exterior

Exterior public art has an important role to play in the overall experience of the campus, helping define the campus identity, producing beautiful spaces, and facilitating wayfinding. When appropriately sited and scaled, exterior public art can bring tremendous value to the overall design of the MSU Denver neighborhood.

- Exterior public art should be located in prominent public spaces in the MSU Denver neighborhood where it may be enjoyed by the greatest number of community members.
- Siting should make the art piece visible along primary circulation paths so to make the art piece a functioning element for wayfinding.
- Quadrangles and public plazas are good candidate locations for exterior public art. As are prominent intersections along the internal circulation pathways of the campus.
- When a public art piece is to be located adjacent to a building, the design should consider its context in regard to scale, materiality, and form so to be integrated into the overall identity of the campus neighborhood.



Robert Mangold, Windsong V is a strong kinetic sculpture that adds color to its surroundings





Metropolitan State University of Denver Design Guidelines

- When an exterior public art piece will accompany the design of a new building, the piece should be considered as a part of the overall site, landscape, and building design project so to guarantee and integrated and cohesive end result. Collaborating artists should be brought into the building design process as early as possible.
- While public art should compliment the overall design of the campus neighborhood, it should not be conventional or overly subordinate. As art, it has the opportunity to inspire but also challenge, and this value should also be championed.



Art can take the form of interactive elements that engage users or more static elements that reflect the culture or context.

Interior

Like exterior public art, interior public art has an important role to play in the overall experience of the interior environment of a building. Thoughtfully commissioned and/or curated art work can play a vital role in expressing the value and culture of the campus community. It can also play a functional role in animating spaces, helping encourage the active use of all building spaces.

- Locations that exist at key moments in the building, (intersection of corridors, landings for vertical circulation, entries, etc) provide excellent opportunities for public art pieces. Opportunities to enable to presentation of art should be considered in the design of these spaces.
- Large walls, either in height or length, provide an excellent canvass for art pieces.
- Public art pieces do not necessarily need to be commissioned by professionals. A rotation exhibit of student and/or faculty work can provide ongoing interest to the broader campus community.

Consideration should be given to permanent as well as temporary art. Permanent art may be effective and providing an enduring identity to a space, while temporary art can provide a dynamism that can help bring continual interest to a space.

 Interior public art pieces should not necessarily be confined to conform to the same materiality of the interior architecture of the space they inhabit. Art pieces can allow for contradiction and difference, which is part of their value and appeal.





Donald Lipski's butterfly sculpture titled "Phsyche" hangs in the Science building and is made from steal and 10,000 resin filled tubes.



GLOSSARY

biophilic design	Biophilia is the belief that humans have an intrinsic relationship with nature and natural elements. Biophilic design is the ambition of bringing those natural elements into the constructed environment of buildings through the inclusion of raw, natural materials as well	Informal Spaces	Informal spaces can be any space that is not rigidly designed for specific use but can accommodate a variety of uses based on the user's preference. A small patch of grass on the side of a building could be an example of this, in which a user uses it for sitting but it was not	Punched Windows	A window installed as a punched opening surrounded by cladding, as opposed to being arranged in vertical or horizontal strips. Punch framing like curtain wall can accept units such as awnings, hopper, casements and sliding windows for air flow into a building.
dark iron	as plants to provide the many emotional and physical health benefits associated with access to nature. This distinct face brick is manufactured from	learning- on- display	explicitly designed for that use. Traditional educational environments have tended to sequester classrooms and other spaces of learning behind closed doors with	Sense of Place	Sense of Place describes a the creation of a unique and memorable experience in the buil environment. An area or building with a sens of place will be distinctive to other, similar places by its unique and distinctive componen
spot brick	a blend of clays and high temperature firing which provide it superior strength and durability including low absorption and severe weather rating.		limited interaction with other functions of the campus. Learning-on-display intentionally provides opportunities for those not participating in a specific course to passively observe courses or other academic actively as they move throughout the campus, adding to the sense of dynamism, even when classes are in session. Building and landscape element scale, orientation, and materiality can produce specific localized climate effects called micro-climates which might positively or negatively impact the desirability of an outdoor environment.	Swale	A shallow trench dug within a sites contours used to capture stormwater, filter it, detain it, and percolate it into the earth. Swales are oft used in order to avoid more costly, man-made
Decomposed Granite/ Crusher Fines	A pavement material made up of tightly ground pieces of granite. It tends to be coarser than sand and less coarse than gravel and is used often as a transition or insertion between landscape and hardscape areas for walking paths and seating areas.	micro- climate		universal design	infrastructure such as pipes and culverts. According to the Center for Universal Design at the University of North Carolina State, Universal Design is the " design of products an environments to be usable by all people, to th
Hardscape	Hardscape refers to hard landscape materials in the built environment structures that are incorporated into a landscape. This can include	Multi-modal		Visual	greatest extent possible, without the need for adaptation or specialized design." A cluttering or over-stimulating sensation of a place with overly ornate or over-designed
pav is di non	pavement, pavers, concrete, gravel, etc. This is distinct from "landscape" which tends to be non-human made and living components of and outdoor space.		Multi-modal - in the context of movement and circulation - describes a path, street, corridor, etc that is designed for more than one mode of transportation. A multi-modal street may include bike lanes, transit facilities, sidewalks,	Toxicity	spaces. This experience is often the result of hasty or overly complex design approaches an should be avoided.
human scale	Design that considers the size of humans and their motions as a dominant driver for form and scale of building.	Nodes	A node, as described by Kevin lynch (among others) is an area of strategic focus and orienting spaces. These can include intersections of paths, quads, plazas, etc. They		

are points of use intensity and gathering.

Metroplolitan State University of Denver

Wayfinding incorporates multiple ways of Wayfinding orienting a user to a space and providing ng nched direction to their destination. It aids knowing uch where you are in a building or an environment, knowing where your desired location is, and knowing how to get there from your present location. It can include signage, landmarks, changes in materiality, etc. ouilt ense WELL is a performance-based system for well building measuring, certifying, and monitoring features standard nents. of the built environment that impact human health and well-being, through air, water, rs nourishment, light, fitness, comfort and mind. n it, The standards are grounded in a body of often medical research that explores the connection ade between the buildings where we spend more than 90 percent of our time, and the health and wellness impacts on us as occupants. дn WELL Certified™ spaces can help create a built environment that improves the nutrition, fitness, s and mood, sleep patterns and performance of its o the occupants. for Landscaping designed specifically for areas that xeric are susceptible to drought, or for properties landscape where water conservation is practiced. Derived design from the Greek xeros meaning "dry," the term of means literally "dry landscape." s and

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Reference

APPENDIX

Door
HardwareAHEC_CampusStandard_DoorsFramesHardware_Winter2016UpdateBrand
StandardsMSUDenver_VisualBrandQuickRefGd_850x1100_Rev1-120809_
update170220Academic
Departments
Hallway
GraphicsMSUDenver_AcademicDeptsHallwayGraphics_PoliciesMonument
SignageSign Study-2015-04-08

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"International WELL Building Standard" The International WELL Building Institute https://www.wellcertified.com/well

2012 Auraria Master Plan & Implementation Plan https://www.ahec.edu/about-auraria-campus/campus-planning/master-plan-implementation-plan/

USGBC LEED Certification Documentation http://www.usgbc.org/leed

SCUP - Society of College and University Planners https://www.scup.org



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Reference