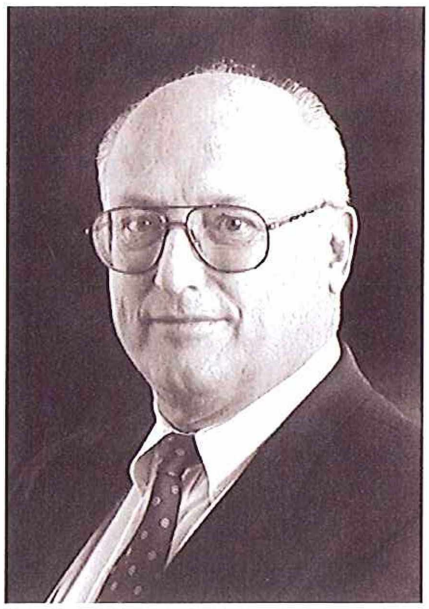
Master of Arts

Auraria Higher Education Center

Denver, Colorado



Dean Wolf

Foreword

Our campus is home to one of the most unique concepts in higher education. It is a facility shared by three distinct institutions: Community College of Denver, Metropolitan State College of Denver, and University of Colorado at Denver. Each institution has its own individual and diverse mission where each play specific roles in Colorado's higher education system. Together, they provide unlimited opportunities and unparalleled potential for students who attend Auraria.

A fourth partner, the Auraria Higher Education Center (AHEC), manages the physical resources that allow the institutions to achieve their missions. AHEC's goal is to provide an environment which nurtures collegiality among and within the institutions.

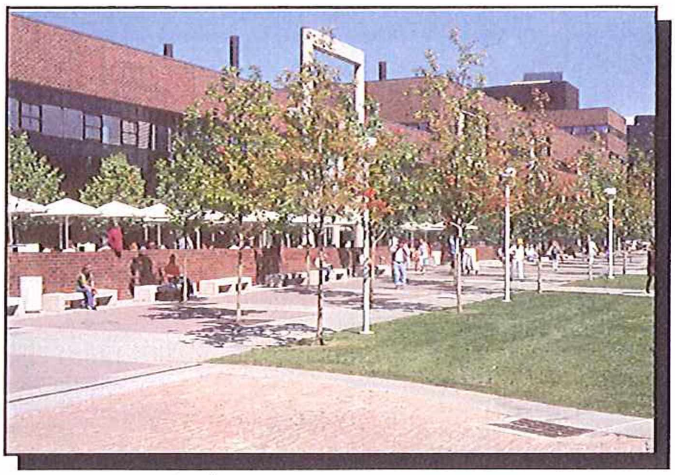
Similar to a small city, yet unique by mission, our campus provides a multitude of services. This can not be accomplished alone. We continually strive to meet the internal needs of our campus, but must also must be aware of our role in the community. We consider the Denver community to be the ultimate partner and learning laboratory helping us succeed. Working together gives our students additional opportunity to achieve their goals and aspirations.

These are changing times at Auraria, ones with a new focus, renewed energy and exciting optimism. After spending our first two decades learning how to work among ourselves, work within the community, and preserve the communities heritage, we are now looking into the future. It is time to build our own legacy.

New, interactive planning processes are underway to assure facilities plans are programmatically driven and support the many needs of our constituents. A two-year effort among numerous faculty, staff, students, consultants and community members has provided the campus with a new master plan. Implementation of this plan, and its long range planning process, will guide campus physical development into the new millennium.

Sincerely,

Dean Wolf
Executive Vice President for Administration
Auraria Higher Education Center



Lawrence Street Pedestrian Way

Introduction

College and University campuses are very complex entities. Similar to small cities, campuses must provide a variety of services for their users. One difference, however, is that a campus has a specific mission. The Auraria Higher Education Center is no exception; in fact, it is even more unique than most campuses because it has three missions to support.

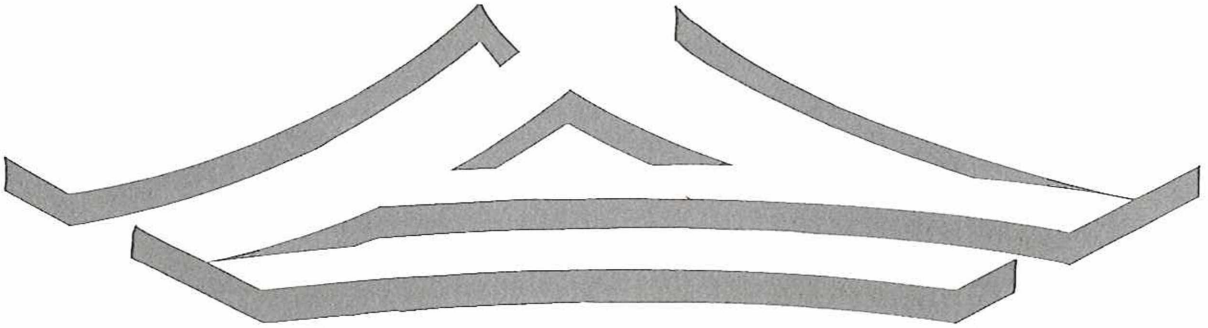
The Auraria Higher Education Center houses three institutions with completely diverse missions. Planning processes must be well defined and extremely interactive to assure that plans reflect programmatic needs. This is especially important for a master plan at Auraria.

The Auraria campus master plan is a process which is based on demography and future trends, not time. This document is best described as a "snapshot" of where we are in the process. This approach allows the campus to review, challenge, and update the plan when necessary. Conceptually, it never becomes out-of-date.

The master plan provides the framework for physical planning of the campus environment. It defines the urban design principles which will create a sense of place--a place where knowledge is launched, explored, and nurtured.

Driven by academia and steered by supporting programs, the plan is the central vision that organizes the variety of facilities' needs into one comprehensive plan. It consists of two sections. The first section is the master plan vision. It provides the framework for campus design and planning. The second is the reference information that drive the master plan vision. It is the working document that includes all the assumptions and data that supports the master plan.

It is the intent of this document's format to provide the user with a flexible, easy to use, reference system for physical planning issues. It supports the continuous planning process by allowing information to be adjusted when warranted to do so.



Acknowledgments

The success and quality of a campus master plan depends upon the process under which it is developed, how it is maintained, the assumptions that drive it, and the involvement/commitment from its users.

Understanding this, Auraria's Facilities Planning and Use Division incorporated an entirely new approach in doing business. The new approach was to combine all of the various phases of facilities planning and development into one comprehensive process that is programmatically driven and better reflects the needs of the institutions.

A major element in the overall process was a new master plan. The new master plan focuses on being a dynamic process rather than the traditional static document. Auraria must be commended for this approach and the time and energy put forward to make it happen.

Because the new process is so interactive, it is difficult to acknowledge the numerous faculty, staff, students, community members, and organizations that have contributed to the plan. Collectively, it's these people and their input gathered throughout the process that create this master plan. Thank you

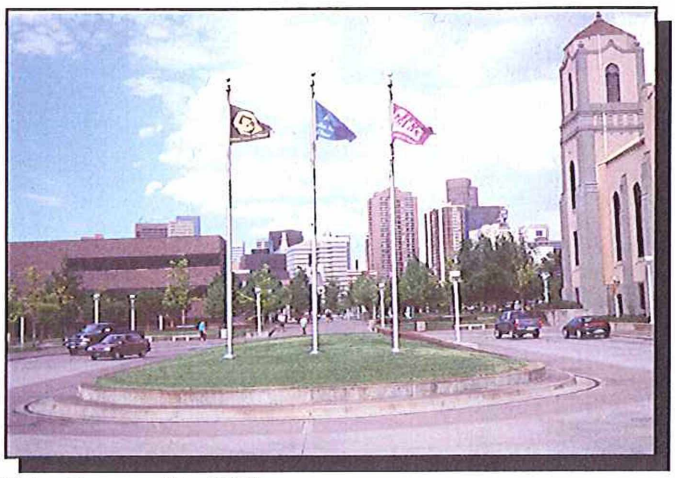
Special thanks are in order for the following groups for their specific contributions during the process:

AHEC Facilities Management
Auraria Board of Directors
Auraria Executive Council
Ascent/Pepsi Center
Campus Arts Committee
Campus Landscape Committee
Campus Planning Council
City of Denver Planning Department
City of Denver Transportation Department
Civitas Incorporated
Colorado Commission on Higher Education
Community College of Denver Staff
Five Design, Inc
Metropolitan State College of Denver Staff
Regional Transportation District
TranSystems Inc.
University of Colorado at Denver Staff

Joe Bilotta

Joe Bilotta

Campus Planner
Auraria Higher Education Center



Entry at Lawrence Street Mall

Table of Contents

I. The Auraria Campus

The Auraria Concept 1
Auraria Today 3
Community College of Denver 4
Metropolitan State College of Denver 5
University of Colorado at Denver 6
Auraria Higher Education Center 7
Auraria Board of Directors 7
Colorado Commission on Higher Education 8
Physical Planning Process 8
Master Plan Process 9
Facilities Development Plan 9
Long Range/Project Program Plans 10
The Future 10

II Existing Conditions

Regional Characteristics 13
Neighborhood Context 15
Campus Description 17
Land Use 19
View Corridors 21
Campus Topography/Flood Plain 23
Building Use 25
Historic Structures 27
Building Conditions 29
Open Space and the Landscape 31
Circulation/Access 33
- Vehicular Access 33
- Mass Transportation 33
- Pedestrian 33

Parking 37

III The Plan

Reference Manual/Programmatic Planning 41
Goals and Objectives 43
Design Principles 45
Illustrative Plan 49
Land Use 51
Urban Design Framework 53
- The Urban Park 53
- Pedestrian Ways 53
- Open Space 53
- Gathering Spaces 57
- Preserved Vistas 57
- Auraria Grid 57

Campus Edges/Gateways 59
Vehicular Circulation 61
- Public Access 61
- Mass Transit 61
- Support, Service and Emergency Access 61

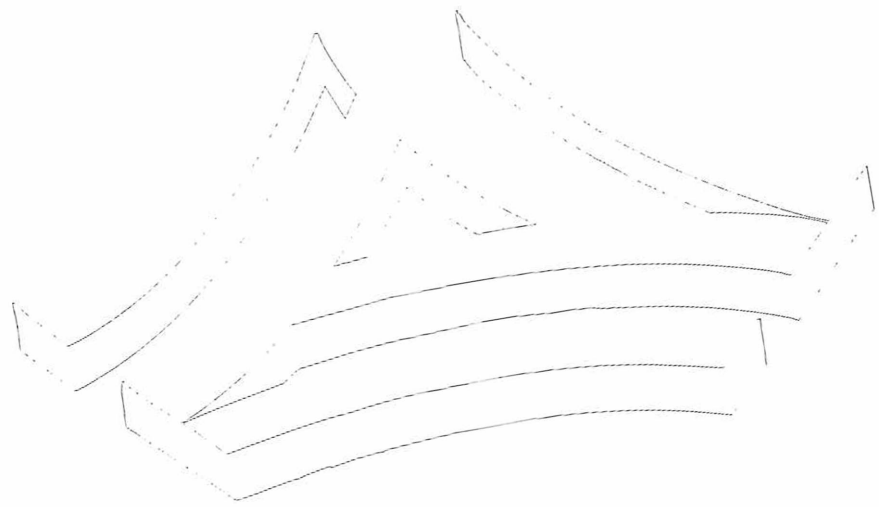
Parking 63
Bicycle Circulation 65
Pedestrian Circulation 67
New Buildings/Building Expansions 69
Building Use 71
Landscape 73
- Landscape Layering 73
- Campus Edges 74
- Gateways 74
- Focal Points 75
- Vegetation 75
- Lighting 75
- Other Landscape Elements 77

Art Display 79
Architecture 80
Building Orientation 80
Building Mass 80
Technologies 81
Utilities 83
Chilled Water 85
Electrical Distribution 87
Natural Gas 89
Sewer--Sanitary 91
Sewer--Storm 93
Steam Distribution 95
Telecommunications 97
Water--Domestic 99
Water--Irrigation 101

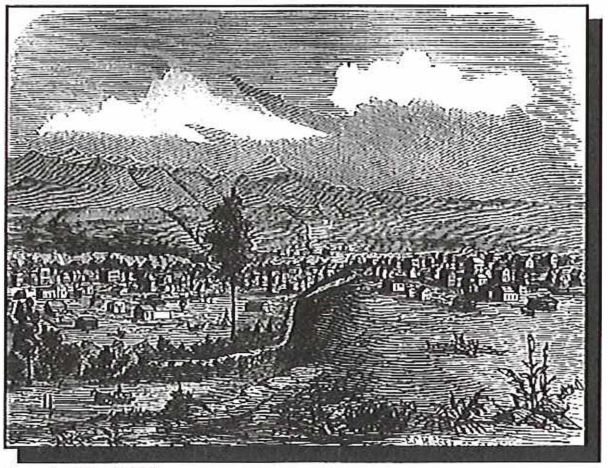
IV. Implementation 103

V. Reference Information 105

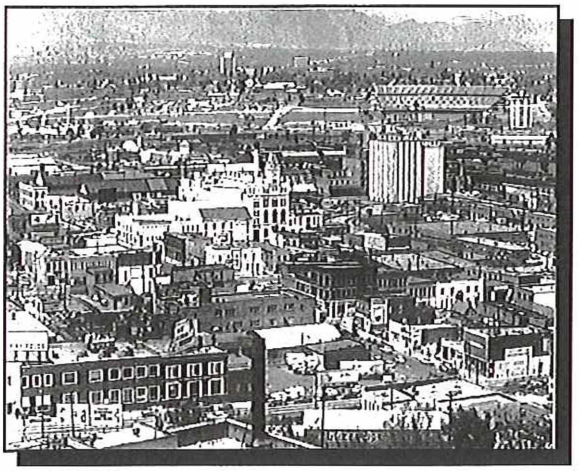
List of Maps
City Context
Neighborhood Context
Existing Land Use
Existing Vehicular Circulation
Existing Parking
Existing Service Access
Existing Building Use
Building Conditions
Topography/Flood Plain
Campus Structural Grid
Historic Buildings
Vistas/View Planes
Illustrative Plan
Urban Design Framework
Land Use Plan
Campus Edges/Gateways
Open Space
New Buildings
Building Use/Program Accommodations
Building Revitalization Plan
Vehicular Circulation
Parking
Service Access
Bicycle Access
Pedestrian Circulation
Utilities
Domestic Water
Irrigation Water
Storm Sewer
Sanitary Sewer
Electrical
Data/Communication
Gas
Steam



The Auraria Campus



Auraria Site 1860's



Auraria 1960's

The Auraria Concept

Denver experienced a tremendous growth in young people demanding a college education following World War II. The baby boom, coupled with the numbers of returning veterans, partially drove Colorado's need to improve opportunities to further one's education beyond high school. The higher education push was on.

By the early 60's this apparent need became a concern with Colorado Legislators and a task force on Post High School Education was formed to make recommendations on the concern. In 1962, this task force recommended the establishment of the Metropolitan State College, a four-year college open to all students interested in furthering their education. It finally opened in 1965 and was housed in leased facilities in downtown Denver.

At the same time, the University of Colorado's Denver Extension Center was also lobbying for expanded facilities to meet their program expansion. The Extension Center had been shuffling in and out of different facilities in the Denver area since the early 1900's, and was currently located in renovated Denver Tramway Company buildings on the northeast bank of Cherry Creek.

In 1967, the Community College of Denver also opened the first of three campuses to meet the enrollment bulge in higher education.

It wasn't long before all three institutions were competing for space throughout the Denver area.

In 1968, the Auraria Concept began to take shape. The newly formed Colorado Commission on Higher Education (CCHE) developed a concept to combine the three institutions on a single site. The site for this new tri-institutional campus was just across the Cherry Creek and Speer Boulevard, known as the Auraria site.

The Auraria site was at the time, a diverse residential community with strong ethnic heritages. The site was shared by people of German, Irish, Jewish, and Hispanic ancestry.

Just one year later in 1969, the Auraria site was designated an urban renewal site by the Department of Housing and Urban Development. This gave the Auraria concept the opportunity to become reality.

Executives, planning officers, directors, administrators, faculty, and students were brought together under the direction of the CCHE to begin the planning and explore the possibilities of implementing the new concept. Although somewhat hesitant at the beginning, the various institutions worked together and soon realized the potential for excellence, both individually as well as collectively.

The concept did not come without controversy. It meant relocating 155 families, 70 individuals, and 237 businesses from the neighborhood, some of

Auraria 1970's

which never reopened their doors. In November of 1969, despite the opposition, city voters passed a bond issue to allow the City to provide funding to help with the project.

In 1970, the Colorado legislature passed Senate Bill 67 which approved funding and the selection of the Auraria site. Land acquisition and physical planning began immediately.

The first Board of Directors was formed in August of 1971. The Governor-appointed members included influential members of the Denver Community, along with the president or acting chiefs of each institution.

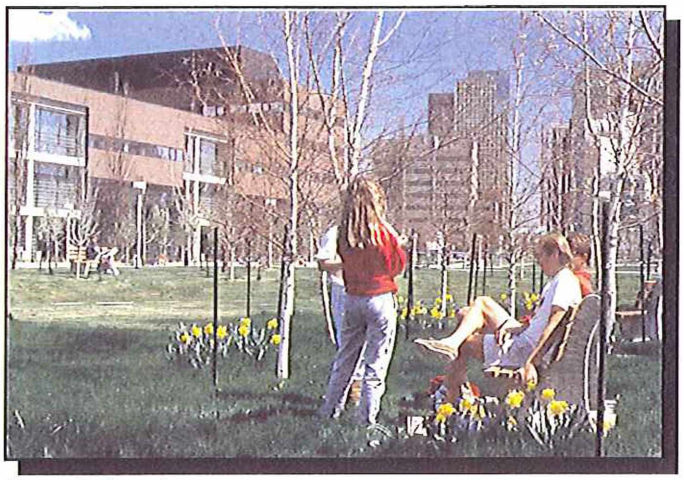
Two years later, in the spring of 1972, the Committee was granted the final approval. Funds were approved for the State's largest Capital Construction project ever: over $40 Million.

The original plan accommodated 13,000 FTE (full time equivalent students) and was built in three phases. Phase I constructed the South Classroom and the Technology Building for the Community College of Denver, Phase II built classroom facilities for the Metropolitan State College of Denver and a Library for both programs. Finally in 1976, Phase III was completed which allowed occupancy by the remaining institutional programs.

Seven years later, on January 21, 1976, Colorado Governor Richard Lamm opened the Auraria Campus, beginning a new era in Colorado Higher Education.

Chronological Facts

1965	Metropolitan State College opens with 1,189 students.
1968	Community College of Denver opens
1968	CCHE presents idea for "educational park" comprising several institutions at the Auraria site, already approved for MSCD.
1968	CCHE commissions study to determine feasibility of clustering several institutions on one site in Denver. UCD is included in the planning.
1970	Governor signs $1.9 Million appropriation for land and planning of the campus.
1971	Governor Love establishes Auraria Executive Board.
1972	Auraria Presidents announce plans to collaborate three institutions at the site.
1972	In May, Colorado's Joint Budget Committee appropriates $39.9 Million of the $84 Million needed to construct the Auraria Campus. Urban Renewal funds provide $22 Million.
1973	October 4th sees the Auraria campus construction begin with ground breaking ceremonies.
1976	On January 21st, the Auraria Campus if formally dedicated. CCD occupies buildings in late 1975 and early 1976.
1976	In December and into 1977, MSCD begins to occupy buildings once completed. University of Colorado at Denver moves to campus. Auraria begins three institution campus with enrollment of
1995	Auraria enrollment reaches 20,000 FTE and 32,500 headcount.



Campus in the spring

Auraria Today

Located in downtown Denver, the Auraria Campus houses three institutions of Higher Education in Colorado. These include the Community College of Denver (CCD), the Metropolitan State College of Denver (MSCD), and the University of Colorado at Denver (UCD). This unique partnership is the only one of its kind in the country. Combining multiple institutions with diverse, yet complementary missions, provides students numerous options to meet their educational needs. Students can take lower-division courses at CCD, specialized professional and upper division courses at MSCD, and graduate or doctorate programs at the University of Colorado at Denver.

In addition to the programmatic benefits, the Auraria concept allows the three institutions to share both physical and human resources. The schools share administrative and classroom buildings, the library, student union, childcare center, physical education, recreation, and other facilities. Centralized services such as facilities management, parking, public safety, mail services, purchasing, and telecommunication, are provided by a fourth partner in the Auraria formula. This is the Auraria Higher Education Center (AHEC). AHEC acts like a city manager providing vital support services to the three schools.

Since it's inception in 1976, Auraria has become Colorado's largest campus. The three institutions collectively educate over 32,500 students (approximately 20,000 Full Time Equivalent students) and employ over 3,200 persons.

The 126-acre campus is bounded by Speer Boulevard, the Auraria Parkway, and West Colfax Avenue. Being the south edge of the central business district and within a short walk of the civic center, gives Auraria one of the most outstanding sites of any campus in the U.S. Proximity to downtown Denver provides unique opportunity for the institutions to make vital connections to the community. This enables students and faculty to use the community as a learning laboratory and to weave classroom theory into the cultural, economic, social, and political practices of the city. Practical applications and internship possibilities are unlimited. Denver has essentially become a programmatic element of Auraria.

Auraria's buildings and infrastructure are as diverse as the community itself. The new buildings share campus grounds with reminders of the past. The historic Ninth Street Park, restored church buildings, and the Tivoli Brewery, built in 1882, all bring a sense of legacy of Denver's past. Although the campus was built primarily in the 1970's, the scale and character of these facilities help provide architectural collegiality to Auraria.

Today, the churches-except for St. Elizabeth's-are used for a variety of needs by both the institutions and the community. The homes in Denver's historic Ninth Street Park house administrative offices.

COMMUNITY COLLEGE OF
DENVER

View of campus looking southwest from downtown Denver

Community College of Denver

The Community College of Denver (CCD) was established by the Colorado Legislature in 1967. After years of organizing, building, and creating a new college for Denver, CCD opened in a renovated auto showroom close to Denver's Civic Center. As enrollments increased, CCD expanded into other spaces in the area. Finally, in early 1976, CCD moved to the Auraria Higher Education Center (AHEC) to become one of the three colleges that make up the Auraria campus.

The Community College of Denver is one of twelve institutions in the Colorado Community College and Occupational Education System. It is the third largest of the 12 schools with 6000 plus students. CCD offers two-year programs, awards all two-year degrees and occupational certificates, and implements remedial instruction, adult basic education, and GED preparation.

In 1985, CCD took over the community college system's fast-track skills center, the Technical Education Center (TEC). The TEC is an open-entry/open-exit fast-track training center that meets industry employment needs. The center is located at three sites in the Denver area and in 1993, began offering general education college courses. Sites include TEC North which is located in Adams County, TEC East located at 3601 Martin Luther King Drive in Denver, and TEC West located at 2420 W. 26th Ave in the Diamond Hill Center.

With a minority student body of over 50 percent, CCD has the most diverse student population in the State of Colorado higher education system. This diversity only enhances the education experienced in the over 90 programs that are offered to prepare students for new careers or enable them to transfer to four-year institutions.

CCD philosophy is to be a comprehensive, student-oriented urban college, providing open access to a diverse population. CCD pledges open admissions and appropriate support to every individual who seeks the opportunities available at the college for life-long education and personal development. Educated citizens make a significant and positive impact on the economy, their local communities, and the nation. CCD strives for excellence in transfer education and occupational programs, seeks to meet the needs of employers, and finds new and effective ways of extending educational opportunities throughout its service area. CCD's mission pledges responsibility for the following:

- Transfer programs for the baccalaureate degree.
- Occupational programs for job-entry skills or upgrading.
- General education courses.
- Remedial instruction and GED preparation.
- Continuing Education and community services.
- Cooperative inter-institutional programs.

Science Building and St Francis along Speer Boulevard

THE METROPOLITAN STATE COLLEGE *of* DENVER

Metropolitan State College of Denver

The Metropolitan State College of Denver (MSCD) is the largest public four-year college in the United States and third largest higher education institution in Colorado.

Each semester, about 17,500 students enroll at MSCD, nearly all of which are from the Denver metropolitan area. Over 47,000 baccalaureate degrees have been awarded since the college was established in 1965, and nearly 250,000 individuals, one out of nine Denver area residents, have attended MSCD.

MSCD is a comprehensive four-year institution offering 49 major fields of study and 63 minors, focusing on applied, career-directed education. Degrees include *Bachelor of Science, Bachelor of Fine Arts,* and *Bachelor of Arts* degrees through the School of Business; School of Letters, Arts and Sciences; and School of Professional Studies.

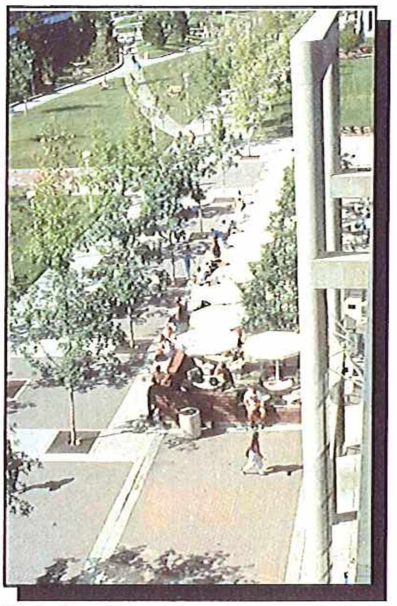
Degree programs range from traditional academic programs like English, art, history, biology and psychology to business-related degrees in finance, accounting and marketing to professionally-directed programs in nursing, health care management, human performance/sports, pre-medicine, pre-law and pre-veterinary science. Unique programs include Aviation Science, Meteorology, Criminalistics, and the Teacher-in-Residence program, which places professionals with college degrees into Denver's classrooms while pursuing teacher certification.

Classes are taught by professors, not graduate assistants. The college has more than 400 full-time faculty, many with extensive professional backgrounds and more than 90 percent with doctorates or the highest level of academic degrees attainable in their fields. Part-time faculty work in the metro Denver community and bring their expertise in the arts, business, communications, law, politics, science, and technology to the classroom.

As an urban school committed to serving the local community, Metro State attracts students from a rich and diverse mixture of age groups, socioeconomic classes, ethnic backgrounds, and lifestyles. The college's curriculum and philosophy reflect the diversity of the student population and the realities of urban life. While upholding high academic standards, the faculty seek to accommodate the myriad needs of nontraditional students, offering classes on weekdays, evenings, and weekends at three locations in the metropolitan area. The college also provides a network of support services.

Metropolitan State College of Denver is governed by the Trustees of The State Colleges in Colorado. Other State Colleges include Adams State College in Alamosa, Mesa State College in Grand Junction, and Western State College in Gunnison.

University of Colorado at Denver



North Classroom patio

University of Colorado at Denver

In 1876, just over a century ago, the University of Colorado was founded in Boulder. In 1912, the University of Colorado's Department of Correspondence and Extension was established in Denver to meet the needs of the burgeoning population. As the breadth of course offerings expanded, so did the demand for degree granting status. The Denver Extension Center was renamed the University of Colorado-Denver Center in 1965, and by 1969, 23 fields of undergraduate study and 11 of graduate study were offered. In 1972, the Colorado General Assembly appropriated support to build the Auraria Campus, UCD's current site. The same year, the Denver "Center" was renamed University of Colorado at Denver. Two years later the University of Colorado was reorganized into four campuses: Denver, Colorado Springs, Health Sciences Center, and Boulder.

The University of Colorado at Denver (UCD) is one of four institutions in the University of Colorado system and the only public university in the Denver metropolitan area. UCD offers 36 undergraduate degrees and 43 master's degrees. Ph.D. degrees are offered in public affairs, applied mathematics, health and behavioral sciences, civil engineering, and educational leadership. Classes are offered during weekday and evening hours, on weekends, and at off-campus sites.

Students' ages range between 17 and 75. The average student age is 30. Eighty percent are employed and 53 percent attend part-time. Forty-four percent of the nearly 11,000 students are enrolled in graduate level courses.

UCD is, above all, devoted to the needs of the citizens of Denver and the region. With the national recognition earned by its graduate faculty, it is not surprising that an increasing number of advanced students from across the nation and overseas elect to pursue their studies here. UCD is composed of eight distinct academic units:

- College of Architecture and Planning
- College of Arts and Media
- College of Business and Administration
- School of Education
- College of Engineering and Applied Science
- College of Liberal Arts and Sciences
- Millennium College
- Graduate School of Public Affairs

Auraria Higher Education Center

A fourth agency was created by State statute to service the three institutions. The Auraria Higher Education Center (AHEC) was formed to provide the common infrastructure and facilities management support for the three schools. AHEC provides support services through five major divisions including Administrative Support Services and Auxiliary Operations, Facilities Management, Public Safety, and Facilities Planning and Use, Organizational Development and Performance.

Facilities Planning and Use is the division that is responsible for campus planning. This group is responsible for all space allocations on the campus. This includes administering classroom assignments, classroom furniture allocation and campus building hours. They have the unending task of placing classes in the most appropriate rooms as well as coordinating outside programs and events.

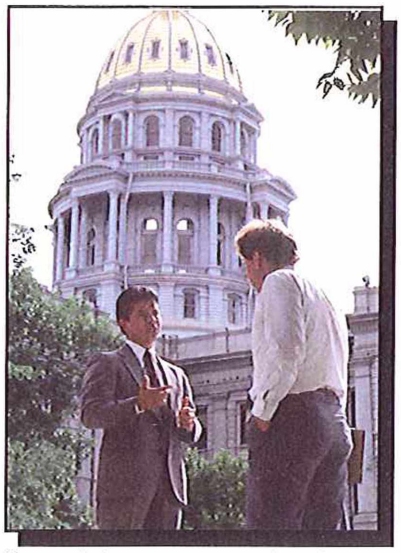
Facilities Planning and Use also is responsible for the physical development of the campus. The division manages the Campus Master Plan, the Facilities Development Plan, subject-specific Long Range Plans, Project Program Plans, and any other planning processes.

Auraria Board of Directors

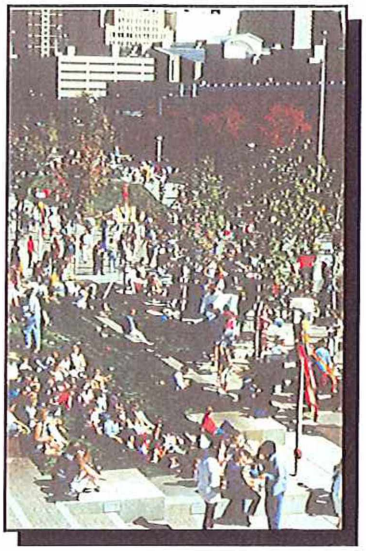
The Auraria Board of Directors governs the Auraria Higher Education Center. This Board is comprised of eleven members (nine voting and two ex-officio) including student and faculty representatives, institution executive officers, and members from the Denver community. The nine voting members include three governor-appointed positions, a member from each of the three school's governing bodies, and the President or Chancellor of each institution. Ex-officio's include a faculty representative and a student representative.

The Auraria Board was created to acquire, plan, construct, own, lease, operate, maintain, manage, or dispose of all physical plant, facilities, buildings, and grounds. The board is responsible for (1) the allocation of physical resources, (2) the effective coordination and economies of joint use of physical operations, (3) the development of long range plans necessary for the continued success of the campus, (4) the coordination of non-academic joint programs of the institutions, (5) the deciding of inter-institutional disputes brought to the Board, and (6) the investigation of supplementary or alternative delivery methods for campus services.

The Auraria Board of Directors is ultimately responsible for this Master Plan.



State capital programs support Auraria



Major event on Lawrence Street Mall

Colorado Commission on Higher Education

The Colorado General Assembly created the Colorado Commission on Higher Education (CCHE) in 1965. The Commission is a public agency that is designed to plan and coordinate higher education in Colorado; thus, it was a major player in creating the Auraria Campus. CCHE is the central policy and coordinating board for the State's institutions of higher education. The Commission reviews and approves all long range plans, including but not limited to degree programs, capital funding priorities, policies for master plans, administering student financial aid programs, determining institutional roles and missions, and establishing enrollment policies.

The CCHE master plan refers to eight goals that support a vision for higher education in Colorado. Collectively these goals build upon a partnership between the individual attending school and the community in which the school resides. The benefits gained by both parties under this partnership is basis for the success of public higher education and ultimately society itself.

Auraria prides itself on its role in this process. The unique diversity of its three missions allows the campus to collectively support CCHE's partnership concept better that any other campus in Colorado.

Physical Planning Process

Auraria has established new, interactive, and academically driven physical planning processes. This Plan is a result of the new process which revolves around assuring all physical plans support the needs of all the campus's programs.

The process included the establishment of a new planning committee. This committee, which has perpetual existence, is responsible for maintaining the planning process and making recommendations to the Auraria Executive Committee, and in turn the Auraria Board of Directors, for any physical improvements and plans for the Campus. Members include academic and administrative representatives from each institution and AHEC.

The Planning Committee develops the programmatic information necessary for physical planning, whether it's creating master plans, long range plans, or program plans. Members are communication conduits providing leadership and guidance to their respective units about any facilities issues. They also act as the program experts for AHEC.

The overall process establishes a general framework for campus wide facilities planning, assuring physical plans are academically driven. Program needs drive the major components of the planning process, which include (1) facilities master plan, (2) facilities development plan, (3) subject specific long range plans, and (4) project plans.

Master Plan Process

Master planning is essentially a management process, AHEC developed a framework under which the planning process is managed. This framework describes the master plan document conceptually as a "picture" of where the planning process is at any given time.

The Campus Planning Council manages the master planning process. This includes developing and annually reviewing all components of the Plan. The Committee pays particular attention to the last section of the Master Plan, the Reference Information. Special attention is given to (1) the programmatic assumptions, (2) the space model and its variables, and (3) the Facilities Development Plan.

This process assures that the campus has a continued understanding of its facility conditions and future facility needs to support its campus functions. Since the Master Plan is the foundation to all other facility plans, its accuracy and ownership among the community is essential. Auraria's management of this process is a top priority of its overall responsibilities. Title 23, Article 70 of the Colorado State Statutes sets forth the requirement that the Center develop, and update, a comprehensive campus master plan.

The Master Plan document can only be amended upon approval of the Campus Planning Committee, the Auraria Executive Committee, and the Auraria Board of Directors.

Facilities Development Plan

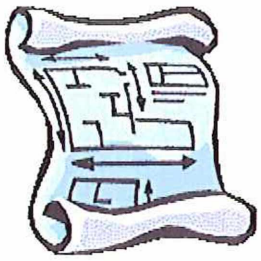
The Facilities Development Plan (FDP) is the implementation tool for the Master Plan. This is the stage in the planning process where physical needs identified and/or justified by the Master Plan are conceptualized into projects.

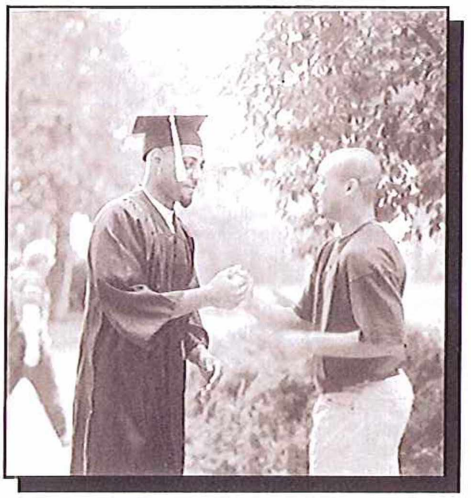
Projects are incorporated into the FDP, regardless of type, scale, or funding. This provides a complete picture of all the campus' physical needs. During the annual review process, the Planning Council updates the FDP. Project information is adjusted, new projects introduced, completed projects removed, and new priorities established.

Funding strategies are introduced and projects are prioritized for use during the upcoming fiscal year. Program plans are developed for highest priority projects and budget requests are developed for the projects that have yet to be funded.

The FDP and its process assure projects are implemented in a manner that reflect programmatic needs and academic priorities of the campus. This is especially important since the Auraria Higher Education Center is not directly part of the Institutions.

The Reference Information of the Master Plan includes a summary of the Facilities Development Plan, which is updated annually. It drives the maintenance and capital planning for Auraria.





Long Range and Project Program Plans

Long range plans are plans more specific in nature compared to the master plan. They include, but are not limited to, subjects or systems such as the landscape, bicycles, circulation, parking, utilities, land, architectural, etc. Each long range plan is driven by the goals, objectives, and design principles established in the master plan. They carry out the master plan design in further detail. In many cases, these plans and their processes act as project program plans. This is especially true when it comes to site related projects. This is not required by the CCHE but is very important in campus development. It provides a level of planning that many times is undefined and causes long term negative effects on campuses if not developed.

Project programming begins the actual implementation of physical improvements This process establishes building and project program plans for submittal to the respective institutions and the Auraria Executive Board. Once approved, plans get submitted to the Commission on Higher Education for review and approval. These plans define the justification of a project, and identify the project's scope, costs, schedules, etc. A project must have an approved program plan in order to be included in the Campus Capital Construction Budget Request. This is required by the CCHE and Colorado State Statute.

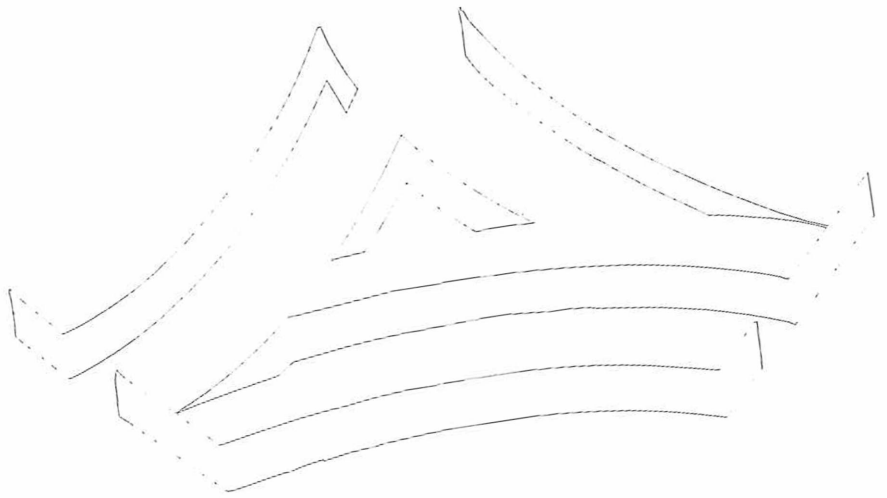
The Future

The Auraria campus spent its first two decades establishing its roots and trying to incorporate one of the most unique concepts in higher education. After a successful start, it's time to return to basic concepts.

Campus planning is essential for the successful operation of the Center. This is especially true in times when economic resources are scarce, technology is ever changing, teaching methodologies are in transition, and physical resources are at their limits.

Auraria understands it must strengthen the Auraria Concept and build upon the institution's missions in order to mature as a campus and maintain a leadership role in Colorado's higher education system. AHEC's role is to manage the physical resources that allows the institutions to be successful, individually and collectively. The campus's physical environment is critical to the success of all its programs.

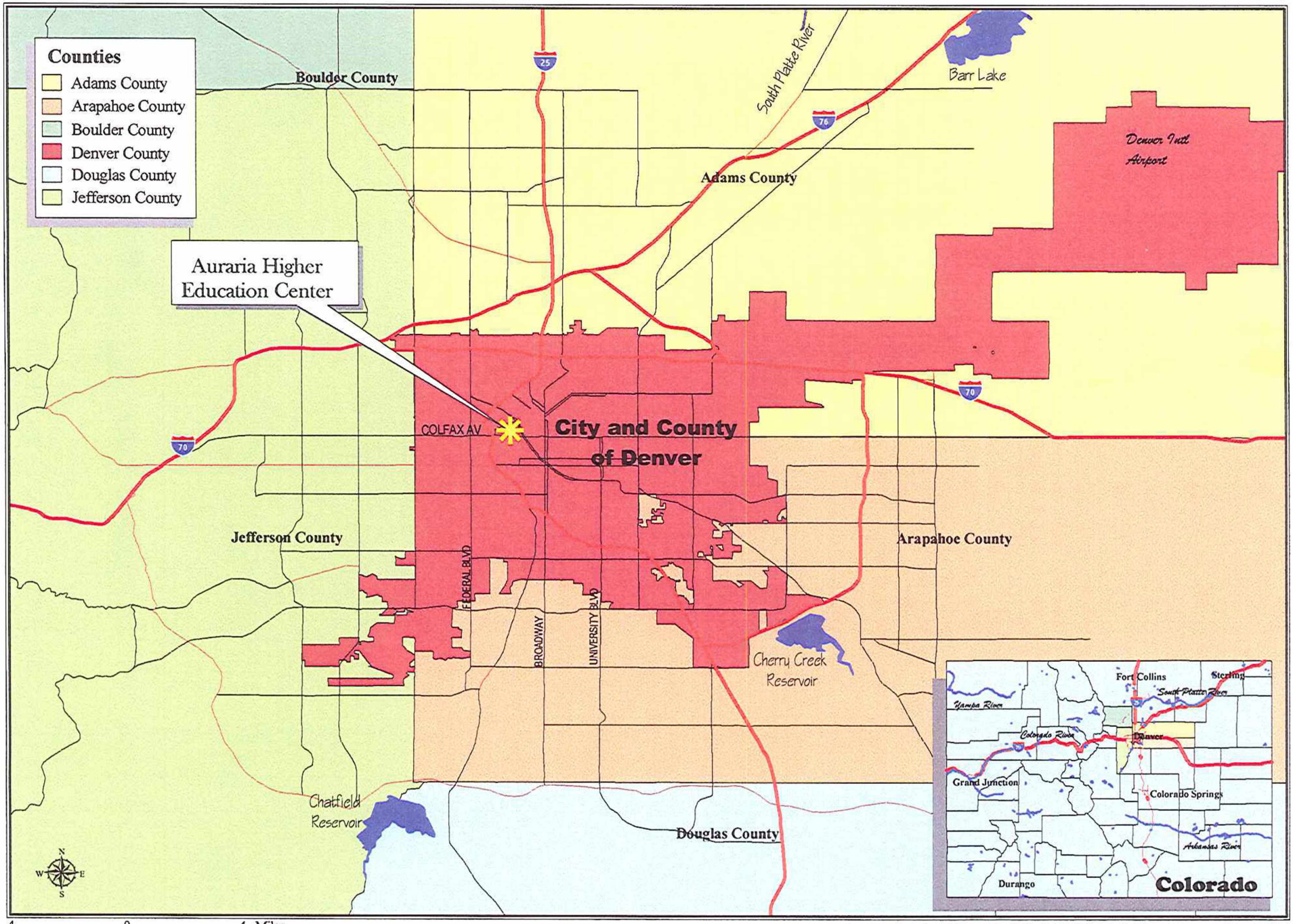
AHEC's new planning and management philosophy will provide the framework for the future. Managing the continuous physical planning process, establishing a strong comprehensive master planning process, and assuring all processes are programmatically driven, will establish the path for a successful new millennium.



Existing Conditions

Denver, Colorado

Auraria Higher Education Center



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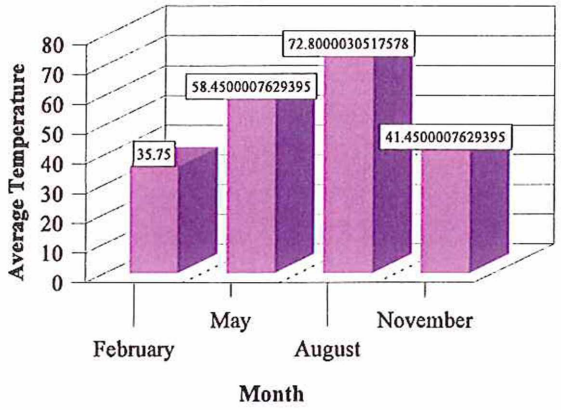
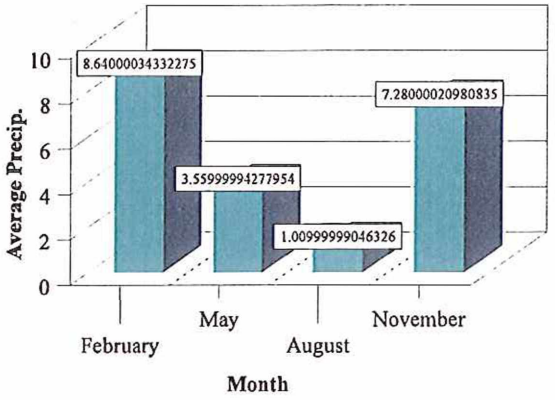
Colorado Temperature



Colorado Precipitation



Regional Characteristics

The Auraria Campus sits in the heart of downtown Denver, Colorado adjacent to the western edge of the central business district. This location provides unique opportunity and special challenges for the campus and the role it plays as a physical attribute for the community.

The Denver metropolitan area has a core population of approximately 2 million persons, and is centrally located among an eight county area serving urban, suburban, and rural populations. Although this region is only five percent of the state's land area, it accounts for 50 percent the population. Most importantly, nearly 20 percent of students attending an institution of higher education in Colorado are enrolled at the Auraria Campus.

Denver's central location provides excellent access from nearby cities of Colorado Springs to the south and Fort Collins to the north.

Climate

Due to its "mile high" elevation, the climate in Denver is semi-arid and desert-like, with low humidity, mild temperatures, and light precipitation. Average monthly temperatures range from the mid 30's in January to mid 70's in July. Daily temperatures can fluctuate any where from 40-50 degrees.

Average precipitation in the Denver area is between 10-15 inches annually, over half of which occurs from April to July. Snowfall accumulates approximately 60 inches during a season with the majority of that occurring in March and April.

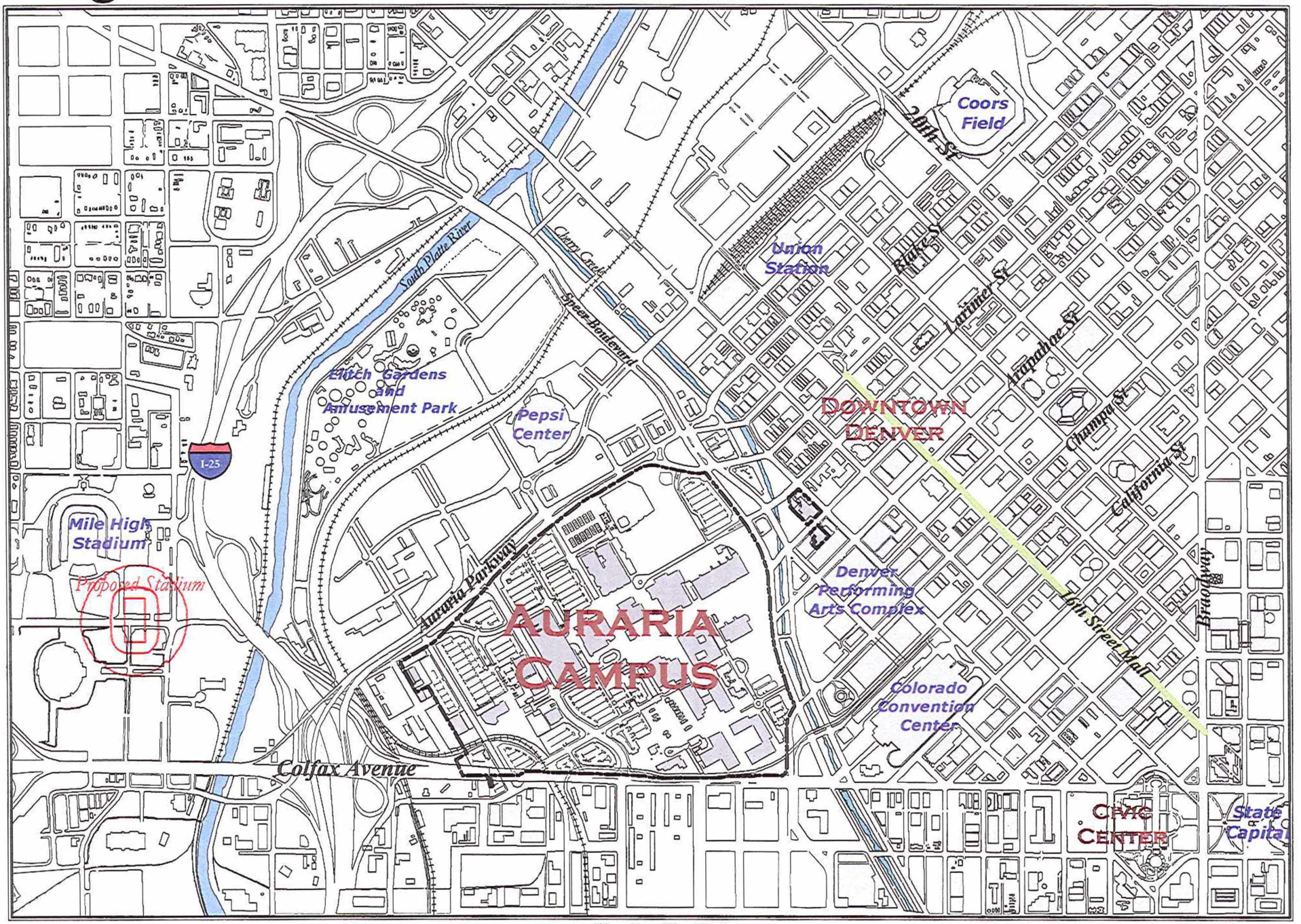
Prevailing winds are out of the southeast and are usually calm (8-11 mph). Strong down-sloping winds come from the northwest. These gusts primarily occur in the winter and early spring with speeds occasionally reaching 100 mph.

Sunshine is abundant. Colorado averages 300 days of sunshine, second only to Arizona. This helps melt snow, evaporate rains, keep the air dry, and the sky blue.

This climate is quite conducive to those who enjoy the outdoors. Winters are very mild and the summers are dry and comfortable. Auraria continually attempts to take advantage of its welcoming climate to strengthen its own campus environment.

Neighborhood Context

Auraria Higher Education Center



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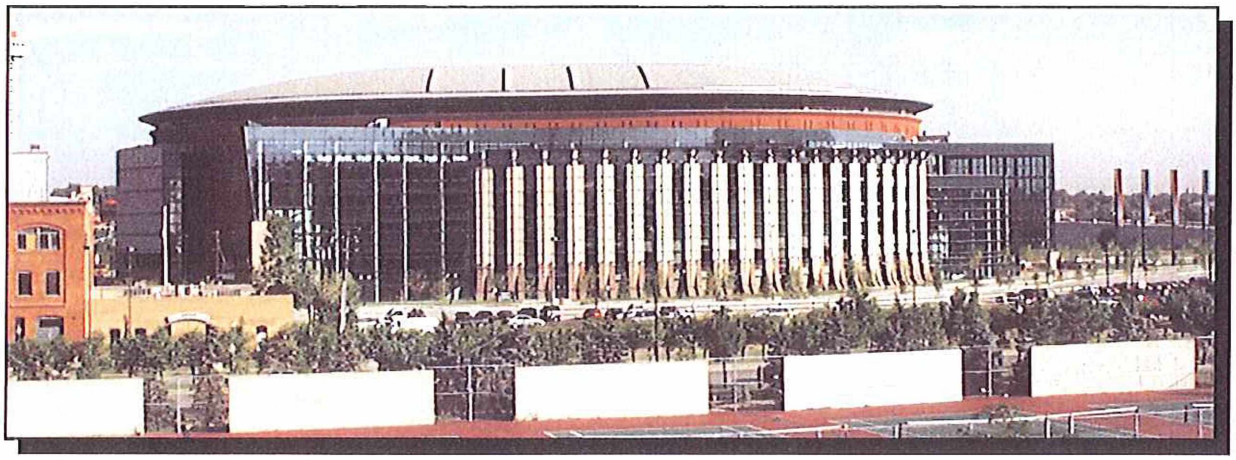


Neighboring Pepsi Center, Home of the Colorado Avalanche and Denver Nuggets

Neighborhood Context

Denver is the largest business center in the rocky mountain region. Major industries include government, retail, transportation, communications, public utilities, services, finance, insurance, and real estate.

The campus and downtown Denver are located just to the east of Interstate 25. Access is available via all three campus bounded streets: Speer Boulevard on the east, the Auraria Parkway on the north, and Colfax Avenue to the south.

These three major thoroughfares provide remarkable vehicular access to and from the campus while simultaneously creating barriers to the surrounding community. The state highways also segregate the community into distinct neighborhoods.

To Auraria's immediate east, across Speer Boulevard, is the central business district and the Denver Performing Arts Complex.

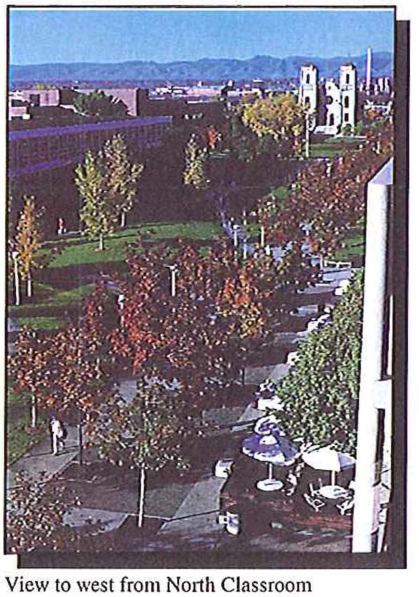
To the north, across the Auraria Parkway, is the Pepsi Center, home of the National Hockey League Colorado Avalanche and the National Basketball Association Denver Nuggets.

Auraria's south, across Colfax Avenue, consists of primarily residential property and small scale retail shops.

The combination of diverse neighbors benefits the campus because of the variety of services and opportunities that are available within a short distance of campus. With Denver's overlay of an efficient transit system, including light rail, students, faculty, and staff truly can experience the *one stop shopping* concept.

Over the past decade, the entire region-and especially the surrounding community-has undergone an exciting revitalization that includes a combination of renovations, remodels, and new construction. The combination of entertainment and new business ventures is bringing a new life to the Platte Valley. The Auraria Campus is at the heart of it all.

Beyond the immediate neighborhood is an extremely diverse, ever-changing regional student population which the campus also supports. The entire state of Colorado relies on the Auraria campus to provide higher education opportunities to students that either can not, or chose not, to attend a large or residential college or University.



View to west from North Classroom

Campus Description

The Auraria campus sits on the site of Denver's earliest settlement. To this day, when changes are incorporated into the lands, a sense of care is taken because archeological sites still exist underground.

The campus opened in 1976 with an enrollment of just over 10,000 FTE. Today, Auraria serves more students than any other campus in Colorado. Its almost 20,000 FTE (32,500 headcount) is ethnically, economically, and socially diverse. It is comprised of 95 percent Colorado residents. Its Denver location puts the campus within 45 minutes of nearly 75 percent of the State's residents, making Auraria quite accessible to the commuter.

Unlike the typical residential campus, the student demography is 80 percent employed, over 40 percent of which work full time. Average ages range from 27 years at the Metropolitan State College of Denver to almost 30 years at the University of Colorado at Denver.

Nearly 4000 employees support the student body. Many part-time instructors are utilized to support the flexibility needed in class and laboratory scheduling. These people tend to be professionals who come from businesses located in downtown Denver

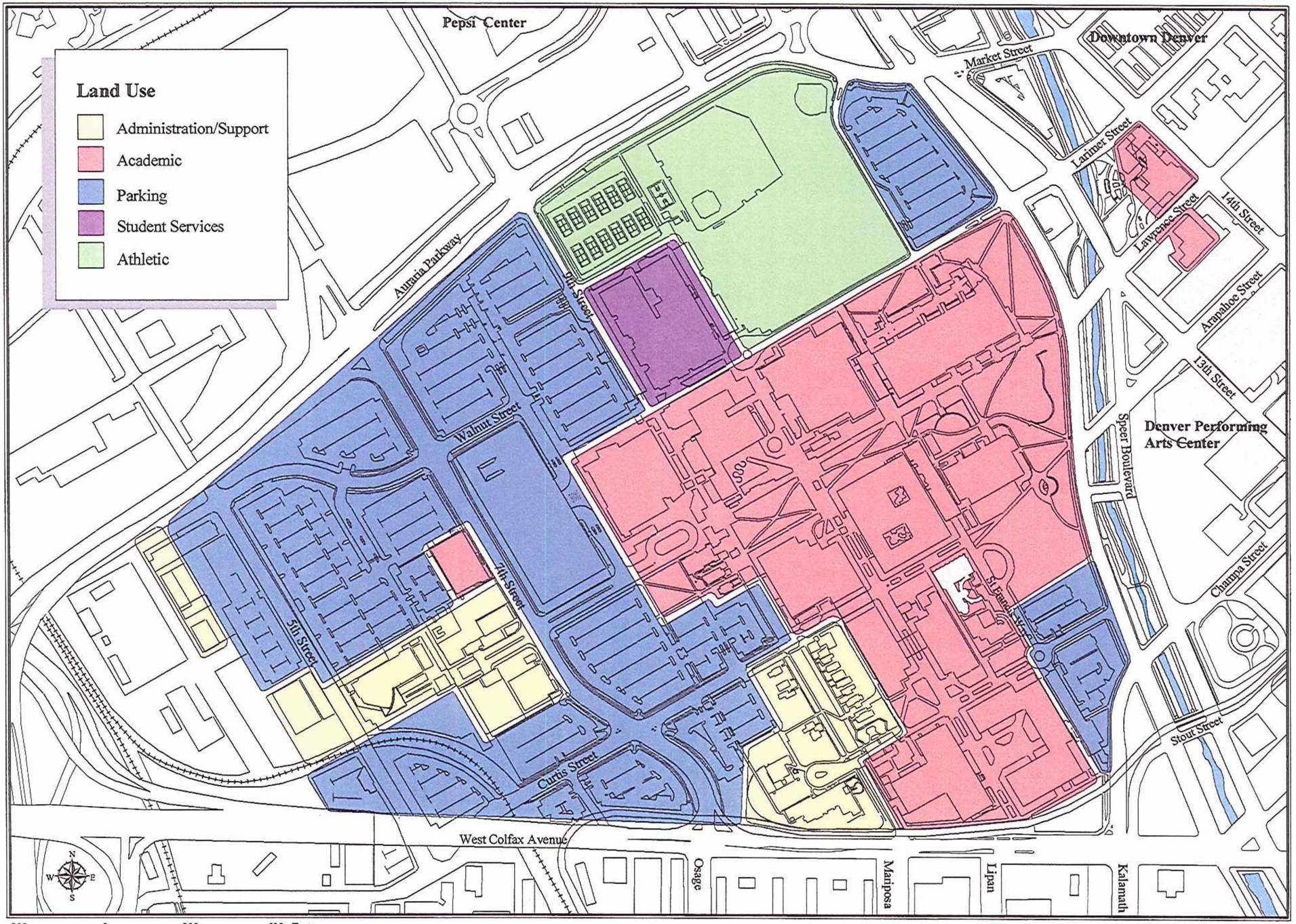
The 126 acre main campus consists of 41 buildings, which house approximately 1.43 million assignable square feet of building space to support its programs. In addition to this, various campus programs lease space in downtown Denver. Lease space among the three institutions account for over 300,000 square feet.

The campus is opened 7 days per week (including events) and utilized from 7:00 am to 10:30 on weekdays. This makes the campus one of the most efficient users of building space in the country. Today's utilization practices result in approximately 60 assignable square feet of space per student, one third that of other Colorado campuses.

Parking issues arise due to the efficient space utilization of campus facilities. Approximately 72 percent of campus students, faculty, and staff drive personal vehicles. This is necessary to meet demanding daily schedules. Approximately 17 percent of campus users utilize mass transit, and the remaining use other means such as walking or bicycling. Improving the use of alternative modes of transportation to offset parking constraints are detailed later in the plan.

Land Use

Auraria Higher Education Center



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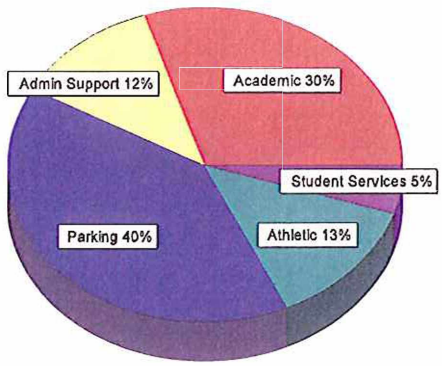
Percentage of Land Use



Land Use

When the Auraria campus began over twenty years ago, land resources were never a concern. Denver Urban Renewal Authority (DURA) provided ample land resources to begin the campus. The amount of building space needed at this time was minimal so it was decided to construct campus buildings in a relatively low profile. This spread facilities out over multiple city blocks and preserved mountain views for downtown neighbors. Because of this, land use and building needs were all intermingled within a small, single academic core.

The core was anchored by the centrally located Auraria Library. All other facilities were located within a five minute walking distance from this point, making for a relatively efficient layout.

Auraria began its development at the south end with its first two buildings, the South Classroom and the Technology building. Using the existing street layout as a urban design grid, the campus moved north with three additional buildings, the Library, Central Classroom, and the Science Building. These buildings, along with the preserved historic structures, established the initial campus.

In its next five years, the campus enrollment increased 50 percent. Parking demands and vehicular access created a sea of asphalt fed by numerous state highways and fast moving streets. Soon after, Larimer and Lawrence Streets, which funneled 34,000 cars daily through the center of campus, where closed.

The Auraria Parkway opened to reroute this traffic around the edge of campus, allowing the campus to expand to the north. Lawrence Street was turned into a pedestrian mall. Helping to anchor the mall were three buildings adjacent to it. These were the North Classroom, Arts, and Student Union buildings (now the Plaza Building). The concept paved the way for a new pedestrian oriented campus.

Today, the predominant academic core is located in the southeastern part of the campus. It is surrounded by administrative, student support, and parking functions. Recreation and athletic activities occur to the north.

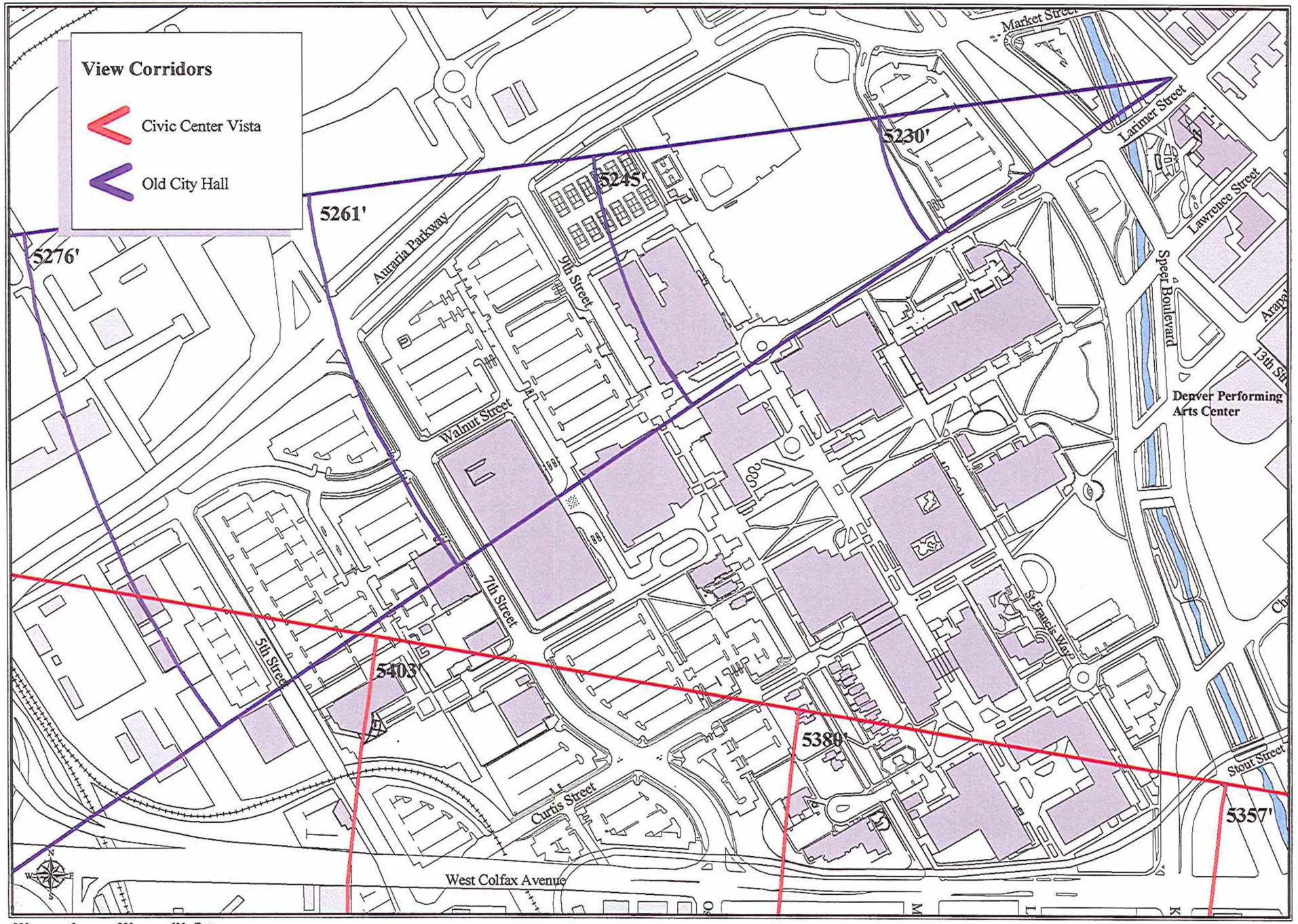
Facilities support functions are generally located west of 7th Street, outside the general academic core. Seventh Street is the main vehicular access point to and through the campus. It virtually divides campus property and is a safety concern for pedestrians. Much of the parking is located west of 7th and people must cross the four-lane road to get-on to-campus.

In the academic area, each school's administration is focused within a particular area of campus. CCD lies in the southern part of campus, MSCD is centrally located, and UCD is primarily in the north.

Ninth Street consists of primarily administrative functions and the Tivoli (north) houses most student support functions.

Site Restrictions

Auraria Higher Education Center



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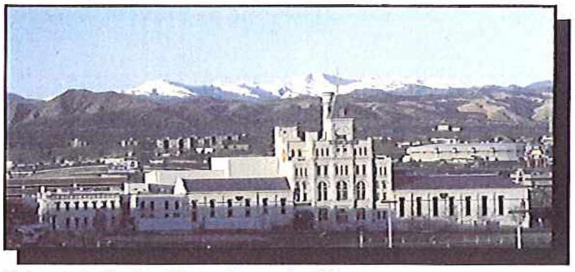


Colorado's Rocky Mountains to the West

External vistas into downtown Denver

View Corridors

View corridors play a major role in any urban campus. With downtown Denver to the east and the Rocky Mountains to the west, Auraria has regional features that provide tremendous vistas. This gives the campus a strong sense of place as it relates to the community. Various views increase comfort levels and provide urban design elements that keep the environment exciting.

The Rocky Mountains provide a panoramic backdrop to the west, while views to the east are more controlled. Corridors created by building edges and landscape forms focus one's attention on specific views or focal points into downtown.

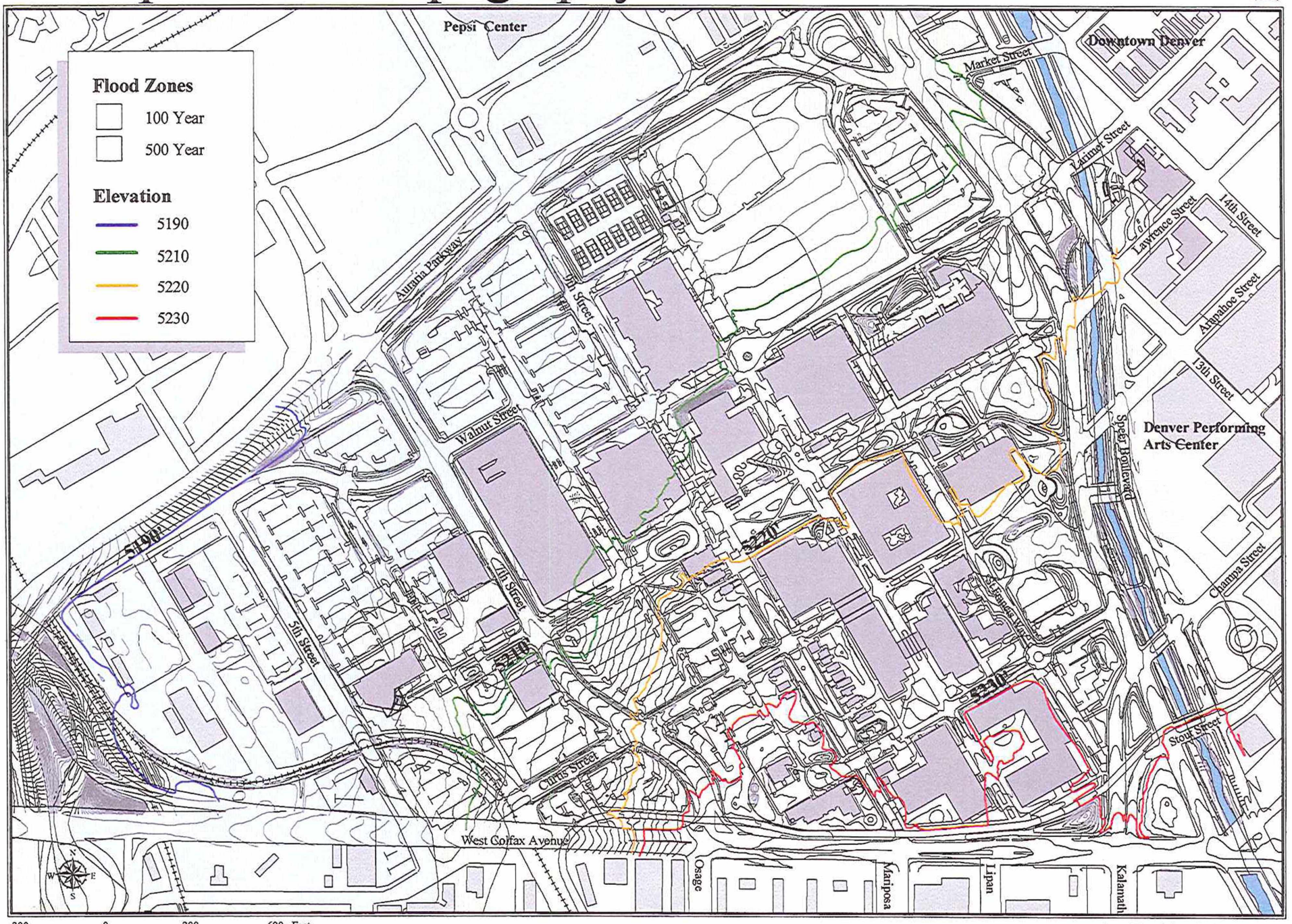
There are two view corridors imposed on the campus by the community. The first is the City of Denver "Old City Hall" view corridor which begins at the bell statue at the corner of 14th and Larimer Street. This corridor is the most restrictive as it relates to new development on the north and western sides of campus. The corridor (City of Denver Ordinace, ORD 133, 3-14-88) establishes a sight line from the bell to the mountains. It limits building heights to 1 ½ - 2 stories near Speer Boulevard and 4-5 stories at the western edge of campus.

The second is the "Civic Center" view corridor. This maintains the mountain view from the Civic Center which is east of campus. Its point of reference begins at the top step of the State Capitol and crosses the southern portion of campus. Buildings at the Auraria site are limited to heights of 5400 feet above sea level at Champa Street and approximately 5425 feet above sea level at 5th Street. Existing elevations determine maximum building heights can be as tall as 190 to 220 feet, well beyond what the campus will ever consider.

Internal views have also been developed over the years. These views capture additional detail than the larger, regional focuses. They provide an avenue for one's attention to be drawn internally to the campus. Views capture aspects specific to the Auraria campus. They provide interest, way-finding, ownership, and legacy. Examples of these views include St Cajetan's and the Emmanuel Gallery entrances from the Lawrence Street Pedestrian Mall, and the view to St. Elizabeth's Church from Arapahoe Street.

Floodplain and Topography

Auraria Higher Education Center



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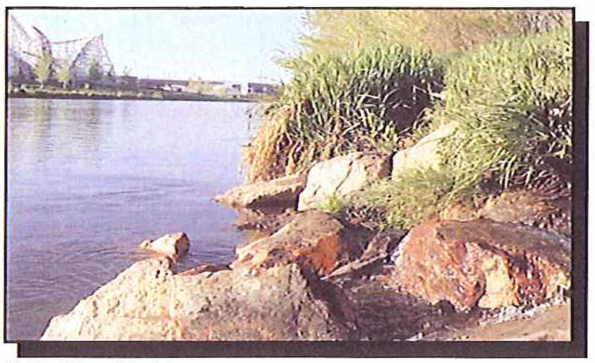
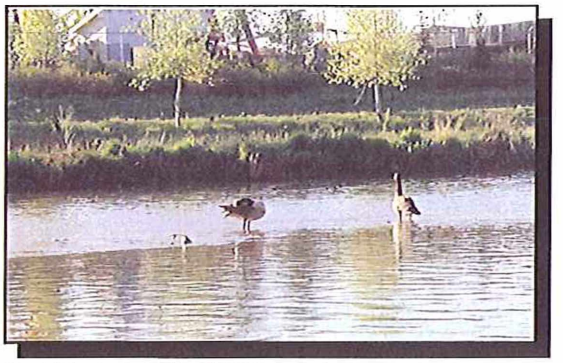


Platter River Corridor



Auraria's nearby natural areas

Campus Topography/Flood Plain

The physical layout of the Auraria campus is organized on a ninety degree grid system that is rotated approximately 31 degrees west of due north. This is a continuation of the land use pattern established by downtown Denver. Urban development across Colfax Ave converts back to a north/south orientation, so Auraria is at the crossroads of the community's orientation.

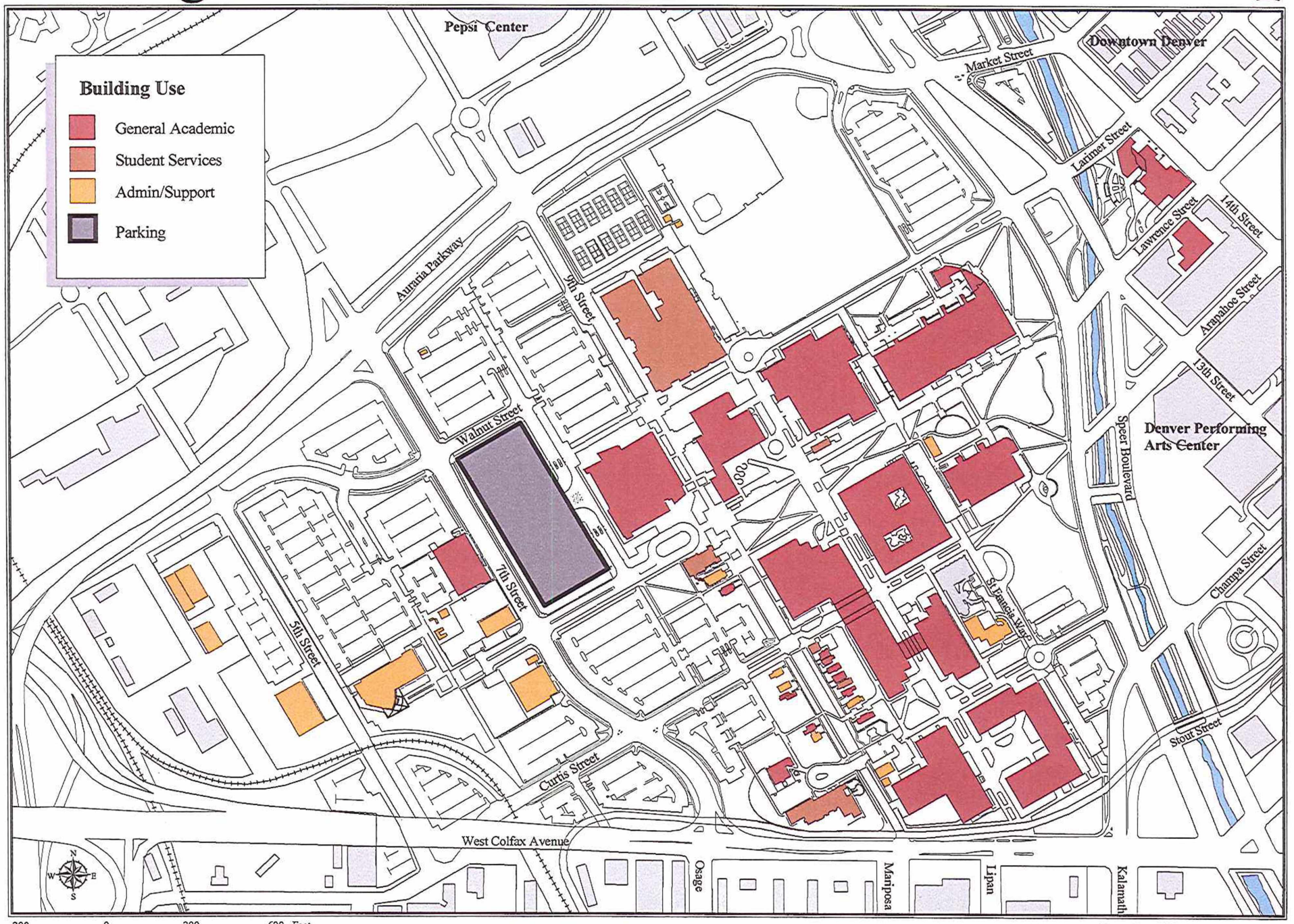
This shifted orientation follows the topography of the site. The campus high point is at its easterly edge, near the Colfax Avenue and Speer Boulevard intersection. Elevations at this point begin at approximately 5215 feet above sea level. The campus drops to 5175 feet above sea level at its most westerly edge. This forty-foot fall occurs diagonally across the grid in the north/south direction. Although new buildings have changed site detailing, the overall topography is the original gradation to the Platte River watershed.

Because of the campus proximity to the Platte River and Cherry Creek corridors, the 100-year flood plain meanders through the western part of campus. Careful consideration to the use of this portion of the campus is important. New building locations and the uses of new buildings will be impacted somewhat by the topography. Best uses are those that can recover, or be protected from, possible flood damage. This includes, but is not limited to recreational, landscape oriented uses, and parking.

More frequent rains, such as the 50-year and 20-year rains, will only effect a small portion of the site. Because of the frequency, it is even more important to control land uses in these areas.

Building Use

Auraria Higher Education Center



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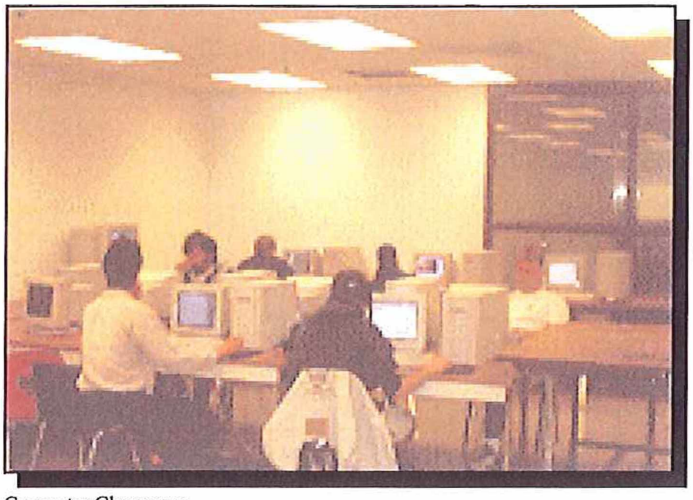

Computer Classroom

Building Use

The majority of buildings on the Auraria campus house traditional academic, administrative, and support functions. Instructional classrooms, laboratories, office space, and library spaces, make up over 80 percent of the 1.35M assignable square feet.

The majority of all space types are found in all major buildings throughout the campus, a somewhat mixed use; however, buildings can be classified into six major categories for their most prominent types. These include: Academic, Administrative, Parking, Service, Support, and Others.

Academic buildings make up the majority of the campus. They were designed and constructed to support specific functions, rather than a specific school (The Auraria Concept). This concept was then coupled with the need to consolidate specific institutional administrative functions. Although general instruction spaces are shared by all three institutions, administrative spaces were located in specific buildings, providing a sense of "home."

The Community College of Denver resides in the southern part of campus, primarily in the South Classroom Building. The Metropolitan State College of Denver sits within the central core primarily within Plaza, Central, West, Science and Arts Buildings. The University of Colorado at Denver resides in the northern part of campus, primarily in the North Classroom, Arts, Plaza, and Science Buildings.

Service and Support facilities were located at the perimeter of the academic and institutional buildings. This helped develop a simple academic core, but is now in jeopardy as the campus grows. The new center of campus has expanded and now includes the old "outlying" support buildings. This is a concern in the academic environment. The new Land Use and Building Use plans attempt to rectify this situation by strengthening the functional relationships of each.

In addition to campus buildings and their space, the institutions also lease anywhere from 300,000-350,000 ASF in nearby off-campus facilities. Although some of these leases exist for programmatic reasons, the majority of the leases are executed due to a lack of space on the main campus.

Off campus lease programs will always play a role with regards to space management for Auraria. Leasing space within the community provides the institutions an avenue to support outreach programs and provide a presence within the community.

Space Efficiency

The Auraria campus is one of the most efficiently used campuses in the United States. Many facilities are open 7 days/week and throughout the evening.

Classroom utilization exceeds the State of Colorado's guidelines. Average classroom utilization is 42 hours per week with some rooms being used as much as 80 hours per week.

Historic Structures

Auraria Higher Education Center

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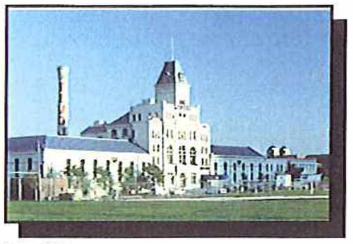
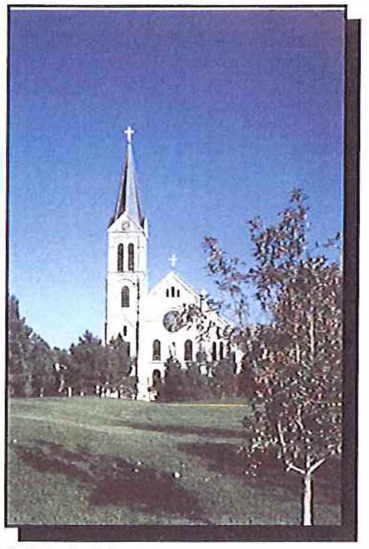
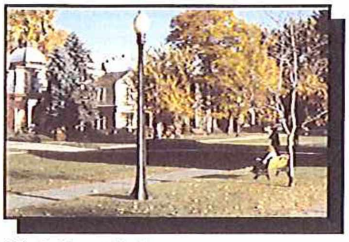
Emmanual Gallery



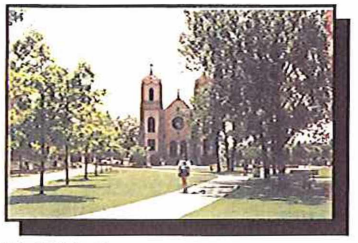
Tivoli Brewery



St Elizabeth's



Ninth Street Park



St. Cajetan's

Historic Structures

The Auraria campus has preserved more of the community's history than its own. This is primarily due to the fact the campus is only two decades old, but it rests on the site of Denver's oldest settlement.

The Platte River Valley became home to numerous travelers caught up in the 1850's Gold Rush in the west. The Denver area served as a gateway into the mountains and became quite popular during this time. Early settlers chose the site where the Platte River and Cherry Creek intersect. Their new home was named "Auraria," latin for gold.

During the 1900's, this area continued to serve as home to many of the original families of those who settled here. It became one of the most diverse, deeply rooted, communities in all of Colorado.

Auraria reflects the legacy of the community by preserving various landmarks that reflect the values and diversity of the communities forefathers. Physical tribute is seen in the following historic structures. These include a Jewish Synagogue, Hispanic Church, German Brewery, and many residences of the local diverse ethnic backgrounds.

Emmanuel Gallery (Jewish)	1876
St. Cajetan (Hispanic)	1925
St Elizabeths (German)	1878
Tivoli (German)	1866
9th Street Park (Varies)	1872-1906
Golda Meir House	1911

Auraria Churches

Auraria's three historic churches, St. Cajetan's, St. Elizabeth's, and the Emmanuel Chapel, support today's academic needs while continually reminding us of the campus's place in history.

St Cajetan's is used for classrooms and special events, and the Emannuel Chapel, now called the Emmanuel Gallery, is used as a campus art gallery. St. Elizabeth's, which is privately owned and operated, remains a Catholic Church serving the greater metropolitan Denver area.

Ninth Street Park

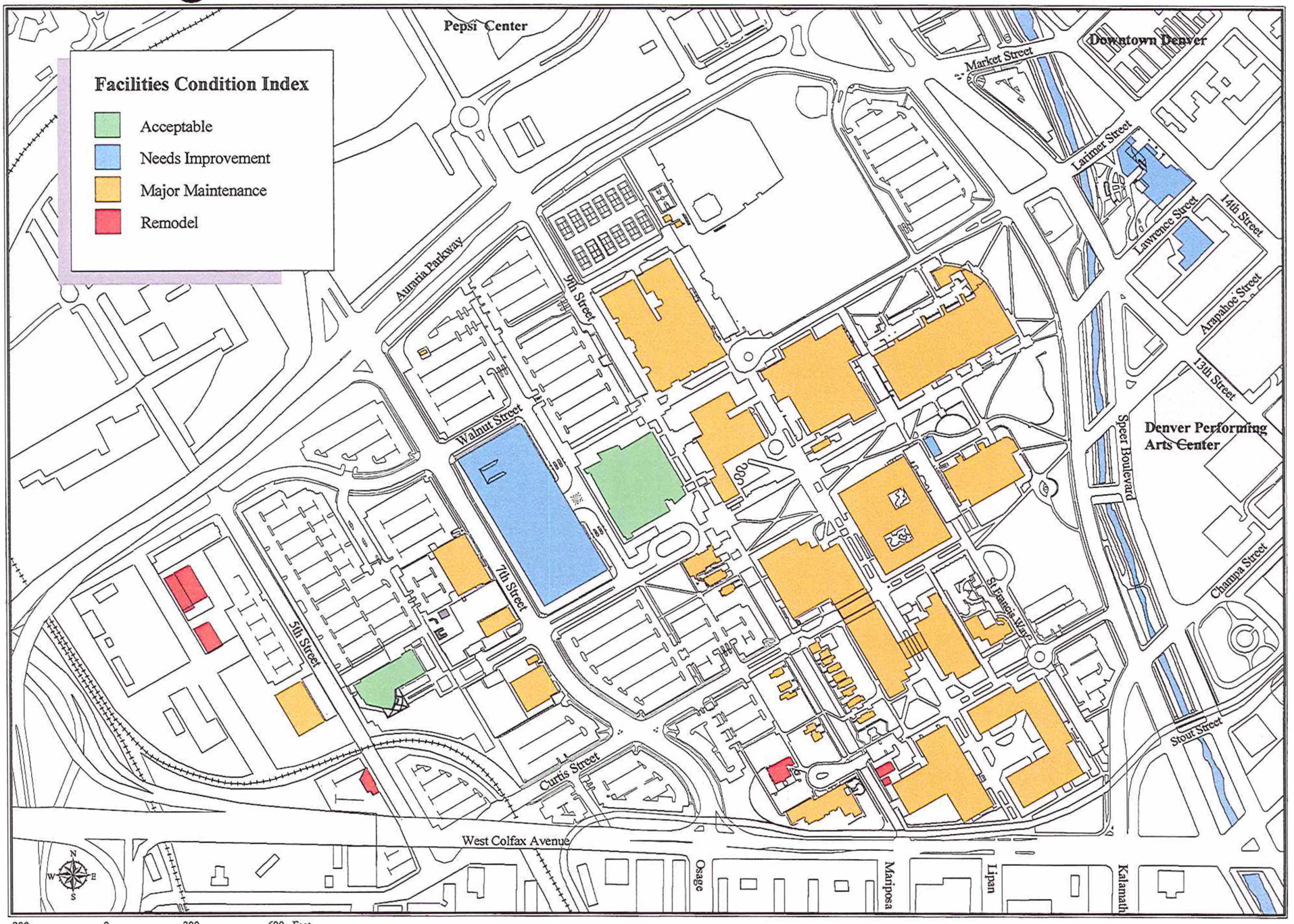
The central southern portion of campus houses the historic Ninth Street Park. Consisting of 14, 19th century buildings dating back to as early as 1872, the Park makes up the oldest restored residential block in the Denver community. Now used for primarily administrative purposes, these residences were once homes of middle-class Jewish and Hispanic families.

Tivoli

Built as a German Brewery in 1866, the Tivoli changed ownership and experienced multiple renovations and additions over the years. It has been a landmark in the Denver area for over a century. Auraria obtained the building in 1991 and turned the facility into a student union. It has become the heart of the campus where students and faculty from all institutions gather. Its uniqueness makes it an icon among student unions throughout the country.

Building Conditions

Auraria Higher Education Center



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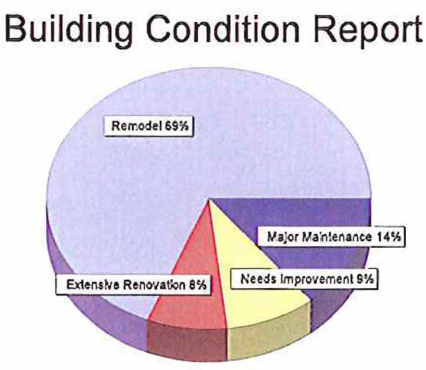


Building Conditions

Except for buildings that existed on the site prior to the Auraria development, the majority of the facilities were built when the campus began in 1976. Because of this, most building conditions are relatively the same, indicating the need for major maintenance in the near future.

Since much of the campus was constructed in the resource scarce 1970's, there is a major concern about the life space of campus building at Auraria. The philosophy during this period was to build as much space for as little as possible, resulting in buildings with shorter life spans. Auraria is beginning to see the problems with this approach. Now that the general age of the buildings are reaching 20+ years, building components are rapidly deteriorating.

Facilities Audit

Facilities Management performs a physical audit on each of its buildings. Buildings conditions are reviewed by a team of facilities experts every three years. Each component of the structure is thoroughly audited for performance and its potential useful life. Condition assessments are given to each component and then a Facility Condition Index (FCI) is calculated using the analysis completed for each building component.

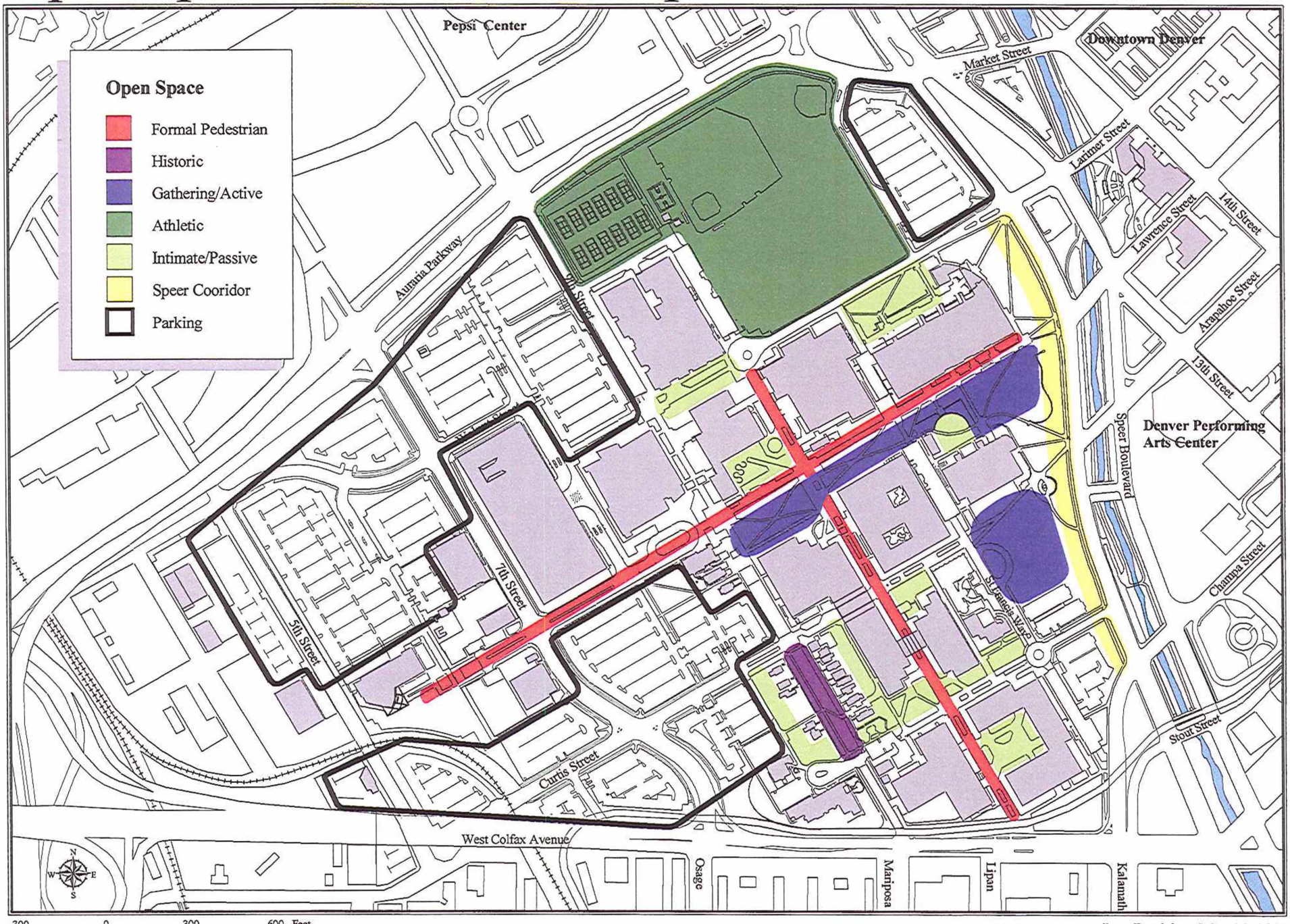
This process will allow campus planners and facilities personnel to evaluate the actual building needs with program needs. Immediate maintenance/repair needs are incorporated into the Facilities Development Plan.

High priority projects are requested for funding through the State's Controlled Maintenance Budget Request.

Near future needs are usually combined with high priority program needs. This results in a building revitalization approach that updates buildings both physically and programmatically. Auraria plans on using this concept to develop a complete Building Revitalization Plan for all campus buildings in the future.

Open Space and the Landscape

Auraria Higher Education Center



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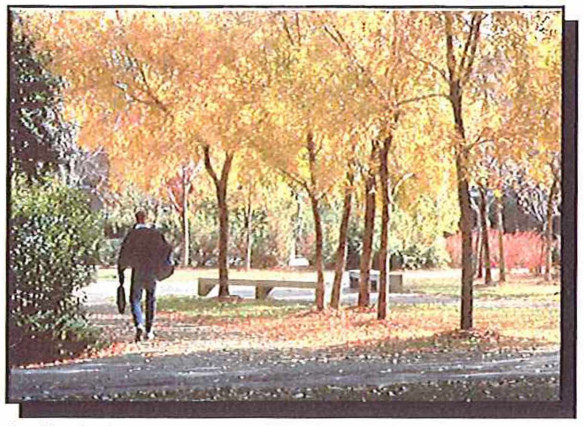
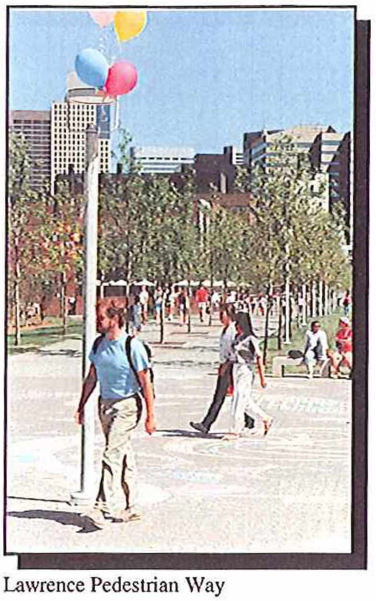


Smaller Gathering Areas



Lawrence Pedestrian Way

Open Space and the Landscape

Open Space

Campus open space is organized around a series of linear pedestrian ways created from the street system that existed prior to the campus. The pedestrian ways provide a sense of order in the environment and a safe way to move around the campus.

Complementing the pedestrian ways are both large and small open spaces. There are a few expansive lawns on the east and north ends of campus, some of which are isolated from the pedestrian spines. The large open space to the east of the Tivoli is used for recreational/athletic functions so it was intentionally separated from the spines. Open spaces along Speer Boulevard are also active but lend themselves to better interaction among the pedestrian spines.

Scarcely scattered among the campus are smaller informal open spaces. These exist primarily on the south part of campus, in pockets serving primarily CCD and MSCD students due to their location.

Much of the open space to the west is inundated with a sea of parking. As the campus grows westerly, it will be important to develop space that is collegial and indicative of an a academic environment.

Many of the current open spaces on campus can be improved with an appropriate increase in building density. Buildings have a low profile, possibly to preserve downtown mountain vistas, but this limits the success of some of the open spaces. A few are considered ill-defined and uncomfortable to users.

Landscape

Development of the Auraria campus began only two decades ago, so much of the campus reflects typical urban landscape themes common in the Denver area. Extensions of the street tree promenade extend into some of the pedestrian ways on campus.

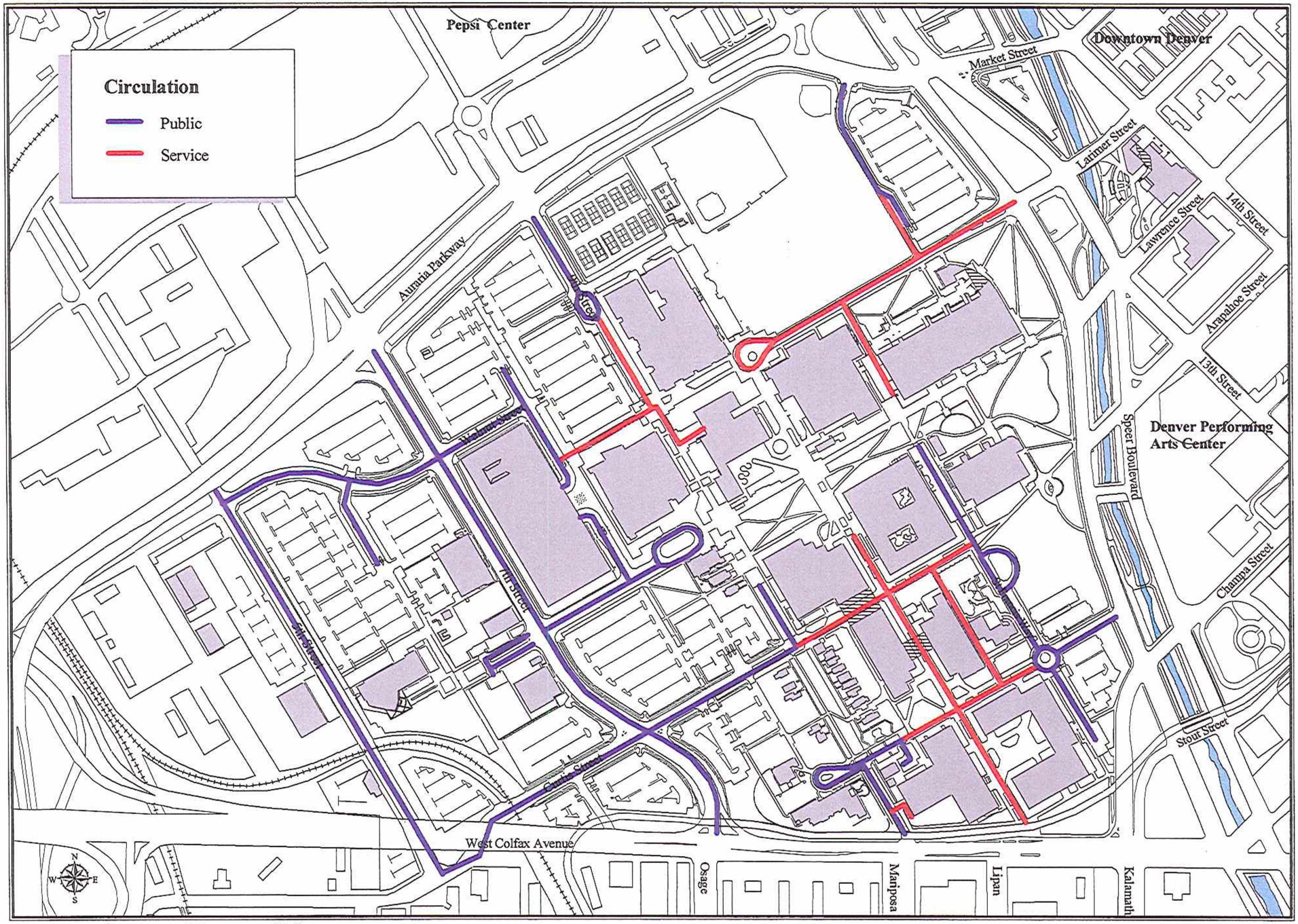
Campus edges are quite different. Each has its own distinct planting scheme that reflects its role within the larger community. The north edge along the Parkway is very formal and linear, whereas the historic Speer Boulevard edge is informal and has a variety of tree and shrub species. Each reflects the activities associated with their respective edges. The south edge of campus lacks specific identity due to the numerous land uses in the surrounding area.

There is a lack of shade trees internal to campus. North/south pedestrian spines are primarily ornamental trees that provide color, but little shade. Shade trees were introduced along the Lawrence Way and are also scattered in other areas of campus.

Lower level plantings such as shrubs and flower beds are also scattered among the campus. These plantings are beautiful within themselves, but many times go unnoticed in their current setting, due to the scale of the campus buildings and pedestrian ways.

Vehicular Access

Auraria Higher Education Center



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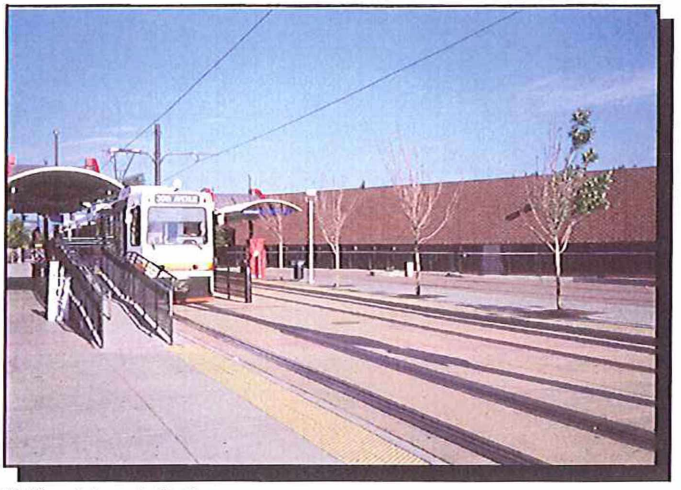


Colfax at Auraria Station

Circulation/Access

Vehicular Access--Public
Main access to campus is achieved primarily via 7th Street from either the Auraria Parkway (north) or Colfax Avenue (south). Secondary access points include Ninth Street off the Auraria Parkway, Ninth Street off Colfax Avenue, and St. Francis Way off Speer Boulevard. Congestion is heavy due to limited access points and commuter nature of Auraria.

Vehicular Access--Service
Service vehicles access the campus using the same public access points in most cases. Service routes are then designated, which are a combination of streets (curb and gutters) and sidewalks, which are more pedestrian friendly. Most campus deliveries from outside vendors use trucks and large vehicles. This causes many conflicts and safety concerns with pedestrians especially in the center of campus.

On-campus services such as Facilities Management, Police, and various administrative services utilize the streets and walks; however, they are more sensitive to the vehicle/pedestrian conflict. On campus services use motorized golf carts when feasible.

Mass Transportation
There are three locations in which RTD busses stop at/in the campus. Campus perimeter stops are located at Colfax and 10th Street on the south and Auraria Parkway and 9th Street on the north. A major transit stop is located at the end of Larimer Street at the southeast corner of the Tivoli Student Union. This location penetrates into the student core and is as centrally located as logistically possible.

The introduction of light rail to Downtown Denver in the early 1990's improved accessibility to campus. A popular station stop is located at Colfax Avenue at 10th Street. This is co-located with the bus service and, although successful, is sometimes congested.

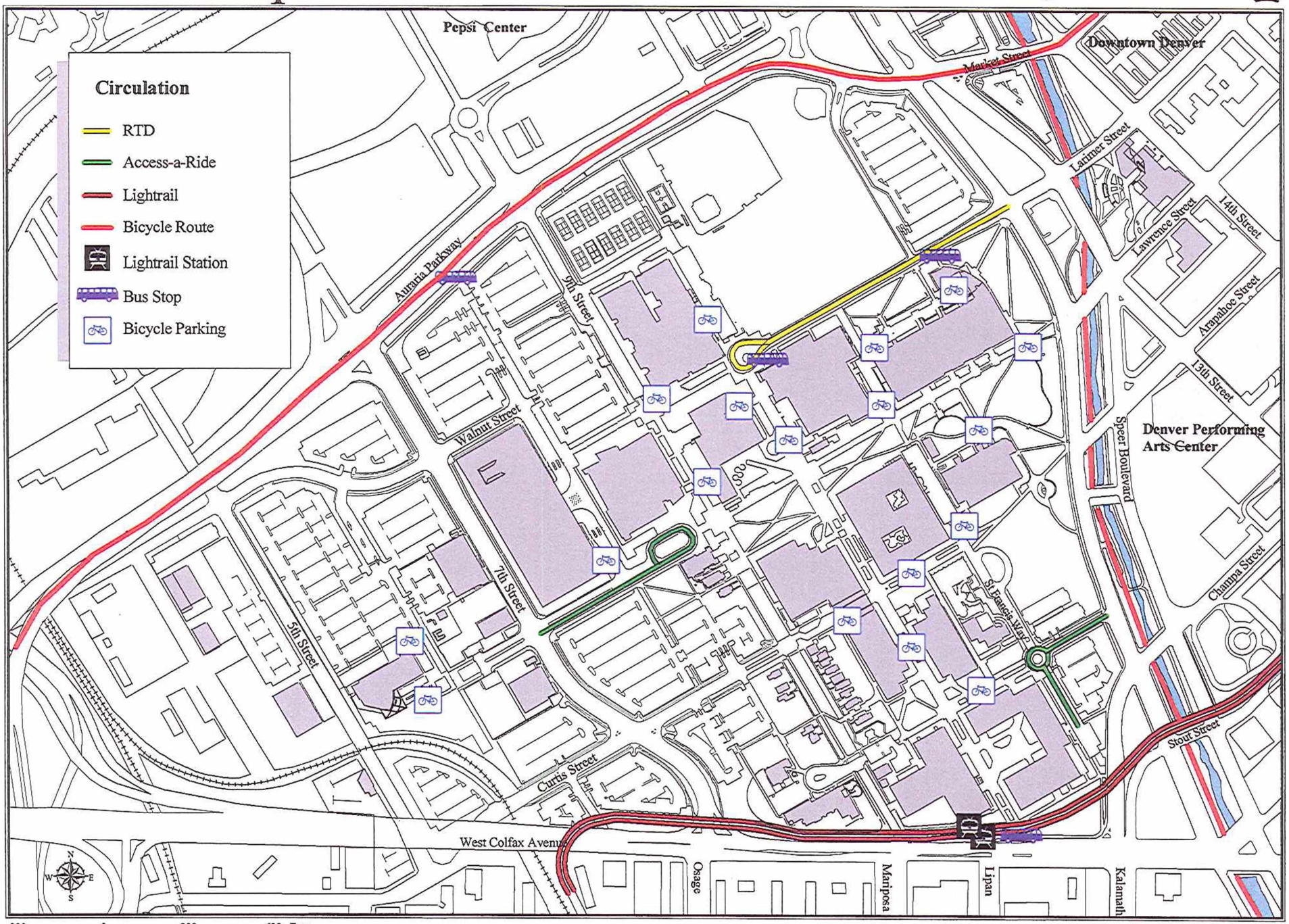
Another spur behind 5th Street and a stop at the west end of the Lawrence Pedestrian Way is underway. While this provides access to the pedestrian way, it also increase the conflicts at 7th and Lawrence.

Pedestrian Circulation
Pedestrian circulation is concentrated among the pedestrian ways. Activity is usually high paced due the students' overwhelming schedules that require juggling family lives, employment, and education. Once someone is on a pedestrian way, his travel sequence is a pleasant experience. Getting to this point, however, is a struggle. Walking across the Auraria Parkway, Speer Boulevard, Colfax Avenue and Seventh Street is difficult. Improvements are planned at each perimeter to address this.

Identifying building entrances from pedestrian ways is also difficult. Providing a focal point of entry at the buildings will strengthen how the campus pedestrian ways operate, making the campus more comfortable for all users.

Mass Transportation

Auraria Higher Education Center



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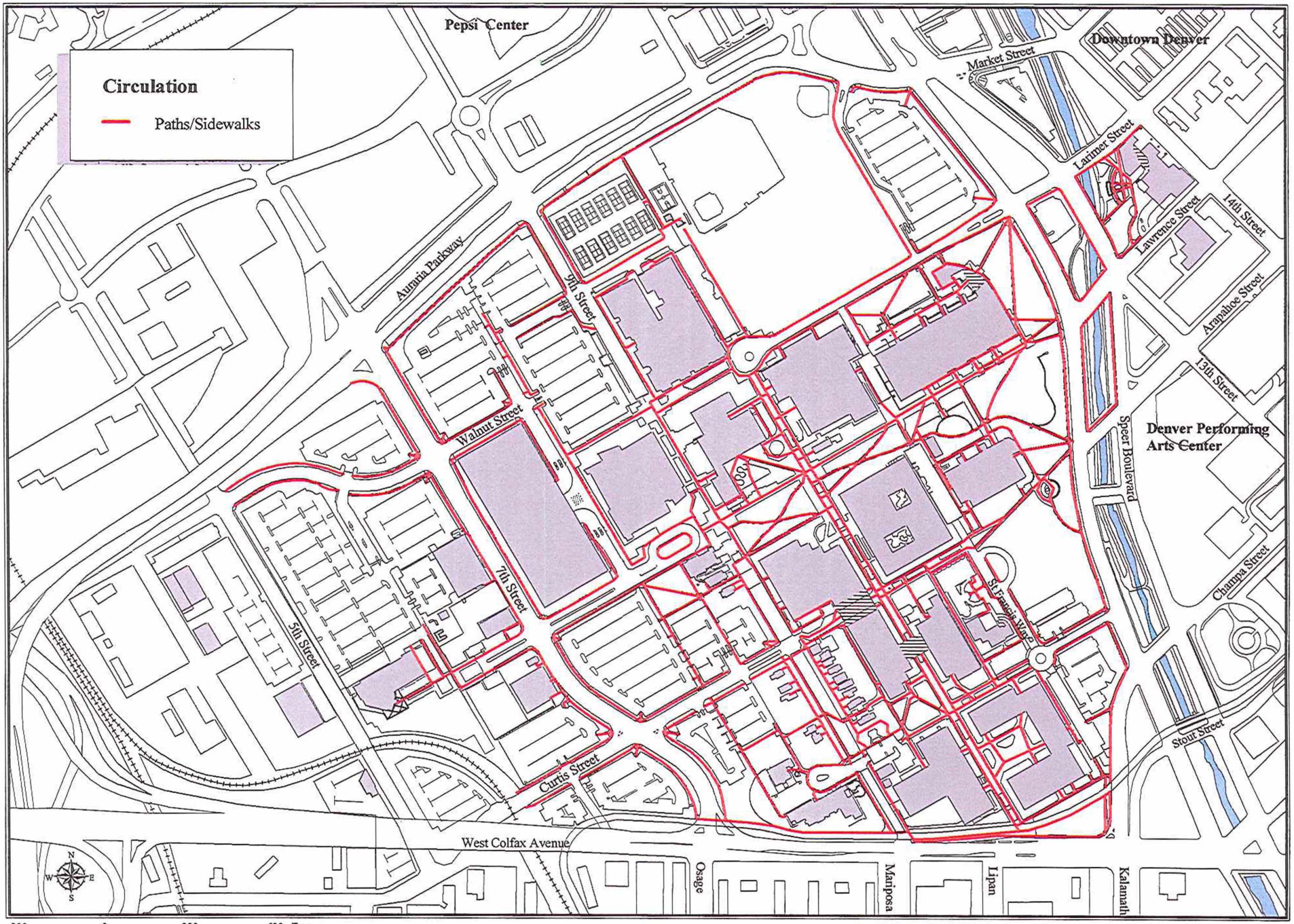
Pedestrian Circulation

Auraria Higher Education Center



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Existing Parking

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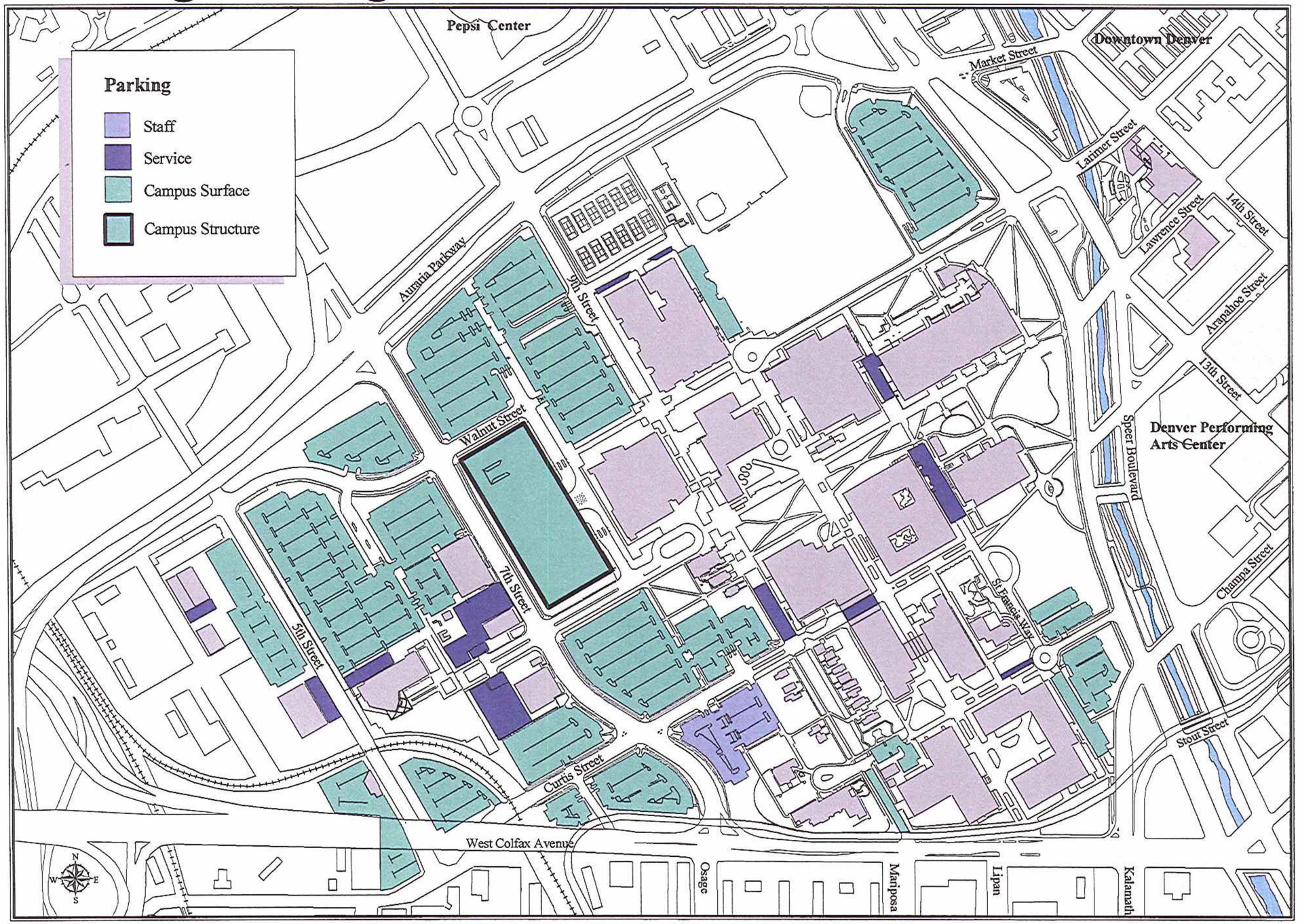

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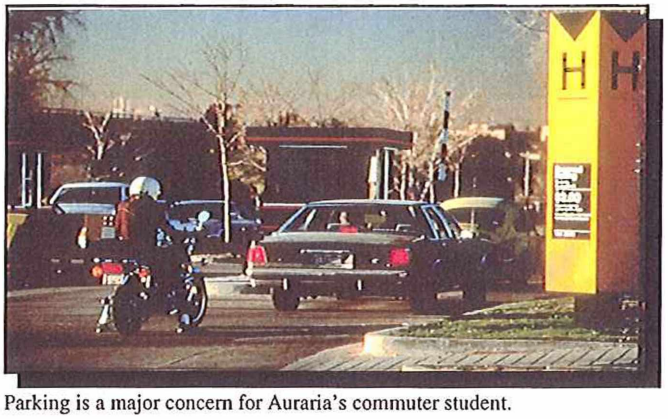


Parking is a major concern for Auraria's commuter student.

Parking

Automobile access and parking for a commuter campus is critical to its ability to succeed. This is ever so true as it relates to the Auraria Campus. The amount of parking, access to parking, location relative to people's destinations, and the costs are all very sensitive issues.

Auraria has just over 6000 parking spaces available to students, faculty, staff, and visitors. This represents approximately one space for every six persons needing access to campus. At times, more than 98 percent of the spaces are occupied.

Over 90 percent of the parking is located on the western part of campus. The remaining 10 percent is located in the north and eastern parts of campus, directly at each campus entrance. Although each lot is landscaped well, the seas of autos at campus entries are extremely unattractive. Access is also a problem due of the proximity to major intersections.

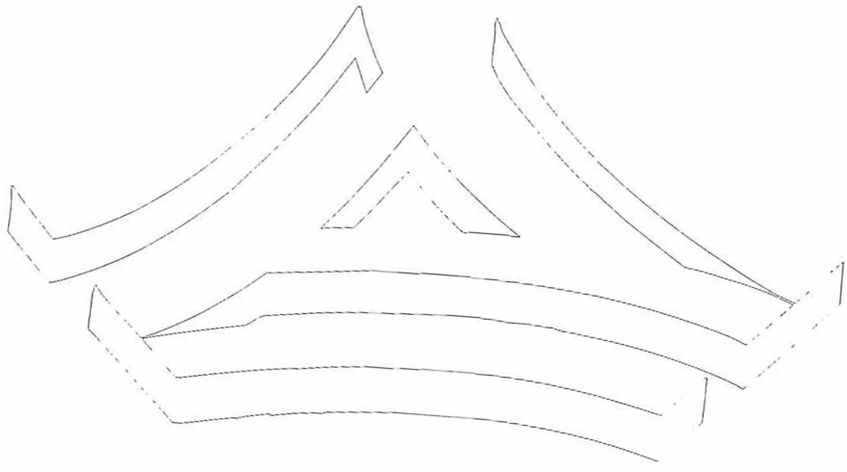
The Parking and Transportation Center (PTC) is the only parking garage on the campus. Located at 7th Street and Lawrence Streets, the facility supports over 1700 vehicles, making up almost 25 percent of the available campus parking. Its central location allows patrons to access the facility easily. It is also adjacent to the Lawrence Street pedestrian mall, making travel from the garage to respective destinations a pleasant experience.

The remaining parking lots are located west of the PTC. This western location provided the opportunity for additonal parking as the campus grew. This resulted in the unbalanced distribution of parking in the academic/student core. It forces thousands of persons to cross 7th street to enter the campus daily. The new parking plan identifies new parking structure locations that will mitigate the imbalance.

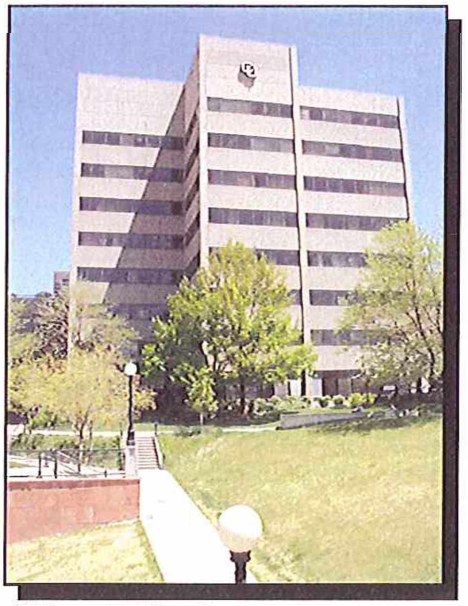
Auraria has a variety of types of parking services available. Each is meant to support the diverse needs of its patrons. Hourly, daily, monthly, and annual users all have their respective options. Visitors can find parking spaces scattered throughout the campus.

Specialty spaces are found at all locations throughout the campus. Usually dedicated, these spaces support mobility impaired persons and service vehicles. Handicap spaces are quite accessible and easily identifiable. Their strategic locations help make Auraria easily accessible for those requiring it.

Due to increased campus activity, outside service vendors are beginning to flood the interior of campus and causing conflicts with pedestrians. Service spaces for suppliers and University services are being prioritized to assure only those service vehicles requiring internal access will be permitted into the core. The luxury of parking close for ease of delivery may not be possible given the need to prioritize pedestrians and mobility impaired persons.



The Auraria Campus



CU Denver Building, Downtown Denver

Reference Information/Programmatic Planning

AHEC has incorporated new processes to assure programmatic needs drive physical needs. To accomplish this, the academic community has become more involved in all aspects of facilities planning. Each institution provides representatives and expertise for each particulate planning issue. Whether its developing macro scale assumptions, guidance for a master plan, or specific expertise for a project program plan, the institutions now drive the process, AHEC primarily manages it.

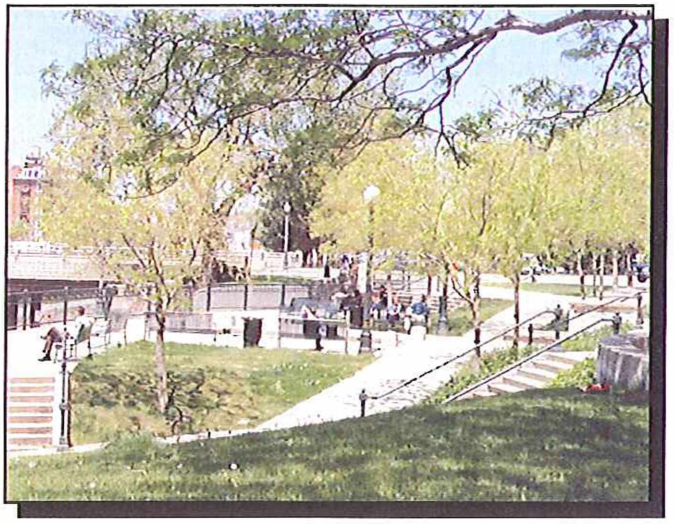
With three completely diverse institutions, it is somewhat difficult to make programmatic planning consistent. Each institution approaches its academic and related planning quite differently. This is even true for departments within each institution.

In order to manage the differences and define a moving target, Auraria develops and uses a package of planning assumptions included in the Master Plan Reference Manual by which physical plans are driven. This reference manual describes the programmatic issues that, as a minimum, are used in planning the physical campus.

The content of the Reference Information is developed, reviewed, approved, and maintained by the Campus Planning Committee. It is revised on a bi-annual schedule in order to assure that the campus' physical plans continuously reflect the academic and programmatic needs of the agencies.

The Manual includes (1) institutional strategic plans, (2) base planning assumptions, (3) student, faculty, and staff projections, (4) site planning criteria, (5) building and space inventories, (6) facilities audit data, and (7) Facilities Development Plan.

Each element of the Reference Manual can be considered an assumption or an issue that drives some part of the physical master plan.



A collegiate atmosphere is critical to the success of its programs

Goals and Objectives

The following goals and objectives were created to provide guidance for the physical development of the campus. They define what the master plan must accomplish in order to support the missions of each institution. When carried out, they provide a total environment conducive to higher learning. The Goals and Objectives change very little over time.

Develop a collegiate atmosphere conducive for higher learning. Establish and continually build strong identity, legacy, and tradition with the environment.

Establish design guidelines (architecture, landscape, circulation, etc.) that will result in developing a park-like environment in a human scale relative to the Auraria campus and its operations.

Preserve facilities that are historically significant.

Remain pedestrian oriented and cater to the interaction, accessibility, and comfort of students, faculty, staff, and visitors.

Create an environment that fosters a sense of community among all programs. Improve the partnership/interface with metropolitan Denver. Strengthen the role Auraria plays within the community.

Maintain an "inviting/open" atmosphere that reaches out to the community, yet is also safe and secure for our users.

Establish a land-use plan that makes efficient use of the limited resources, while continually improving the academic atmosphere in an urban environment.

Nurture diversity among all persons.

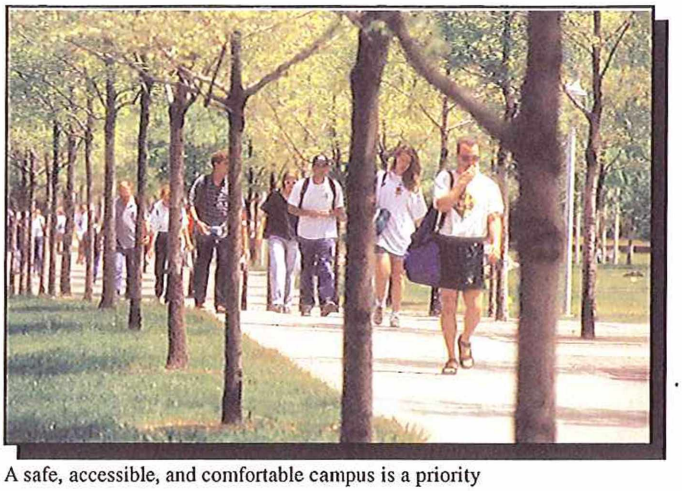
Assure facilities and grounds support the programmatic role and mission of all Auraria institutions.

Improve the integration of facilities planning and academic/programmatic planning processes.

Remain student oriented. Focus will be centered around the total learning experience and the diverse needs of the Auraria student.

Establish flexible design guideliens and practices to accommodate future space changes and technology improvements, without compromising existing building vernacular.

Maintain the existing campus physical resources (buildings, site, and infrastructure) as a priority. When introducing new facilities, assure that these can be maintained and operated as necessary.



A safe, accessible, and comfortable campus is a priority

Improve efficiency and use of limited resources in all areas of physical development and operations.

Additional land resources are not readily available. Better utilize current properties to allow additional building while improving the quality of the open space. Increase the density within the student core without compromising the infrastructure or the campus atmosphere.

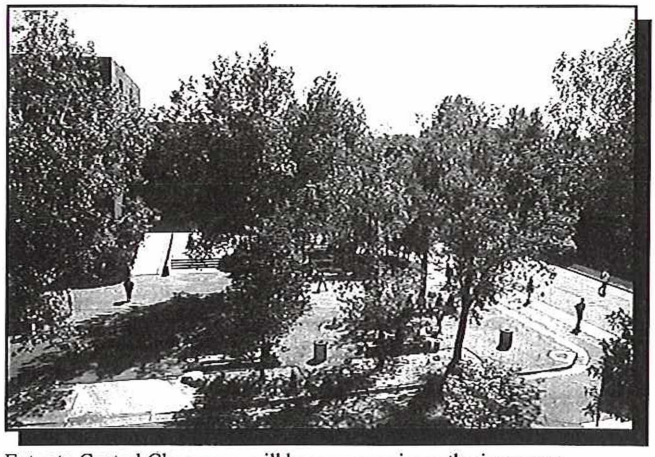
Renovate existing facilities as a priority. Build new facilities only as long-term program needs warrant additional space.

Maintain and operate existing facilities in a way making best use of economic resources without compromising existing programs. Maintain commitment to energy efficiency.

Maintain the health, safety, and well being of all users of the campus.

Increase campus accessibility. This includes but is not limited to (1) accessibility for the mobility, audio, and visually impaired, (2) efficient access for motor vehicles coming to and from the campus, (3) internal pedestrian access, (4) general efficiency of getting students from their vehicles to their classes or final destination, and (5) improve service access/campus operations for motor vehicles.

Increase use of appropriate alternative modes and multi-modal forms of transportation.



Entry to Central Classroom will become a major gathering space.

Design Principles

Design principles establish the strategy by which the master plan will achieve its goals and objectives. Overall philosophy and parameters are developed which all elements of the master plan must follow. The design principles are the foundation to the entire master plan and must never be compromised. They set the framework for the comprehensive solution and must be acknowledged on a continuous basis. They are at the heart of the master plan.

Urban Design

Establish the campus as a park-like campus within the Denver community. This will be accomplished through the development of a series of small scale outdoor spaces used for gathering, connected by common pedestrian parkways used as circulation corridors. There is not the luxury of establishing any new additional expansive lawns or "quadrangles"as seen in traditional residential campuses.

Gathering spaces will be defined by building and landscape edges, focusing inward on the activities that occur within the space itself. These spaces will have an intimate scale, good natural light, with a safe and secure atmosphere that fosters interaction among the users.

The pedestrian parkways provide the circulation link among the varying open spaces. These parkways also link the campus to the community. Acting like people highways within the campus and into the community, they also connect major activity nodes.

The land use plan centers on the total learning experience of the student by expanding the traditional academic core to include all student related functions. This takes the student-oriented concept one step further by centrally locating all student related spaces (academic, social, and other support spaces). Administrative support (non-academic) and other support functions will be located along the perimeter of campus allowing parking to penetrate between the two land uses, getting as close to the users as possible, without jeopardizing pedestrian orientation.

The campus perimeter shall have distinct edges to improve campus identity while being complementary to the surrounding community. The perimeter shall be made up of a variety of building masses and open corridors to define specific gateways and view planes, both in and out of the campus. This is particularly important at the north and east edges of the campus (Speer and Auraria Parkway).

The campus will establish a new urban design framework which all future development must adhere. This new framework is what drives the master plan and should never be compromised. It consists of a series of pedestrian parkways, a variety of urban open spaces, and a series of focal points specifically organized in a way to incorporate future building with. Complementing the base framework will be a variety of gathering spaces in order to improve the collegiate atmosphere. This is further defining today's already successful framework.

Pedestrian ways must be pedestrian oriented, in lieu of the auto

View planes to the west (mountains) and east (downtown Denver) will be improved and preserved through strategic land use planning, building massing, and landscape techniques. The building density in the student core will be increased and the use of proper building massing will provide varying scales of outdoor spaces.

Provide a sense of place and a sense of order. Use buildings, the landscape, site furnishings, artwork, and graphics to establish location.

Landscape

Strengthen the landscape structure to unify the campus and keep it orderly. Emphasize outdoor space and the landscape to complement building architecture. Keep the legacy in the landscape.

Campus pedestrian ways will receive a formal and consistent landscape fabric to help define their use. The gathering spaces will receive a variety of informal and specific planting schemes. This will provide a human scale that promotes longer periods of stay, social interaction, and more comfortable settings that are indicative of the specific space.

Improve the campus image by enhancing its perimiter and the physical relationship with the surrounding community. Provide stronger gateways, links, and visual connections in and out of the campus. Protect the integrity of the campus. Preserve its landscape through the use of a variety of plantings while utilizing specific materials to preserve legacy, define specific uses, and enhance the collegiate atmosphere.

Soften the campus architecture with strong landscape themes. Increase the vegetation and more importantly, the scale of plantings. Increase the campus canopy with additional shade trees. Increase the role site furnishings (signs, hardscapes, artwork, lighting, etc.) play to improve the educational and social environment. Pay particular attention to "night" design issues.

Improve a person's experience along his or her travel sequence. Although multi-use, design the pedestrian way for the majority user, people, not vehicles.

Architecture

Architectural design guidelines will be established to assure new facilities complement the existing architecture. Guidelines will establish building massing, footprints, heights, material selection, etc., necessary to continue the current modern vernacular. Signature buildings will not be considered.

Preservation of the Auraria churches, Emmanuel Gallery, Tivoli, and the Ninth Street Park buildings will continue. These facilities provide legacy for the community that once existed on the Auraria site. The campus will achieve its legacy through its complete urban package, in lieu of specific facilities.

Improve the human scale of the campus by using buildings and their massing to create successful outdoor spaces. Maintain the campus 30' planning grid for future building development while increasing the building densities within the academic/student core, as a priority to "spreading out." In time, this will result in taller buildings in the student core.

Campus buildings have a consistent architectural pallet.

Buildings should act as backgrounds instead of foregrounds to these spaces. The space itself becomes the focus.

Auraria is one of the nation's leaders in space utilization. The institutions will continue to be as efficient as possible without forcing negative impacts to their programs. This will mean improving utilization of certain facilities while reducing that of others. The new space model is based on Auraria standards, guidelines, and operating methods in lieu of state or national standards.

Access

Being a commuter campus, vehicular access and the location of parking is a priority. Getting students to campus, parking vehicles, and getting to the classroom must be efficient. The time it takes to get to the classroom plays a major role when deciding to attend Auraria, or even furthering one's own education. Taking advantage of the multi-modal transportation activity in the area and interconnecting with these systems is crucial.

The travel sequence, especially that from one's vehicle into campus, will be improved. It is important that people have a pleasant experience while moving around the campus. This is critical to the success of developing a pedestrian-oriented campus.

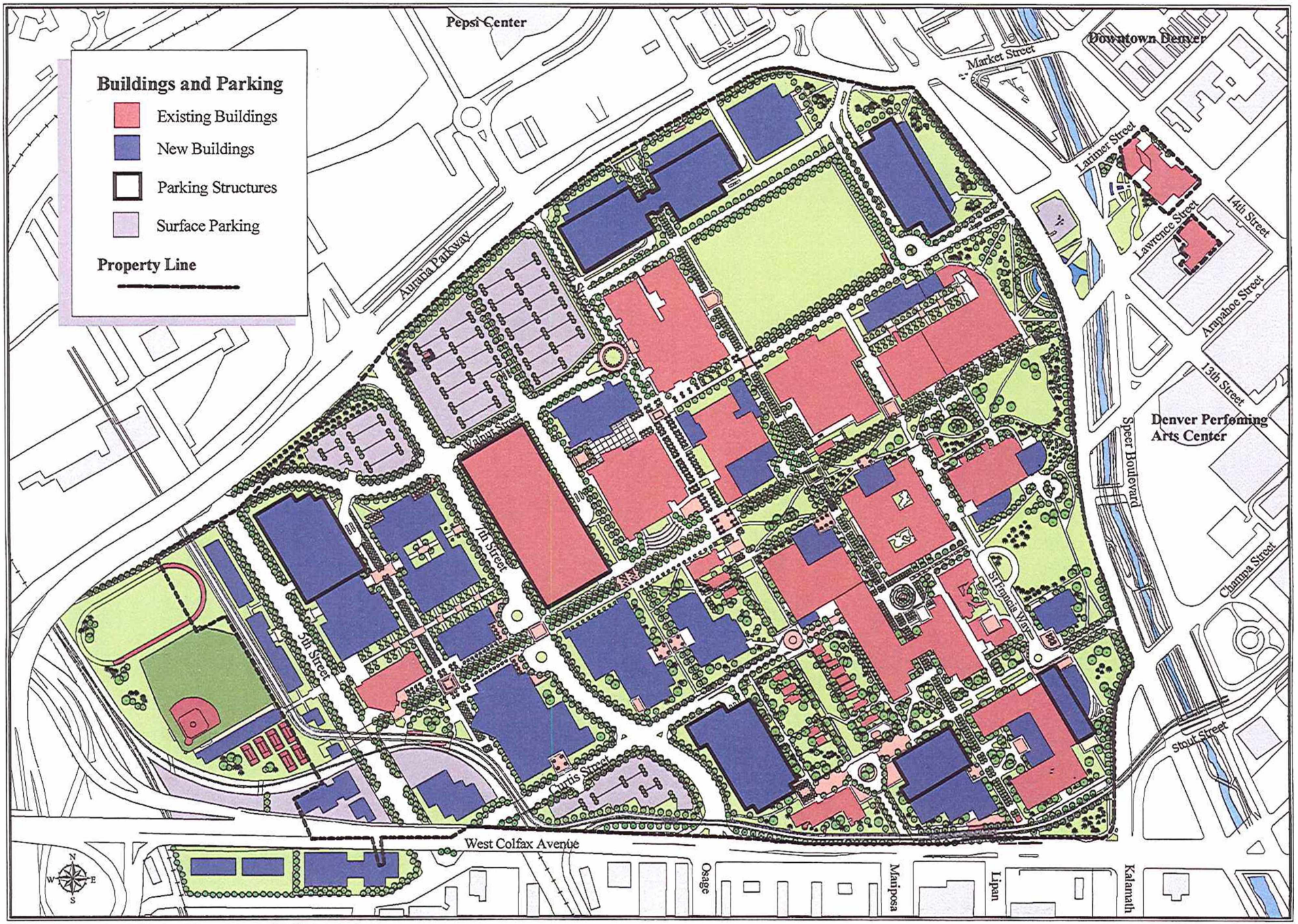
Reduce the travel time required for people to get from their vehicle, or point of campus origin, to their destination. Increasing building densities in the Student Core will reduce travel distances.

Interior vehicular access will take second priority to pedestrian access. The campus will remove the traditional curb and gutters for new pedestrian-oriented spaces. This means low frequency service access may occur in pedestrian corridors. The approach will be to design access for the 95 percent user. Actual service drives will only be developed where the frequency of deliveries warrants them. The campus plans on beginning the transition into a more pedestrian oriented pathways at the larger scale walks such as 9th and 10th streets. Smaller scale and less traveled corridors will be improved as a second priority.

Introduce multi-use facilities such as integrating parking with new buildings in the student core, reducing the travel time for commuters.

Illustrative Plan

Auraria Higher Education Center



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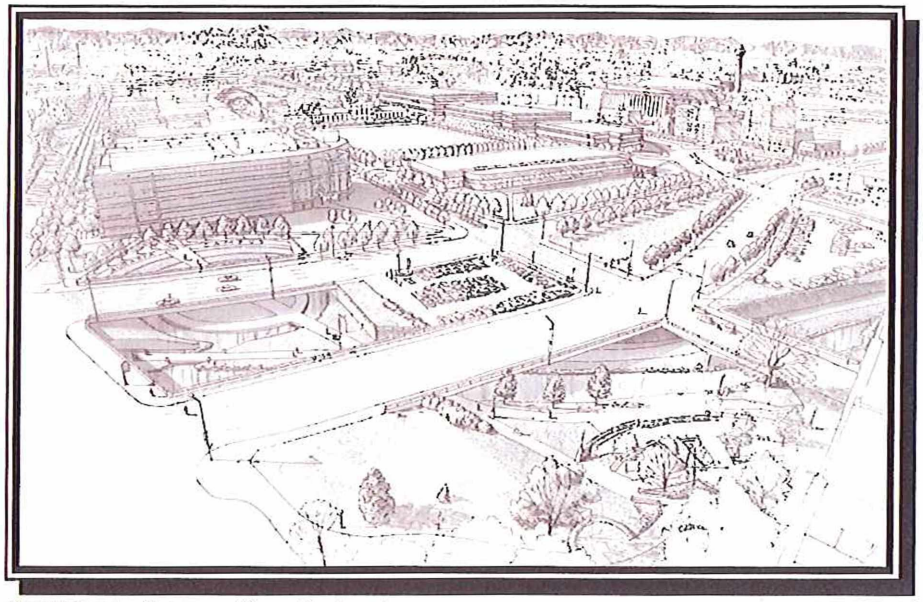


New Pedestrian Entrance at Speer Boulevard

Illustrative Plan

The Illustrative Plan is the master plan's vision for the future. In some cases the illustrative plan looks further into the future than projected enrollment growths established in the assumptions.

The plan brings together all long range planning components of the campus planning processes. It shows how each physical component of the master plan works together to create the total environment desired by the Auraria campus. It carries out the design principles, goals, and objectives, and is used as the basis for which all physical improvements are measured. It assures a common vision amidst a very complex urban environment.

Auraria's illustrative plan establishes an urban design and land-use concept for a campus population of over 30,000 FTE. Although current planning assumptions utilize a base growth projection of 23,000 FTE, it is important for in the illustrative plan to look beyond what is easily projectable. University and college campuses have an unlimited life span, much like a city. To assure ourselves each improvement fits smoothly into the future, Auraria looks well beyond current planning scenarios. Successful collegiate atmospheres are not built over night, but rather over decades.

Sections that follow describe the various components of the master plan. Each component plays a critical role in the development of the campus. Collectively, they become the Illustrative Plan.

The illustrative plan focuses on changing the overall scale of the campus. The plan purposely increases the ratio of building mass to open space to improve access. Reducing travel time for patrons provides a more efficient and pleasant experience when visiting.

In addition to improving circulation, the increased density provides opportunity to improve a variety of campus outdoor spaces. Additional facilities will better define and provide additional gathering places.

The pedestrian way system established in the original campus design is being expanded and improved. Land use improvements will increase activity on these "people highways" with the incorporation of mass transit nodes adjacent to major spines. Building entries will be better defined providing easily identifiable points of entry from the pedestrian ways.

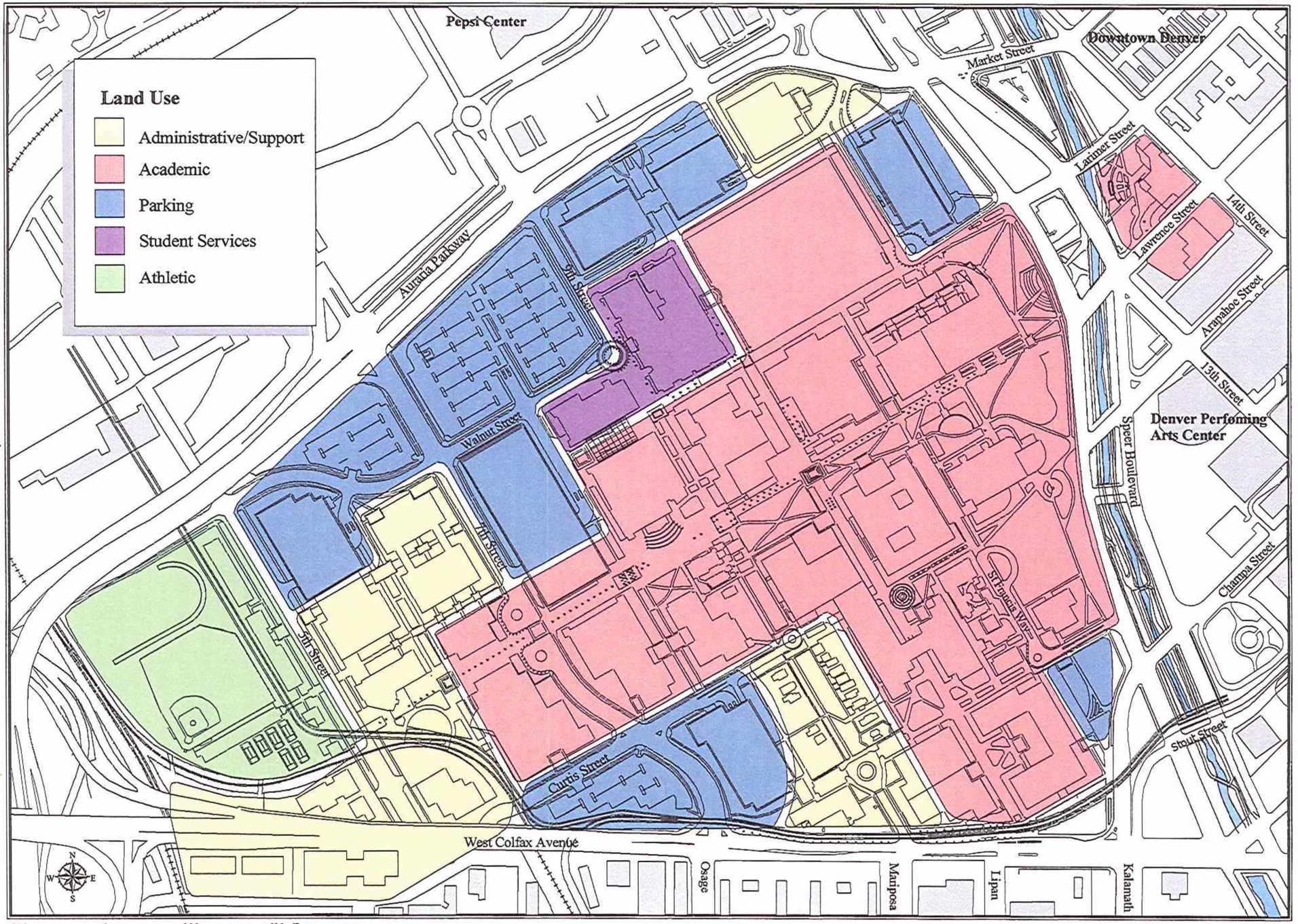
Urban design features will continue to place emphasis on the outdoor spaces and the landscape. Building architecture will be improved while being consistent with the existing pallet of materials.

The campus perimeter will be improved to better define the campus and its role in society. Appropriate community links will be balanced with an edge that provides boundary and security for our students.

Each of the following components of the master plan further defines the concepts described above and established by the Illustrative Plan.

Land Use

Auraria Higher Education Center



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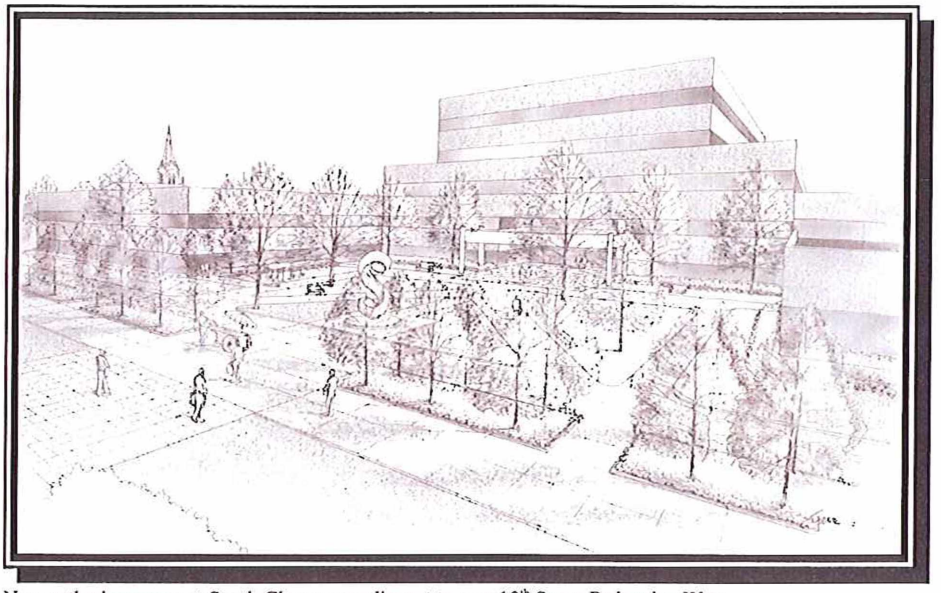


New gathering space at South Classroom adjacent to new 10th Street Pedestrian Way.

Land Use

Campus land use is one of the most difficult physical development attributes there is to change if and/or when it may be necessary. Land use patterns take decades to establish or change so it is important that Auraria considers its land use when making changes to any part of the site or its buildings.

The campus began planning its land use around an academic core centered around the Library, then at the corner of Lawrence and 10th Streets. As the campus grew, new buildings were built to the west of the Library. This moved the academic core westerly, with little regard to the effect decades later.

Previous plans indicated 7th Street as the west edge of campus, but this can no longer be the case. Due to its growth, Auraria is planning land uses westerly towards Interstate 25 and the Platte River corridor.

The new land use plan is centered around the total student. The traditional academic core gives way to an expanded "student" core. The student core acknowledges the total student, above and beyond, the traditional academic portions of a student's experiences at Auraria. Beside traditional instruction, the core will now include social and other support activities such as retail and recreation.

Now that the campus has doubled in enrollment, and is likely to continue to grow, circulation problems are arising. Higher densities of people in the student core are planned in order to preserve a five to ten minute walk from transportation centers or parking. This, and the role as a commuter campus, places a higher priority on parking than typical residential campuses. Parking land uses are purposely located adjacent to the Student Core, allowing students and faculty the most direct access as possible.

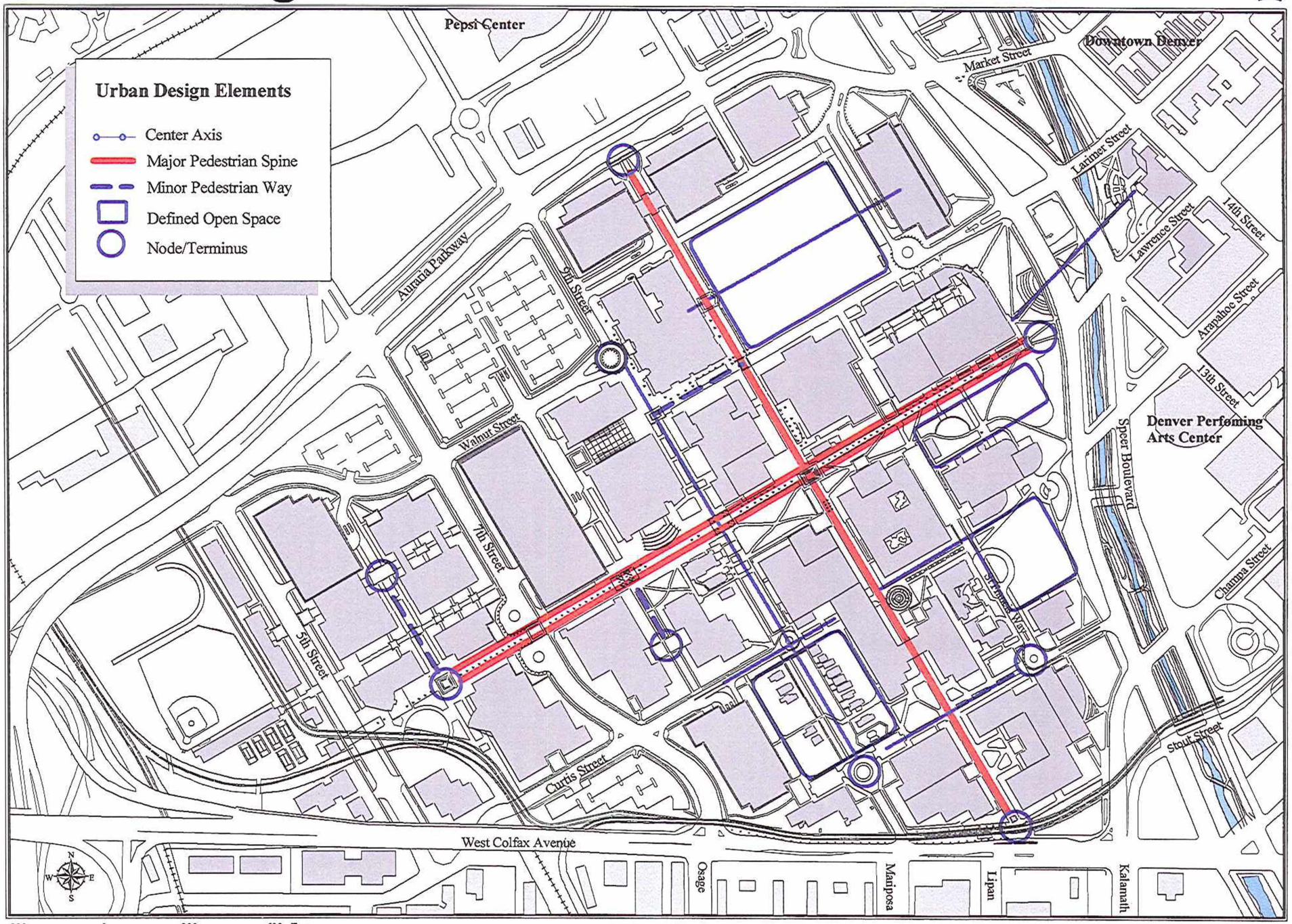
Dispersed among parking are administrative and other support services that directly impact student life. Support activities that indirectly effect faculty and students, such as facilities functions and campus operations, are located at south and west peripheries.

Higher densities in the student core will also require the campus to consider relocating athletic fields from within the central core. Planning athletic land uses at the west edge of campus provides space for a new athletic complex while providing lands for additional academic uses within the current campus property. Slight expansion to the west provides the balance of land needs. This area of campus is in the flood plain (see page 23) which makes it difficult to use. Although new buildings are difficult to locate here, parking and open athletic space works well. Beside utilizing flood plain property and preserving prime academic land, this also ties the campus to the Platte River corridor with similar land uses.

The new land use plan and use adjacencies are both supported by the community. City officials welcome the change in land use from metal operations and junkyard to educational uses and open space.

Urban Design Framework

Auraria Higher Education Center



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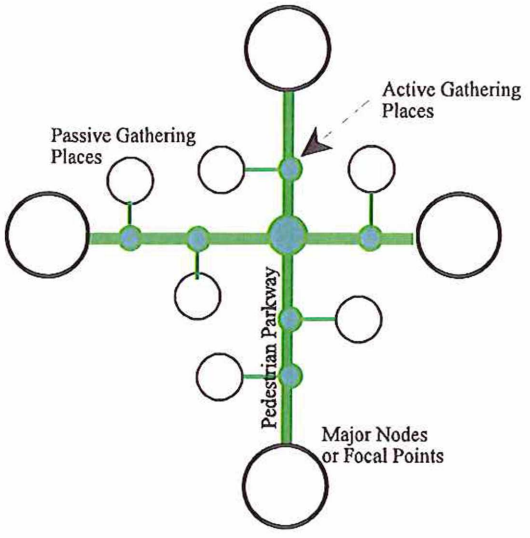
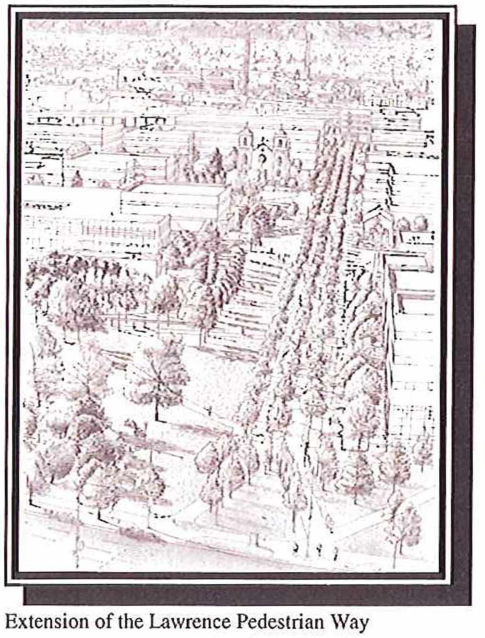


Urban Design Framework



Extension of the Lawrence Pedestrian Way

Urban Design Framework

The Urban Park

The campus landscape is a major greenbelt within downtown Denver. It provides a contrast to the urban sprawl across Speer Boulevard. Many consider the campus an oasis, an area of refuge from the stress and vigors of the corporate world.

Although considered an "Urban Park" to the community, the campus is not, and never intends to be a park in the traditional sense. The campus priority is to establish a collegiate atmosphere, or an "educational" park for its students and faculty. The environment must be traditional: a place for study, contemplation, thought, and interaction among all.

This gives the term "Urban Park" a unique role. Auraria's Urban Park is a setting that is purposefully designed to be conducive to higher learning and capable of developing legacy through the years. It is not a place for recreation as suggested by the traditional sense of the term "park." It's an educational space that encourages urban use and access of knowledge to the continuous learning environment.

The urban design framework establishes a foundation by which the campus will develop its legacy. It consists of varying types and scales of outdoor spaces, strategically interconnected to create Auraria's collegiate version of the Urban Park.

Pedestrian Ways

The Auraria campus framework consists of a series of pedestrian ways, both minor and major, that organize the campus into small "blocks." The backbone to the pedestrian way system lies at the Lawrence Street Pedestrian Mall. This major spine begins just east of 5th Street and runs east to Speer Boulevard, acting as the major gateway into downtown Denver. Each major pedestrian space is anchored by nodes or focal points. These spaces define the beginning or end of the malls through the strategic use of buildings, campus entries, artwork, landscape elements, etc.

The major north/south spine is the 10th Street pedestrian way. Where this intersects the Lawrence Street Mall is considered the center of campus and is a major focal point for the student core. The 10th St. mall is anchored by an RTD light rail station on the south and a future parking structure to the north.

Minor pedestrian ways create a grid system of supporting spines parallel to both Lawrence and 10th Streets. At the points where pedestrian ways intersect, active gathering places are envisioned.

Open Space

Open spaces complement the active pedestrian malls throughout the framework. The expansive lawn east of the Tivoli will be preserved. This large open space will result in a traditional quadrangle sometime in the future. It's the only space on campus used for recreational activity.

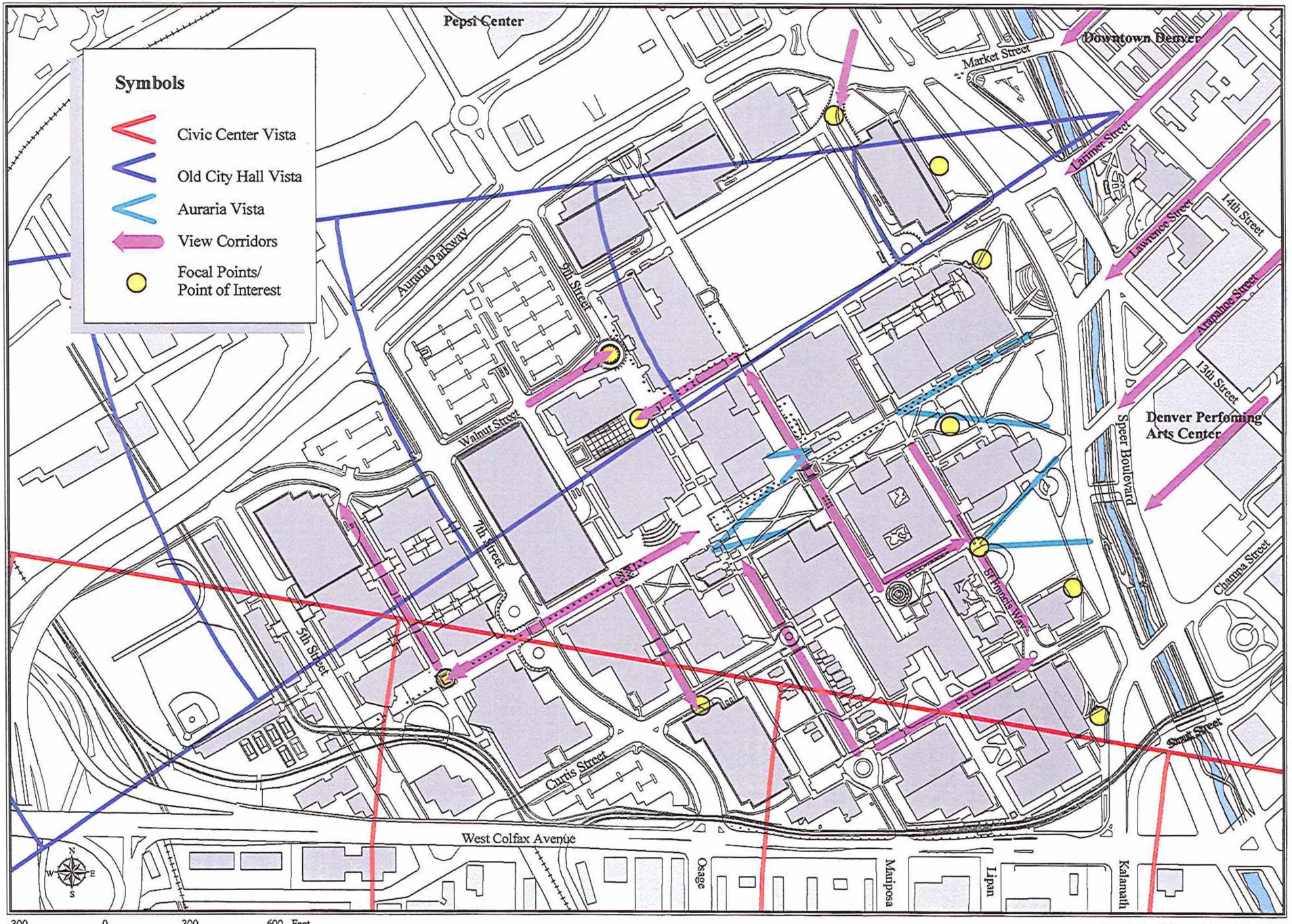
Open Space

Auraria Higher Education Center

Last Revision: May 14, 2001

Preserved Vistas

Auraria Higher Education Center



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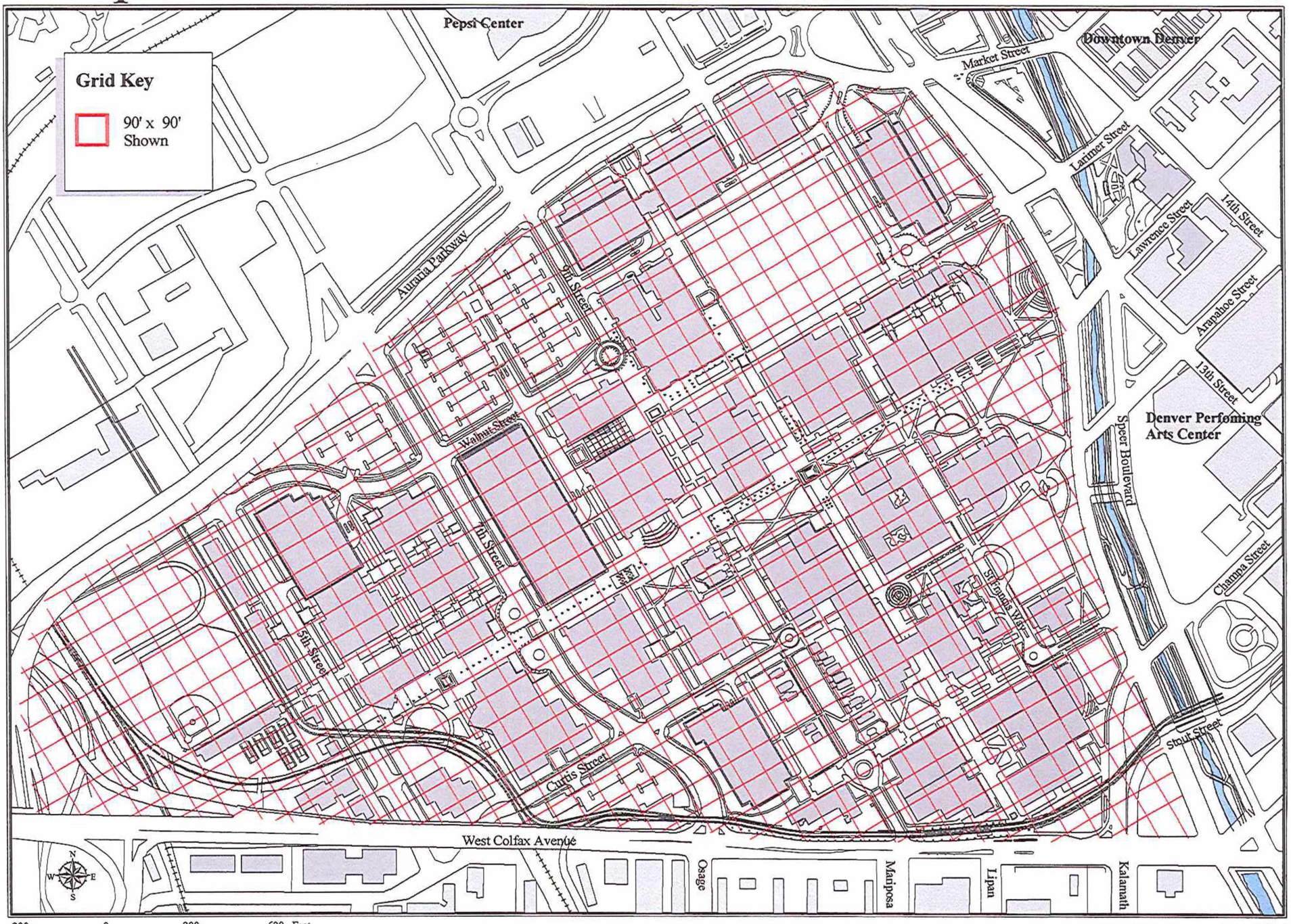
Campus Structural Grid

Auraria Higher Education Center



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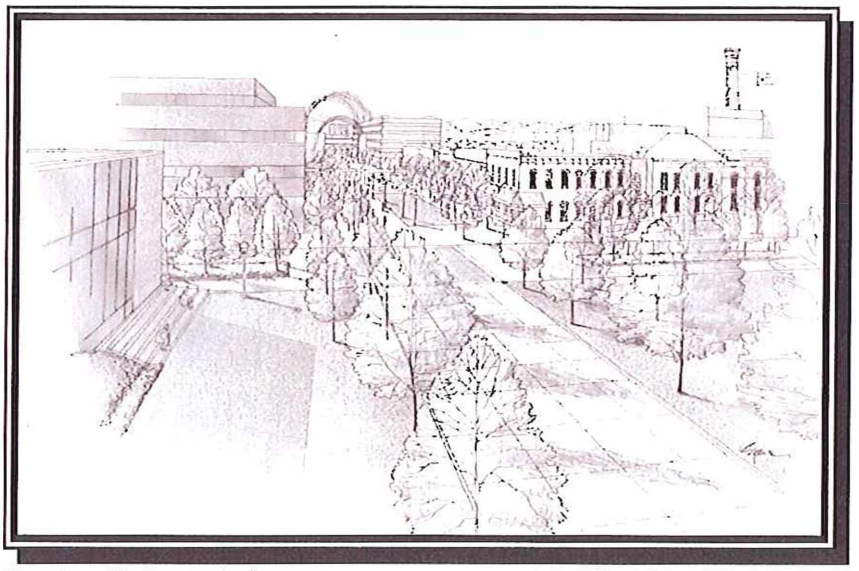


Extension of Larimer Pedestrian Way

Gathering Spaces

Small outdoor gathering spaces play an important role in higher education. Besides providing places for students and faculty to congregate, these spaces also house many program functions such as lectures, research, debate, etc. They are smaller in scale and more informal than larger open spaces.

Additional passive gathering areas will be developed when possible to complement the larger open spaces. These are smaller secluded spaces needed for quiet gathering, intimacy, and study. Areas will vary in type, scale, and location, but will be organized around the minor pedestrian ways to provide strong continuity and connectivity throughout the campus.

Preserved Vistas

Pleasant views help one feel comfortable, secure, and uplifting. They enhance image and send messages about campus philosophies and values. They also provide a sense of place, direction, and security while connecting the campus to its community.

Internal vistas (those within or looking out of the campus) to be preserved include the view to St.Cajetan's from the Lawrence Street Pedestrian Mall, the view to the Emmanuel Gallery from the 10th Street Mall, and downtown Denver vistas from campus including Capitol Hill from South Classroom.

External vistas (those looking into the campus) that are to be preserved or recognized in the future include all site lines from Blake, Market, Larimer, Lawrence, Arapahoe, and Curtis Streets. Vistas to Tivoli and St. Francis are particularly important. The campus has two view planes that are community imposed. These include the Old City Hall corridor and the Civic Center corridor.

The Auraria Grid

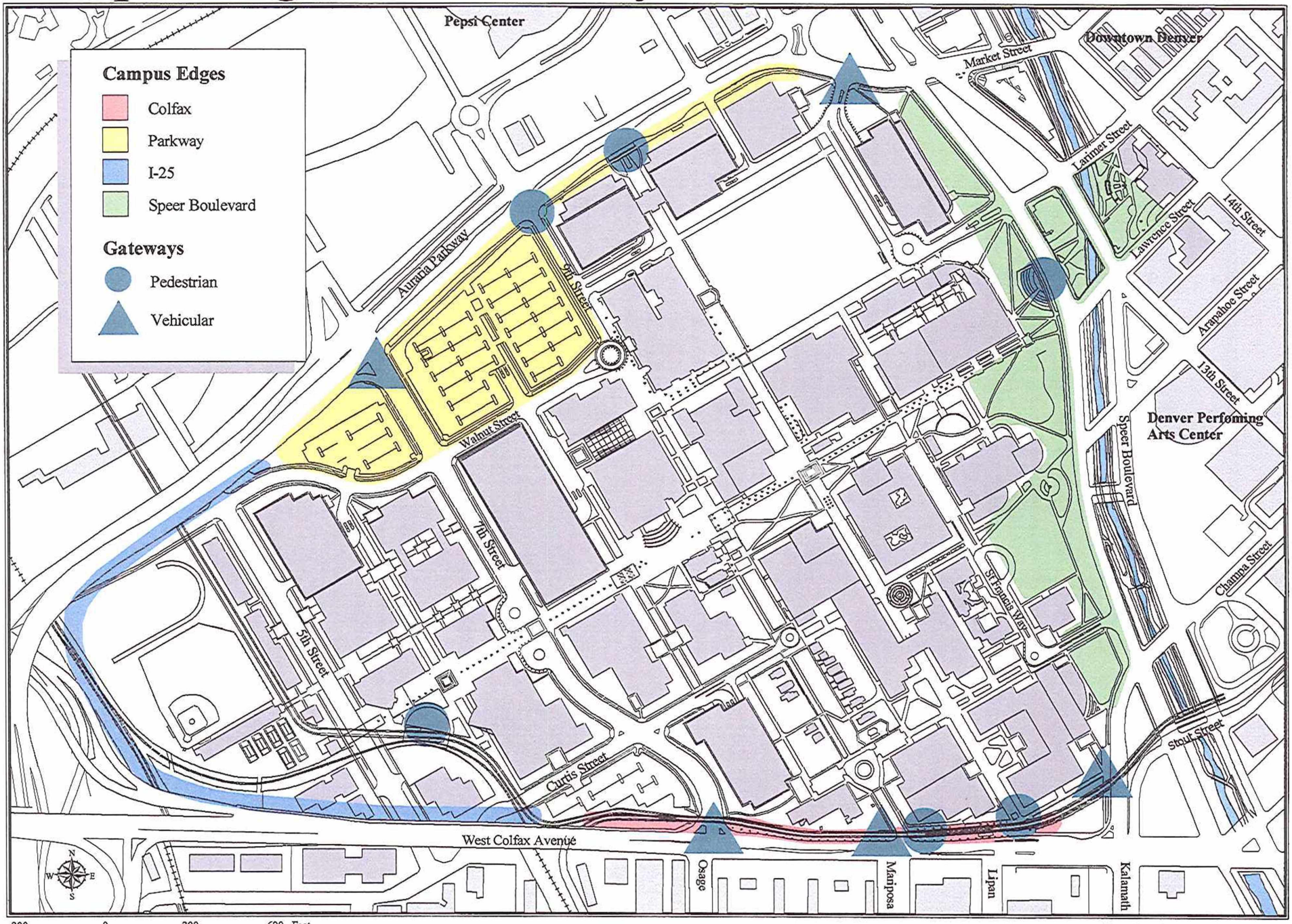
The campus framework includes a planning grid superimposed over the site. This guides the planning and design of urban spaces and building envelopes. The 30'x30' grid is anchored by the intersections of the Lawrence Street and 10th Street pedestrian malls, which is the symbolical center of campus. Its primary purpose is to set a structural pallette for new buildings. Its scale provides economic benefits in construction while creating consistency among interior spaces for future renovations.

The grid also helps guide the campus in achieving a human scale proper to a collegiate atmosphere. It brings consistency to the campus as a whole, but is flexible enough to provide a variety of informal spaces using building edges. Using the grid for macro-scale site elements, such as focal points or art work, can also bring another level of order to the campus. Careful thought and consideration must be used when applying the grid as a design tool. It is a guide and should be somewhat flexible.

The urban design framework is, in all practical purposes, the master plan. The Illustrative plan and other component plans, are several of many solutions to meet the framework. These should be reviewed and adjusted continuously, but the framework should never be compromised.

Campus Edges and Gateways

Auraria Higher Education Center



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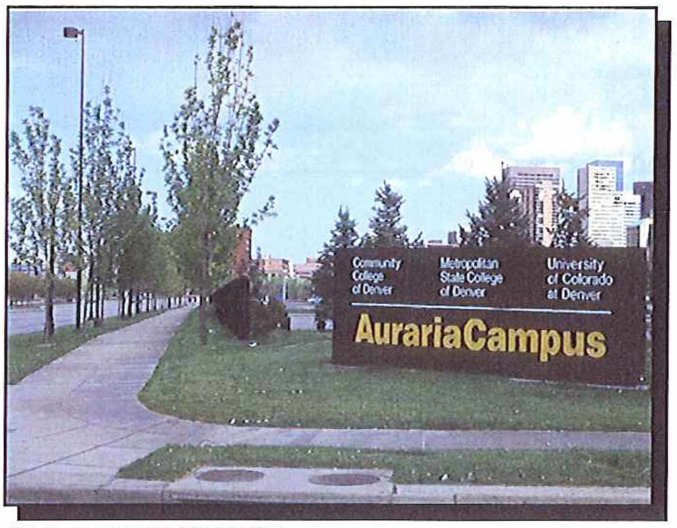


Auraria Parkway and Speer Blvd.

Campus Edges/Gateways

Campus Edges

Although the Auraria campus is somewhat triangular in shape, it clearly has four distinct campus edges.

Speer Boulevard is Auraria's most distinct edge because it borders the downtown community and is seen by those using the Speer Boulevard corridor. Auraria plans to develop this edge consistent with the City of Denver Speer Boulevard plan. Auraria's intent is to better define the open space as it relates to the corridor and to the Denver Performing Arts Center. A balance of open space to that which is directly across Cherry Creek is important. A stronger relationship to the Cherry Creek itself will also better "connect" the campus with the community. Controlled internal vistas and open space that depicts the academic nature of our business will be combined with a grand promenade walk along the corridors edge. Activity across and within the corridor is extremely important to how the campus and downtown interact. Movement across the corridor is as important as that along it.

Auraria Parkway borders the campus to the north. Due to the high speed nature of the Parkway, this edge will be more controlled than the others. The campus will introduce buildings along the edge of the Parkway in support of the City's desire to urbanize the corridor from Speer to 7th Street. This will also allow the campus to control the number of access points across the Parkway. Functionally, the link with the Pepsi Center and the shared parking needs to improve, but in a manner that is safe to patrons. This will be achieved with grade separation at the major point of access at 10th Street.

Colfax Avenue is the southern edge of the campus. Most of this edge is or will be bordered by Light Rail. Access here is extremely concentrated with vehicular access. With the help of the City, the campus would like to improve the pedestrian access into the community near the light rail station.

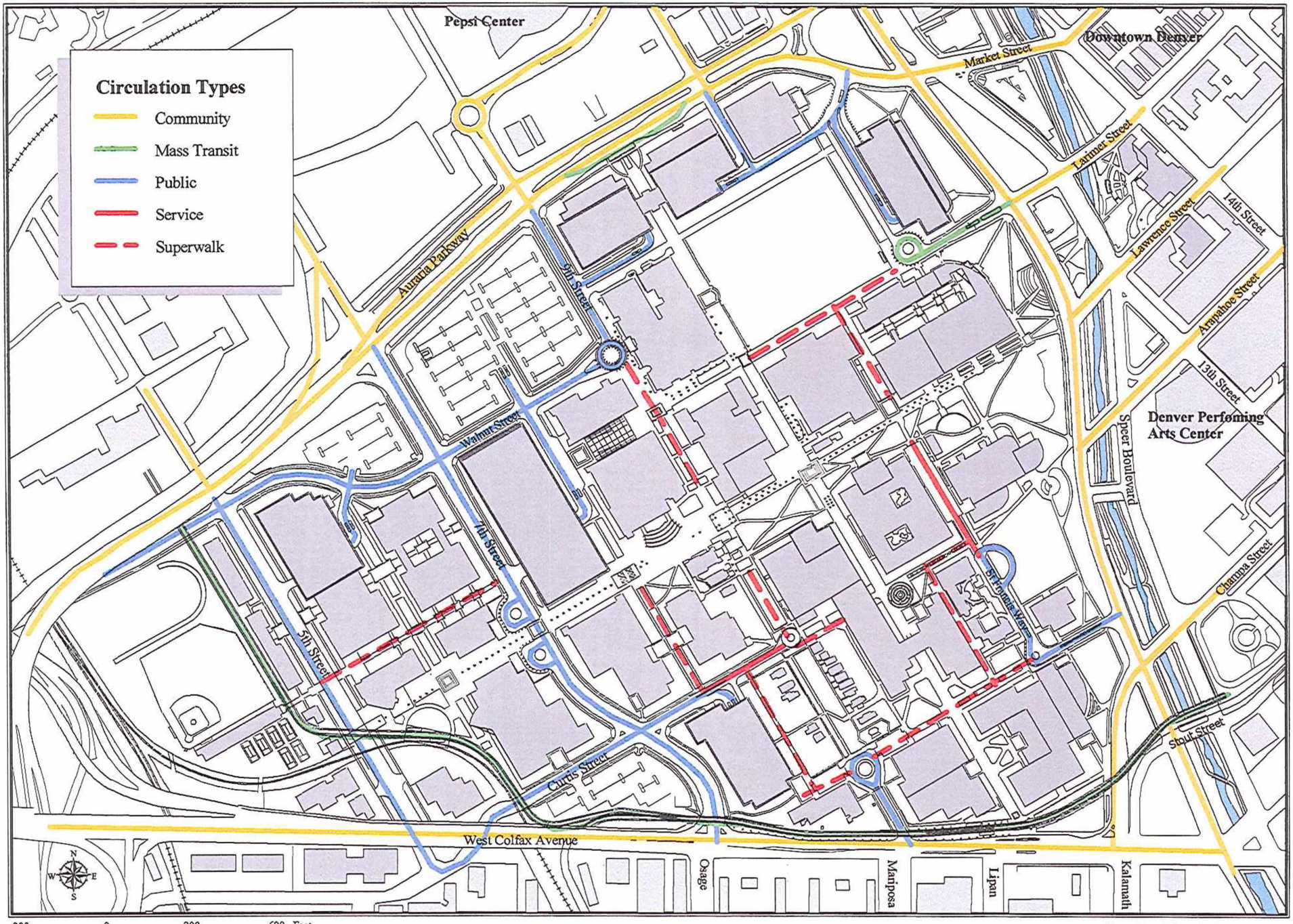
Interstate I-25 is located on the west side of campus. Although the interstate is elevated, it blocks expansion to the west. The campus intends to turn its back to the highway. The planned athletic use will provide a functional end to campus while supporting the mountain vista. Functionally controlled access to the Platte River Corridor is important and may be possible to the north.

Gateways

Campus gateways are either visual or actual entrances. Actual entrances are divided into primarily two types at the Auraria campus, vehicular, and pedestrian. Vehicular gateways are not changing; however, pedestrian gateways will be developed at Speer, the Auraria Parkway, and at Colfax. Separation of vehicle and pedestrian is crucial and major gateways are conceived feeding the Lawrence Street Mall and the 10th Street Pedestrian Way on both sides. This also feeds the transportation centers envisioned at the ends of each pedestrian way.

Vehicular Circulation

Auraria Higher Education Center



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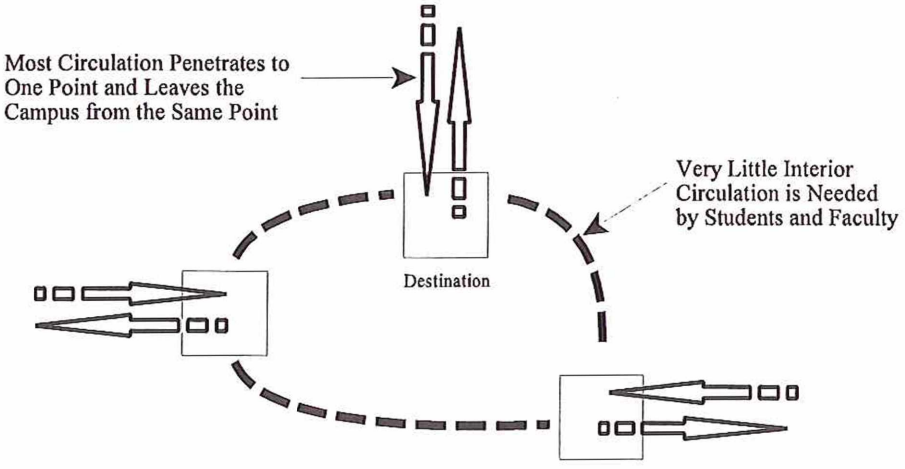


Vehicular Circulation

Public Access

Being a commuter campus, Auraria places important emphasis on its ability to have efficient vehicular access for its students and faculty. The total travel time for a person to get into the campus and to his or her final destination is crucial to Auraria's success.

The campus plans to eliminate major streets within the student core. This improves safety as well as the collegiate atmosphere within the campus.

In lieu of a ring road, or typical urban grids, the campus will employ a penetration model for vehicular access. This concept allows vehicles to drive into the student core, without jeopardizing the pedestrian nature of the campus, or conflicting with alternative modes of transportation. Primary entrances will continue to be located on 7th Street, at the Colfax and Auraria Parkway intersections. Secondary entrances include 9th Street and Larimer.

Drop off areas and parking lot locations are strategically located along or at the end of the access roads, and feed new pedestrian ways. This improves the total experience a person has from motor vehicle to final destination.

In order to continue the strong Lawrence Street pedestrian spine, the campus needs to separate vehicular and pedestrian traffic at 7th Street. If it is not possible to close the street due to community needs, vertical separation is an option. This can be done by going under or over 7th. The Illustrative Plan suggests dual use. It suggests closing 7th Street during the day, and opening in the evening during Pepsi Center events. Further study is required.

Mass Transit

The campus relies heavily on Denver's Rapid Transit District (RTD) via buses and the light rail system. Auraria is continually attempting to increase ridership with RTD to reduce the dependancy on motorized vehicles. Approximately 17 percent of campus patrons use RTD to access the campus. Plans include an additional light rail station at the west end of the Lawrence Street Mall and bus stops at the north end of the 10th Street Mall. A campus priority is increased use of alternative modes of transportation.

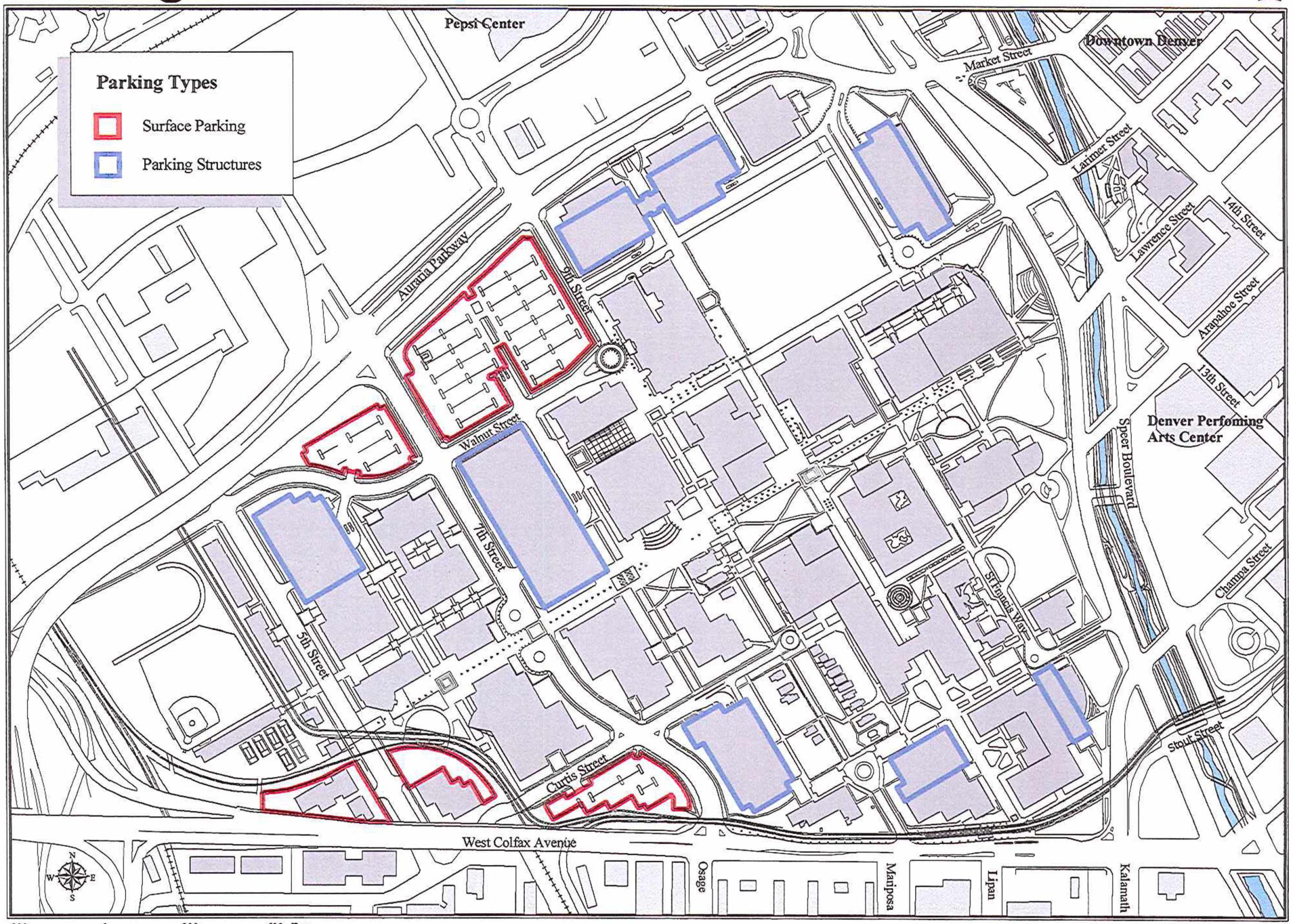
Support, Service and Emergency Access

Handicap, service, and emergency vehicle circulation in the interior of campus will occur within the pedestrian parkways in a manner that is safe to the users. These areas need to functionally support these type of vehicles but appear pedestrian in nature (for the 90 percent user). The "super-walk" will provide the ability to accomplish this.

When traditional service routes (curb and gutter) are needed, the campus will provide such in a manner that reduces their impact on the site. Curtis Street will be one location where this will be necessary. It will be the main access into campus for most internal support functions such as Facilities Management.

Parking

Auraria Higher Education Center



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Once on the western edge, Auraria's only parking structure in now in the center of campus.

Parking

Parking is an important element for commuter campuses. Because of this, Auraria places a high priority on its parking system. Parking must be easily accessible and closer to the student core than typically seen on residential college campuses.

Besides being more efficient, parking structures can enhance the urban environment by defining campuses edges, open spaces, and providing wayfinding. When adding structures, Auraria will do so in a manner that minimizes the visual impact on the campus. A mixed uses will be included in the structure (people space). This provides an academic facade to a structure that may primarily be parking. Besides maintaining the collegiate atmosphere, the mixed use concept also reduces travel sequences for those persons using these facilities. It also provides opportunity to increase and better distribute parking in strategic locations throughout campus.

Many of the master plans components, such as the Parking Plan and the Land Use Plan are based on the travel time one experiences from a parking lot or mass transit to one's destination, rather than a physical distance to the center of the campus. Lot locations for instance, are located in places that link them to pedestrian ways, improving one's experience as one walks from parking to one's destination.

The campus currently provides just under 6000 parking spaces, or approximately one space per 6 headcount student and faculty/staff. The goal is to keep this ratio between 1:6 and 1:5. This will help reduce automobile use and intentionally increase use of alternative modes of transportation.

In addition to the increased use of alternative modes of transportation, AHEC will explore partnerships with neighborhood business and sport venues. Like the campus, the community's goal is to better utilize existing parking resources throughout downtown.

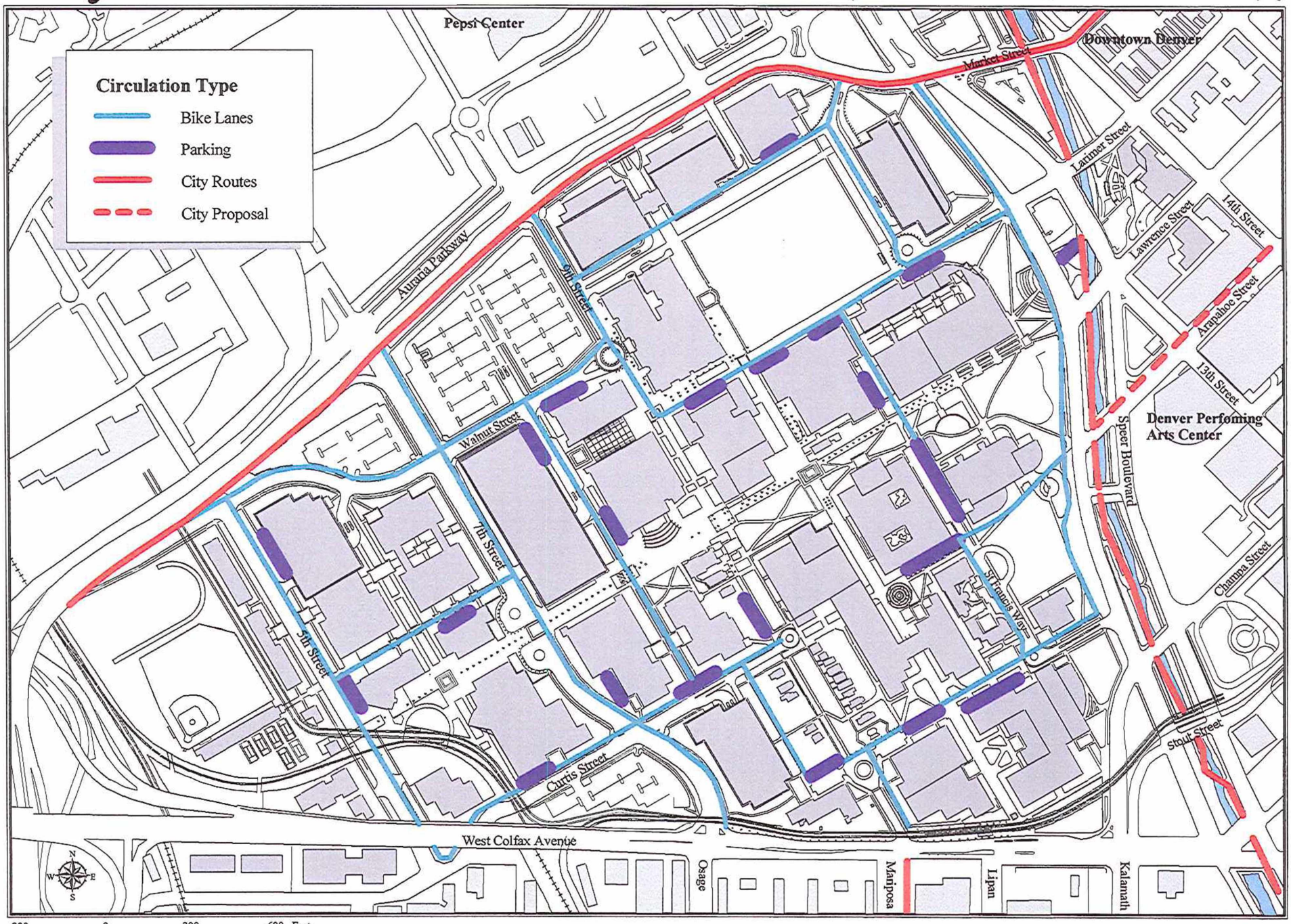
Handicap parking will continue to be available in all lots. As pedestrian ways are further developed, Auraria will be able to "create" handicap parking directly within the student core. Superwalks allow the campus to create "portable" and flexible spaces. The use of bollards and paint will enable the campus to better support the students needs during their tenure by actually relocating handicap spaces on a semester by semester demand basis. This concept helps the campus meet, and in most cases exceed, ADA guidelines.

Visitor parking will be strategically located in order to improve a visitor's travel sequence. Good signage and access will improve flow and safety. This improves perceptions of the campus during the visit and provides a pleasant experience during travel.

External delivery and service vehicles will be required to meet the same standards as other service vehicles. Deliveries DO NOT take precedence over pedestrians in the student core.

Bicycle Circulation

Auraria Higher Education Center



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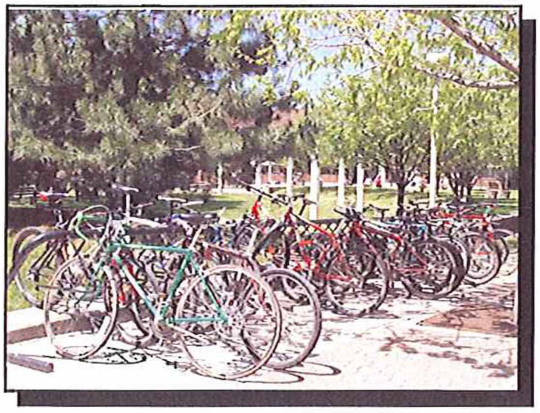
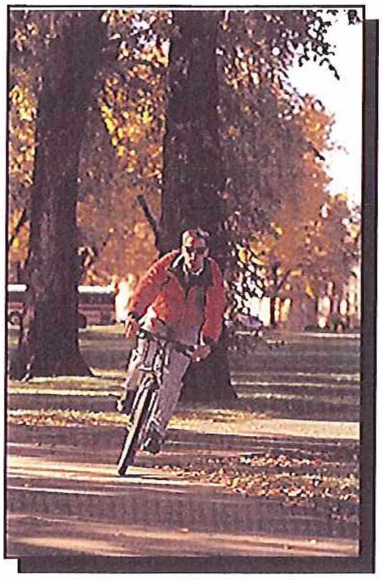


Bike parking must be in close proximity to campus buildings.



Alternative modes of transportation

Bicycle Circulation

Due to its physical size, and its role as a commuter campus, the use of bicycles are not as prevalent as compared to many campuses throughout the country. Residential campuses rely heavily on bicycles to reduce the needs for automobiles. This is easier to accomplish due to a high percentage of students living on, or within riding distance to campus. This is clearly not the case at Auraria.

The majority of circulation at Auraria is by car, through RTD, and when on campus, by foot. However, due to the costs of parking, traffic congestion, and lack of time, bike use is on the rise.

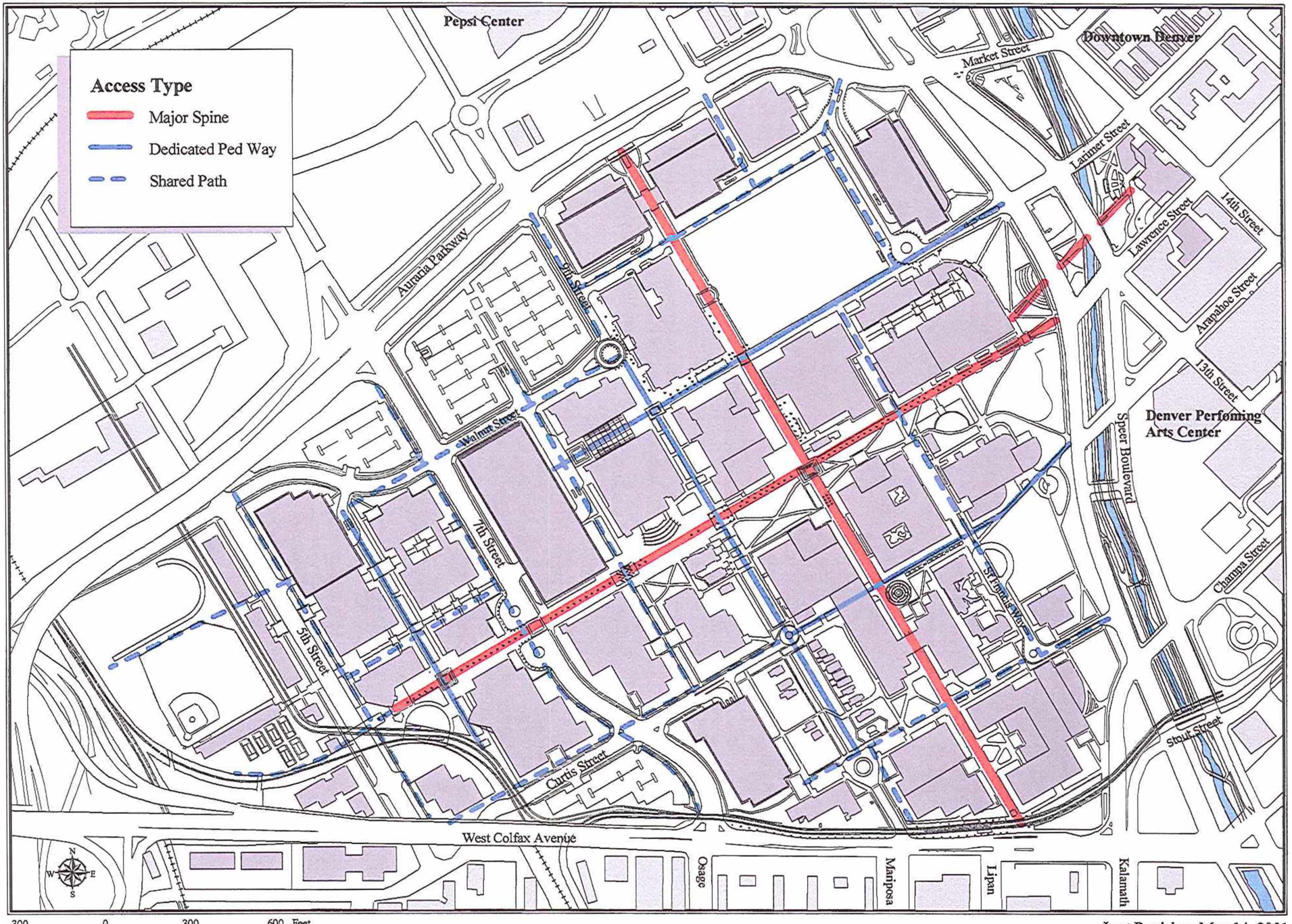
The Denver community is a strong bicycling and recreation community. Over the past decade, numerous new bike paths, lanes, and routes have been established in the Denver metropolitan area. Early improvements included a major bicycle path along the Cherry Creek within the Speer Boulevard Corridor. The other is the introduction of bicycle racks to regional buses. Both improvements are providing regional bike access to Auraria.

With improved regional access comes the opportunity to take advantage of those willing to bike to campus to reduce the use of the motorized vehicle. New paths and lanes will be established on campus, and additional bicycle parking will be added to support their use. The new campus system will be married into the community system, providing easy access to and from, as well as within the campus.

In support of increase the use of alternative modes of transportation, Auraria plans to promote the use of bicycles as much as possible. As facilities are developed, the campus is likely to see a demand for safe access and parking for bicycles.

Pedestrian Circulation

Auraria Higher Education Center



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Auraria's pedestrian malls play a major role in its urban character.

Pedestrian Circulation

Auraria utilizes pedestrian circulation as its primary mode of transportation. Its physical size makes it a perfect campus for walking. Travel times do not exceed five minutes in any direction from the center of campus so one can walk to just about any point on campus within ten minutes.

In addition to its size, there are three other major factors that drive Auraria to its pedestrian orientation. The first is its proximity to downtown Denver. Access to work, mass transportation, retail, commercial, fine art, and social venues are all easily within walking distance to campus.

The weather in Colorado is another positive factor. Although the Denver area experiences four seasons, the weather is very mild. This helps make walking feasible year round.

The third, and probably most important, is the need to achieve a collegiate atmosphere among a highly dense urban surrounding. A pedestrian orientation will provide an atmosphere separate from the busy corporate world across Speer Boulevard, and more conducive to higher learning.

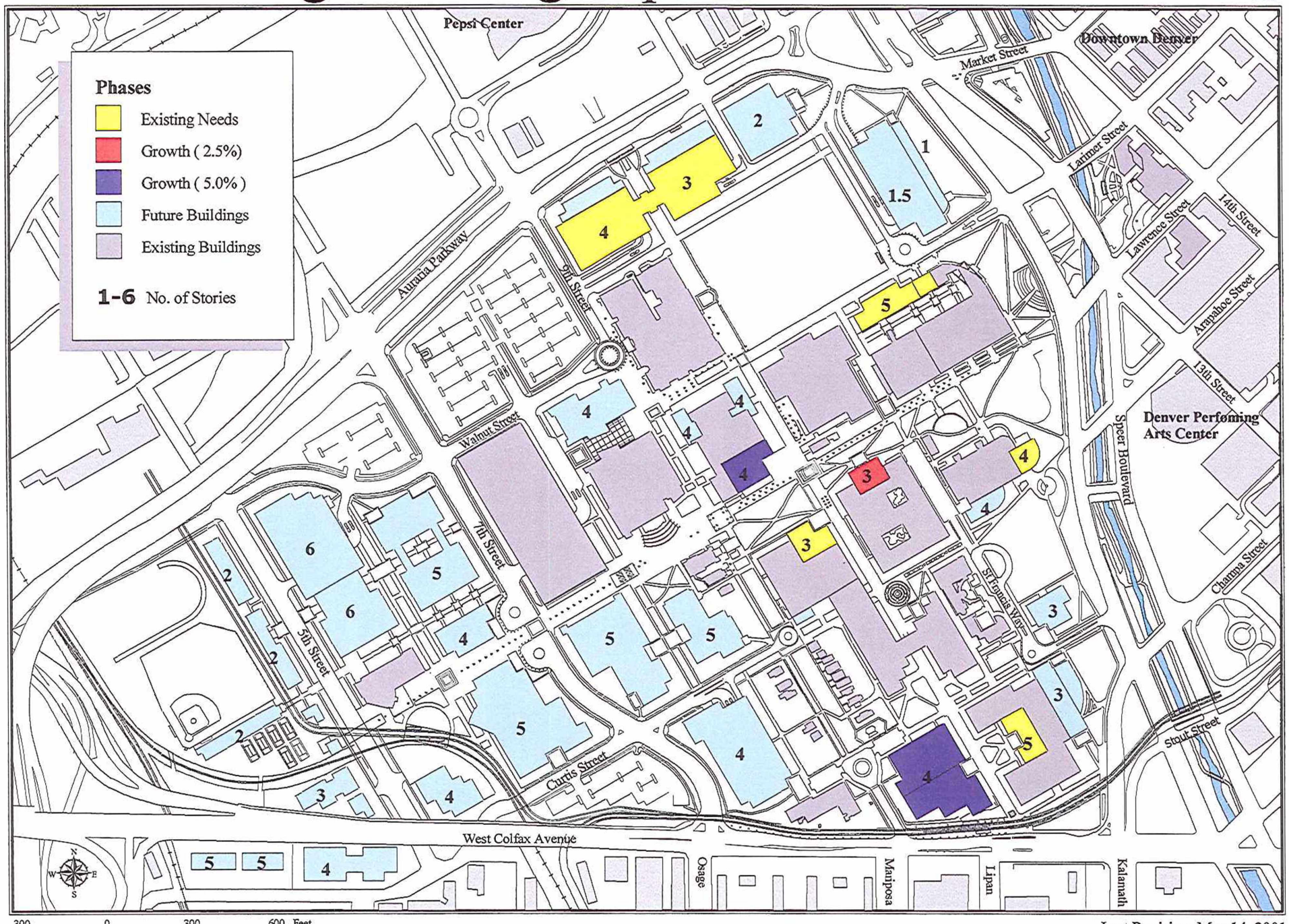
Auraria's pedestrian circulation system is a driving force behind the foundation for its urban design. It is what gives the campus order, yet variety and interest, among a very consistent architectural setting. The system is organized around a series of pedestrian ways laid out in a grid pattern originally set by the neighborhood that once existed on the site. They provide visual and functional links to the variety of neighbors within the community. Vehicular activity is removed from the pedestrian ways, except in the case of some service, emergency, or vehicles for the mobility impaired when needed.

The pedestrian spaces vary in use and design in order to complement one another. The major spines (Lawrence Street Mall, and the 10th Street Mall) are more formal and are larger scale. These spaces are very active and act as the people highways on the campus. They are the major links into the community and are the most heavily traveled. By their nature, they also provide order to the campus and give users a sense of place. The remaining pedestrian ways support informal circulation, slower paced movements, and link to smaller, internally focused gathering places and building entrances.

The pedestrian circulation system must also promote alternative modes of transportation. The major spines at Lawrence and 10th connect major transportation hubs providing access to bus service, light rail, and parking. Lawrence acts as the major gateway in to the campus across Speer Boulevard and needs to be improved. Pedestrian friendly access into the Cherry Creek underpass will better link the campus to its east buildings (CU Building and 1380 Lawrence) as well as the entire downtown community. The access is now at grade and conflicts with high speed vehicles on Speer Boulevard.

New Buildings/Building Expansions

Auraria Higher Education Center



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King Center under construction

New Buildings/Building Expansions

New buildings, building expansion, and/or building replacements occur for a variety of reasons. Most are program driven such as program expansions, new programs, or changes in a program. Other reasons include the building's functionality, obsolescence, or deteriorating condition. In any case, any type of change to a building, or the construction of a new building must be carefully thought through so the improvement fits within the total campus fabric for decades to come.

The Illustrative Plan represents a campus vision far into the future; one that increases campus building space by over 100 percent. This "build-out" approach is important to study so that when looking at near term expansion, the campus can understand what impact that expansion may have in the long term. This is especially true when considering infrastructure improvements.

The master plan reference manual forecasts a 5% and a 10% enrollment growth. The space required to meet these projections is planned to be within the student core. These areas support current programs while improving the density of the campus and enhancing adjacent open spaces.

Building configurations were established to enhance the total campus environment. Controlling the building edges allows growth in various parts of the campus to work in harmony, much like puzzle pieces fit to complete a picture. Building masses need to define outdoor rooms that can be used for classes, study, specific functions, gathering, etc. Although the function of the building drives the layout, each and every project must consider the impact on the total campus and the surrounding outdoor spaces too.

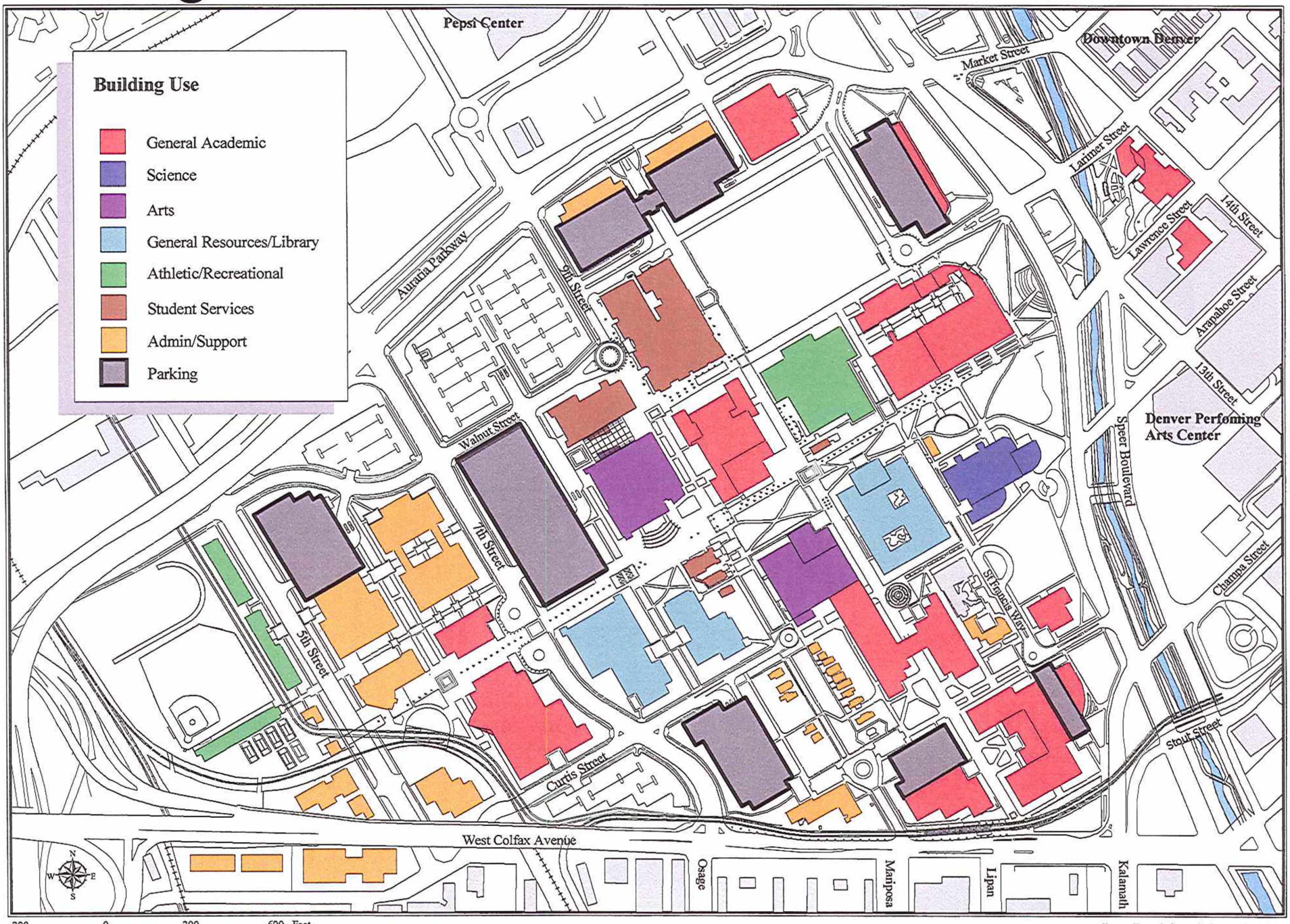
New building configurations, whether additions, renovations, or new construction will focus on :

1. Increase density while keeping the campus pedestrian orientated.
2. Improve the surrounding open spaces to provide a comfortable human scale to the users.
3. Provide interest to the large expansive building facades that currently exist.
4. Employ varying scales and heights of buildings/ additions to will enhance the environment.
5. Bring attention to building entrances and assure they relate to adjacent buildings and to the entire site. Orient buildings adjacent to major pedestrian malls to those malls to bring order and direction to the site.

Although new buildings and/or expansions have been identified, near term priorities will focus on maintaining and improving existing facilities. New facilities will only be constructed when no other options are available. Space will always be at a premium so the campus continuously looks for more efficient ways to utilize existing buildings before constructing new. This is reflected in the Facilities Development Plan.

Building Use

Auraria Higher Education Center



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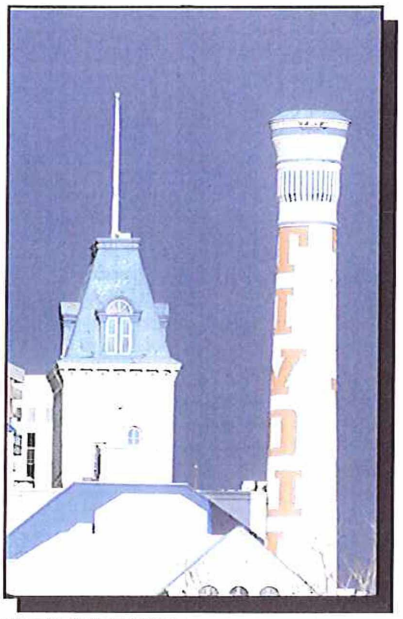


The Tivoli Student Union

Building Use

The "Auraria Concept" was envisioned to make the best use of land, facilities, and physical operating budgets in a time of limited resources.

All three institutions share facilities on the Auraria campus. Students and faculty of each institution continually interact with one another and create a very energetic, thought provoking atmosphere. The down side is the lack of identity for each institution and the students' and faculty's need to have a home.

Each building is primarily academic combined with offices, administrative, and other support space for the academic programs. Although all institutions use all buildings, there is consolidation among the campus site. Most of the activity associated with the Community College of Denver is located on the southern part of campus in the South Classroom Building and the Technology Building. The University of Colorado at Denver is primarily located on the north part of campus in Dravo, North Classroom, Science, and Plaza Buildings. The Metropolitan State College of Denver is centrally located among Central and West Classroom, Science, Arts and Plaza Buildings.

It is Auraria's intent to continue to support a mixed use concept whenever possible. New buildings will continue to be constructed for specific uses and will likely be used by all institutions; however, Auraria plans also include institution specific facilities in the future. With a supportive site design, this will help improve the physical identity of each school. These two objectives are difficult to marry.

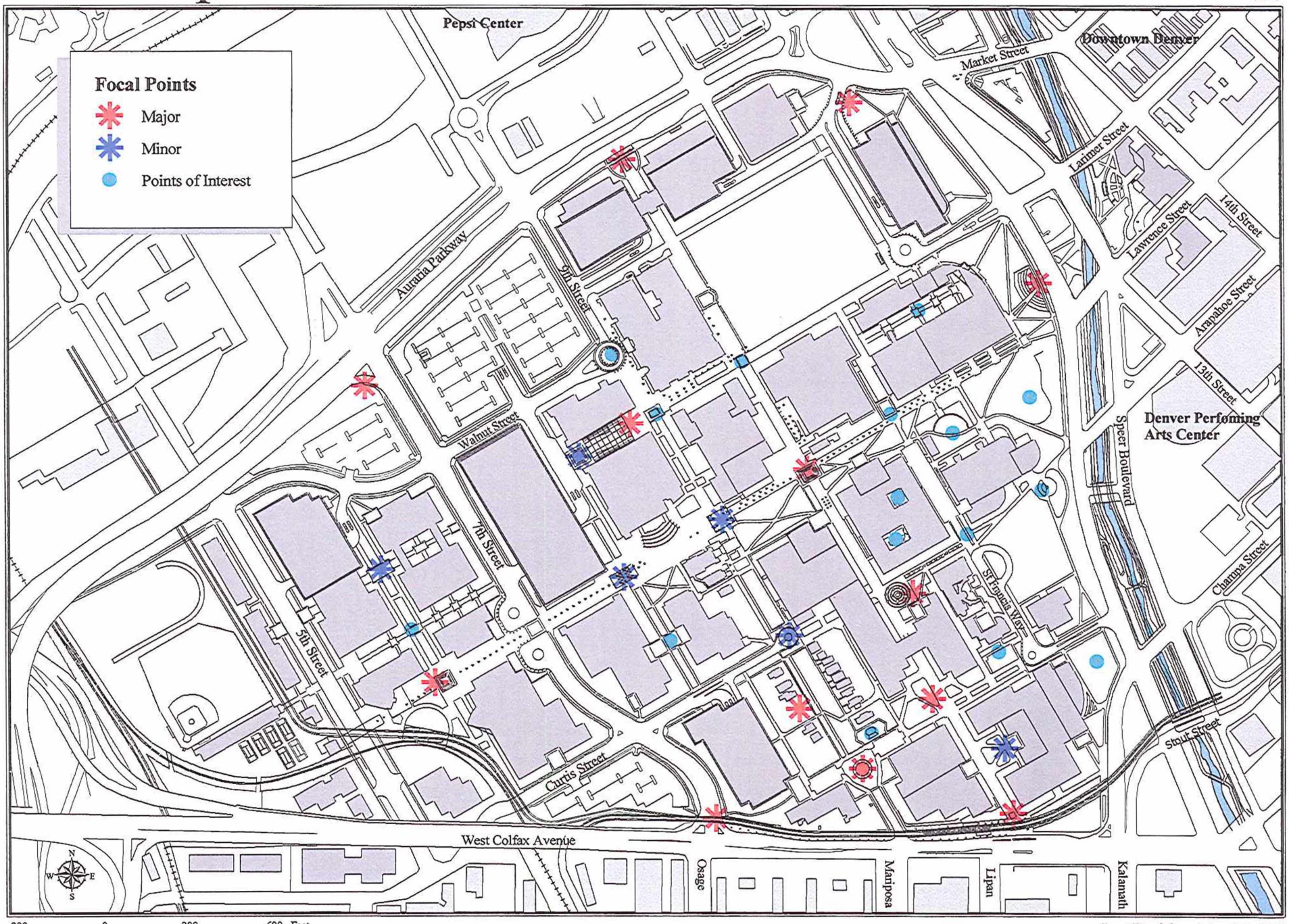
To be successful, Auraria plans to incorporate both types of facilities: the institution specific building and the general use building. Specific institution buildings will be primarily administrative and support services located outside the student core, but adjacent to the respective institution. This allows the institutions to build physical "neighborhoods." The neighborhood concept supports the need for identity while also improving the Auraria Concept.

In order to better distribute parking, the campus will also, regardless of building type, explore potential mixed uses with parking. When appropriate, this will better distribute parking as well.

The campus support function, Auraria Higher Education Center, is located on the western edge of campus, and will continue there. Changes for this entity, however, will be to shift the function further west as the campus expands. Most facilities buildings are west of Seventh Street, which at one time was the edge of campus. When the opportunity arises, these functions will be housed in new facilities consolidated in an area near Fifth and Curtis Streets. This location provides easy vehicular access to the central core via Curtis Street and when necessary, Walnut Street. This also allows the expansion of the student core to the west, down the Lawrence Street Pedestrian Mall.

Landscape - Focal Points

Auraria Higher Education Center



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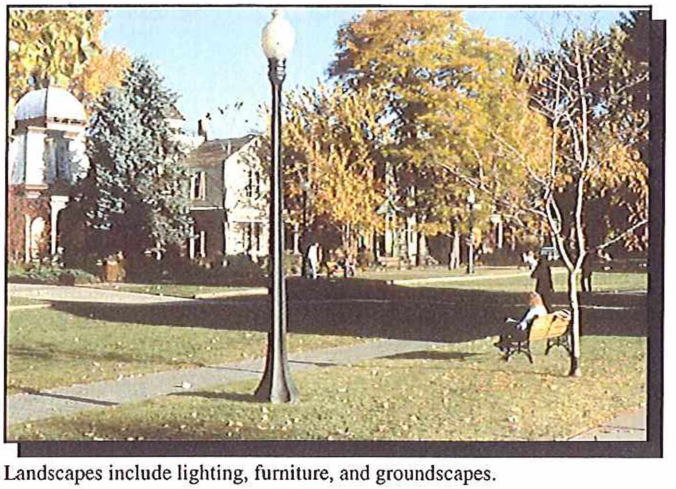


Landscapes include lighting, furniture, and groundscapes.

Landscape

The landscape includes all items in the environment that are outside the buildings. This includes the vegetation, outdoor furniture, signs, artwork, paving and other hardscaping, sidewalks, streets, and lighting. Together, these elements create an environment that must be comfortable and provide a setting suitable for higher learning.

The campus landscape is where the Auraria campus establishes its legacy. Although the architecture is quite unified, it is not of the collegiate character the campus wants as its main image. The collegiate or educational atmosphere is drawn from outdoor spaces and the park-like setting provided by the landscape.

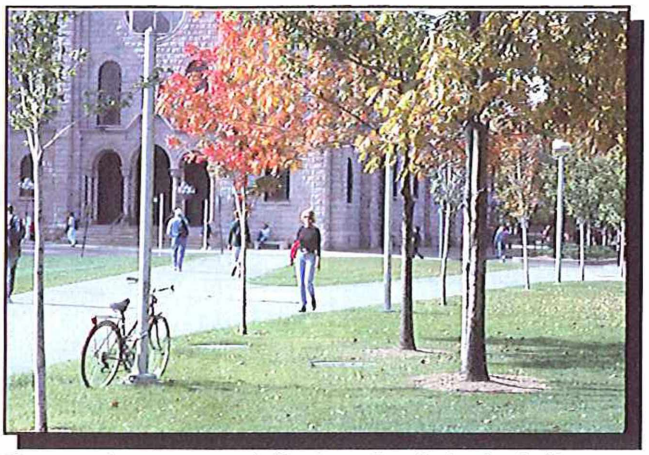
Auraria considers its open spaces as a haven for study and contemplation. Its gathering spaces are the heart of this atmosphere. Gathering spaces will be of various types and scales, contrasted by spaces that allow for activity, promote the interaction of students, faculty, staff, and visitors. These allow the site be used as a teaching resource, an outdoor laboratory to learn, experience, practice, create, and maintain.

Auraria has made remarkable improvements to the automobile maze it once was. Additional improvements and the reduction of asphalt surface is important. Auraria will continue to pay particular attention to the outdoor environment and take its next step in developing a collegiate atmosphere within its urban setting. Attention will be focused on the landscape in lieu of architectural detailing, ornament, or a change in building vernacular.

To enhance the environment, Auraria will bring the entire landscape infrastructure into one cohesive unit. Each and every landscape element must complement the other. This will be done by focusing on the macro-scale design of the campus. The landscape must define and represent the function of the space in which it exists, while working in harmony with the campus as a whole. Proper use of landscape layering concepts, appropriate campus edges, gateways, focal points, plantings, site furnishings, signage, surface treatment, and lighting, must all contribute to the campus as a unit.

Landscape Layering

Open space on the campus will be better defined and more successful if the campus strengthens its landscape layering. Improving the vertical scale of the trees and vegetation is a priority. Additional shade trees will create a formal canopy among the pedestrian ways. An intermediate layer of ornamental trees, shrubs, and bushes, will provide depth and definition to individual spaces. The combination of the two layers, and the balance of informal and formal schemes, will improve existing gathering spaces and define new ones. Canopy trees, for example, will be planted in formal rows and be of one specie in pedestrian ways, but in gathering space be planted informally and of a variety of species.
Backgrounds and ground covers complete a strong layering approach. The background is usually a building or dense mass of trees that close off views, create outdoor spaces, or define vistas. Coniferous trees and shrubs will be used to supplement building



Campus perimeters must symbolize the quality of education inside.

massing in the background layer.

The ground cover at Auraria is further along in its development than any other layer. It's primarily the lawns, plazas, walkways, and other base plane surfaces that a person experiences at all times. Flower beds, lawns, sidewalks, and parking surfaces make up the majority of this space. Auraria will continue to pay attention to the actual surface treatment to provide interest and points of significance throughout the campus. The ground cover provides unity, as well as variety, wayfinding, and interest throughout the campus.

Campus Edges

Well defined edges that clearly symbolize Auraria's place in society are extremely important. Downtown Denver is home to millions of employees and visitors throughout the year. Most people contact the campus through the appearance of the physical edge of campus. The community, area visitors, potential students, business associates, and other guests need to be greeted with an image that is indicative of Auraria's philosophy toward its business of higher education.

Each campus edge must be of high quality space that supports the urban design objectives stated in this master plan and in other supporting long range plans. Landscape design plays a major role in the success of each edge. The landscape must find a way to attract attention and portray an image of quality education, while fitting into a community of varying neighbors.

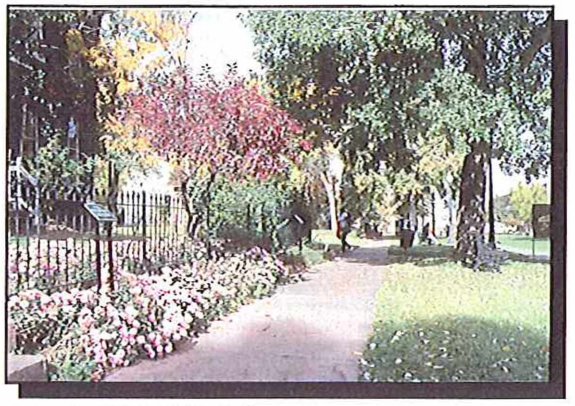
Strong physical relationship with the community will be improved through strategic landscape features. The open space and landscape must balance specific vistas with edges and functional gateways that define various links with the community. All three layering concepts play an important role in the campus edges.

Gateways

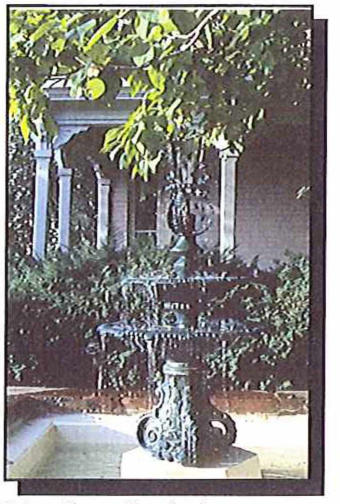
Gateways are the main link between the community and the campus. These are the strategic locations that balance both program connection and physical connection to the community. Each gateway located in this plan is intended to have some commonality but also have a uniqueness that identifies each specific location. Each plays a different role as they relate to the community, but all provide a similar role as they relate to the campus. Each must guide the patron and provide a sense as to where they are and where they're going.

The existing vehicular gateways will remain in their current locations. Improvements will primarily focus on material improvements related to the landscape features such as vegetation, signage, and lighting.

Pedestrian gateways are a challenge at Auraria. Being bounded by major highways makes it difficult for pedestrians to cross into or out of the campus. Because of this, the campus is planning grade separations, and major gateways, at one location on each edge of the campus. When designing these locations, the landscape will be extremely important. These are the points that actually reach into the community more so than any other. Each gateway



Vegetation helps define space



Interest in small gathering spaces

must represent the community it accesses. Each must be pedestrian friendly, comfortable, safe and easily accessible. The largest of the pedestrian gateways will be the Lawrence Street Mall gateway. This gateway will also act as the symbolic entrance into the campus, and could very well become a physical icon on campus. The others, Auraria Parkway and Colfax, will be primarily functional, but must also be somewhat symbolic in their links.

Focal Points

Focal points on the campus are strategic areas to which the campus is attempting to bring attention. These can be a variety of interesting features such as art work, building entrances, landscape features, gateways, or even places of interest. All focal points must have reason and a strong relationship to academia, specifically at Auraria. This will give a sense of place and order to the campus while providing educational opportunities and interest/activity within the site.

Major focal points are those that are usually large in scale and provide a more regional, or campus wide, identity. Minor focal points are usually smaller in physical size and are related to a specific area or program. The major focal points are located at pedestrian way intersections or gateways, while the minor focal points will be located in gathering places or more refined areas of the campus.

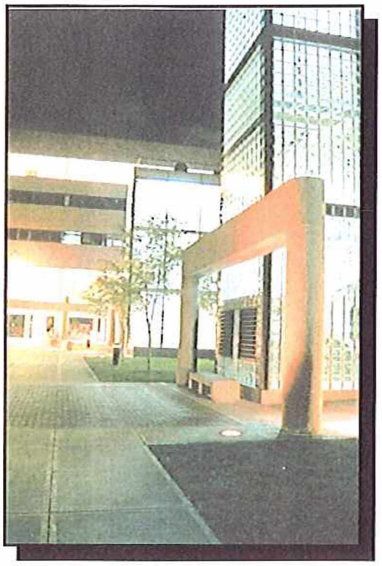
Vegetation

Due to its desire to be a unique form of an urban park, Auraria's planting materials, or vegetation, becomes significantly important. Many see the campus as an interactive arboretum of sorts.

To help provide order and continuity to the campus, informal plantings will be dominant in gathering spaces meant for relaxation, study and quiet activities. Formal plantings will be used for active pedestrian ways, and active gathering spaces for groups. In all cases, however, the plantings must be indicative of the activity within the space.

While being specific to a space, vegetation should also be sensitive to the Rocky Mountain Plains region. The campus will be developing an actual pallette of landscape materials and species that is appropriate for the campus. Design guidelines will determine specie type within the urban design of the campus. A major consideration of the type, amount, and location of vegetation is due to water resources. The climate in Denver is very dry and water is a valuable resource. Guidelines will take into account access to water and water needs when developing and maintaining guidelines. The guidelines will be used unless otherwise warranted.

A Landscape Master Plan along with Landscape and Architectural Design Guidelines will be the next priority of mini-master plans the campus plans to develop. These are extremely important and are necessary to further define the objectives established in the Master Plan. This next level of planning will also allow the campus to articulate the Landscape and Architectural components of the Master Plan itself.



North Classroom in the evening

Lighting

Because the Auraria Campus is so heavily used in the evening, lighting plays an even more important role than a traditional campus. Besides task lighting, it must also provide a variety of other needs.

Lighting must provide safety, as comfortable atmosphere, and develop a sense of place and order within the campus environment. It will help unify the campus, providing wayfinding and security for both pedestrians and vehicles. The campus can provide a comfortable ambience balanced with task lighting.

In order to do so, the campus will create a distinct character in the evening through lighting design. The campus will increase light levels in a manner that is sensitive to the collegiate atmosphere even in the evenings. The campus will use light, and the light fixture, as major design elements to create the desired atmosphere.

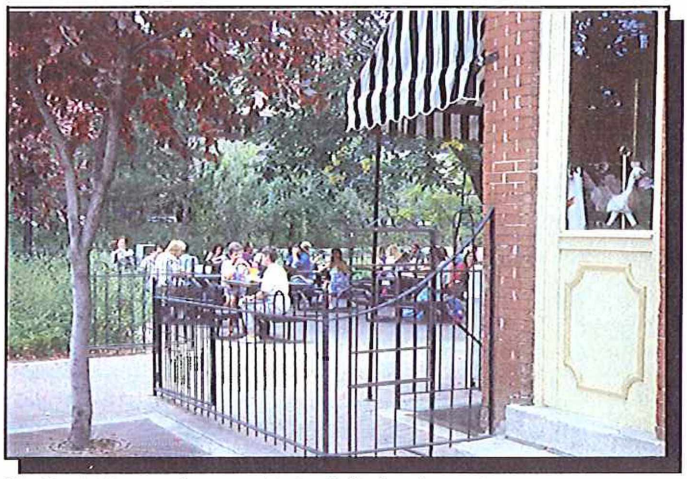
Although all components of site lighting must be continuously improved, the campus will consciously strengthen two key elements. The use of indirect site lighting and the architectural style of the light fixture itself will take precedent.

Much like interior space, proper use of indirect lighting will improve the comfort levels, security, focus, and ambience within the campus. Without increasing total foot candles, the campus will feel more "alive." One example is to increase light levels as you get closer to building entrances or the edges of open spaces. It is easier to see from a lower light or dark space to brighter spaces than the reverse. This allows varying lit levels, architectural interest in the evening and safer conditions for security purposes.

With added light comes added fixtures. Auraria must pay particular attention to the architectural style of lighting fixtures due to their impact on the urban design even during the day. Light poles, lamp canopies/covers, numbers and placement of fixtures, color, and type of fixture all impact the environment. Fixture locations are dependent on the spaces in which they support. Fixtures will be placed according to the objective of the space is trying to achieve. A lighting grid, similar to the building construction grid, can guide placement along the pedestrian ways due to their formal layout and movement in these areas. Smaller gathering areas will need a less rigid framework, again supporting the free flowing space it must support.

Other Landscape Elements

Site Furnishings, including but not limited to benches, tables, canopies, shelters, signs, kiosks, flag poles, trash receptacles, planters, mailboxes, fences, etc., must meet specifications established in the landscape design guidelines. Site furnishings are the usable or interactive elements of the site that people come into physical contact with on a daily basis. Although somewhat a master planning detail, these elements provide the final touches to successful



Site Furnishings are Important in the Collegiate Atmosphere.

collegiate atmospheres. Site furnishings are the final piece to the total environment and must be of the quality and consistency of the campus environment.

Wayfinding refers to the ability to know where you are, where you've been, and where you are going at any given time. Every component of the site plays an important role in providing wayfinding. Each must be designed in a manner that works with the other to provide a sense of place for individuals at all times. Perfect urban environments require no signs. Although Auraria knows signs play a major role in wayfinding, the campus intends to improve the specific design of each landscape element to improve wayfinding, security, and comfort for all individuals.

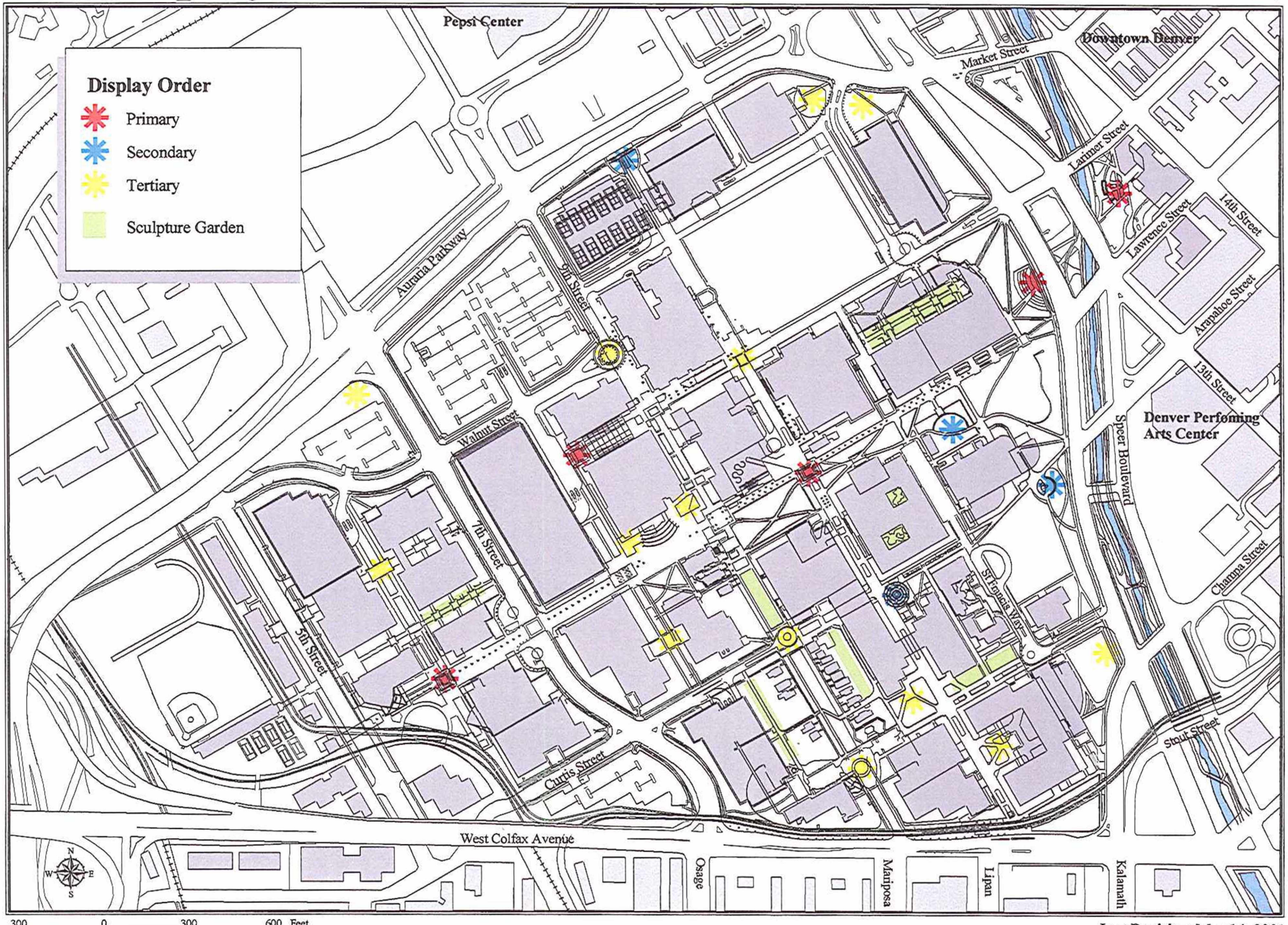
Gardens will be incorporated into strategic gathering spaces on campus. Demonstration gardens, memorial gardens, historical gardens, and other specific use areas will provide educational opportunities as well as variety, interest, and legacy for the campus as a whole. Each will have unique identity and specific purpose, but all gardens must be designed to fit within the campus landscape fabric as a unit.

Seasonal Plantings

Flowers, bushes and other annual plantings play an important role in providing color, interest, and contrast to the large landscape features discussed earlier. The climate in Colorado allows the campus to utilize perennials and annuals to bring life to the landscape and provide seasonal timeclocks. The campus will incorporate already successful concepts with its Landscape Long Range Plan so there is a cohesive plan as to how this ground cover can complement the vertical landscape elements in the environment.

Art Display

Auraria Higher Education Center



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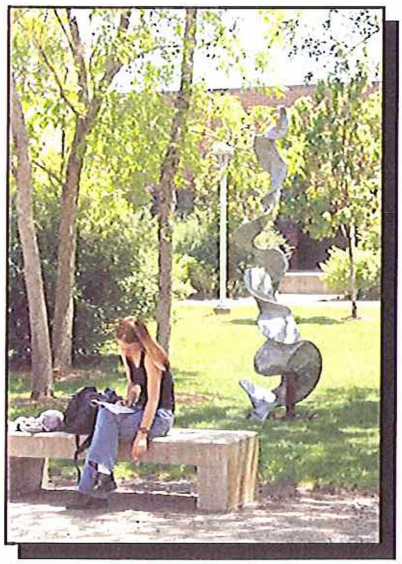


Artwork provides identity/interest to space

Sculpture as an educational tool

Art

Currently, campus artwork has no actual rhyme or reason as to its existence. Auraria plans to change this situation by incorporating works of art into public open spaces with specific objectives in mind. The goal is to improve the environment by (1) raising the awareness of the fine arts, (2) improving the overall interest and aesthetics within the site, (3) providing educational and communication tools, and (4) making the site more interactive.

Art display allows the campus to integrate programs and philosophy into the environment. Each institution at Auraria has a successful art program, but many are not aware of their existence. Incorporating art into the site will improve the presence the programs now lack.

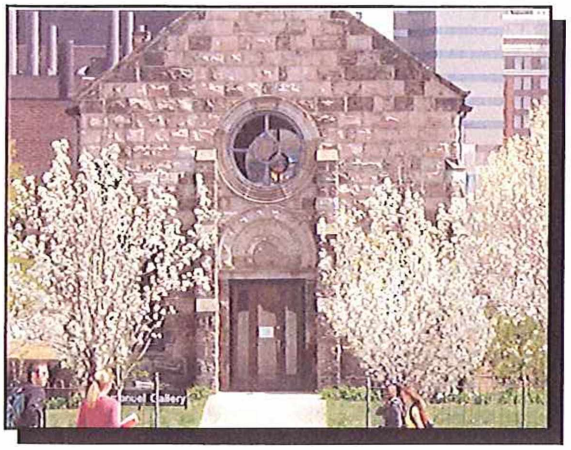
Improving the presence for all academic programs is a priority and the art programs are a good starting point. In addition to providing presence, art can also provide a sense of community for all campus users. It helps provide a sense of place and comfort for all.

Artwork will be displayed in a variety of ways, but all in a manner that reflects the purpose and mission of the institutions and programs of Auraria. Each piece will be intellectually and visually challenging, while reflecting the natural surroundings of the site and activities within the adjacent buildings. Auraria's art must also go beyond the traditional "sculpture" by including architecture, landscape, light, weather, sound, video, film, etc.

Artwork will be strategically placed on the site in order to meet all the objectives of the master plan. A three-tier system has been developed to establish the type, scale, and purpose of the artwork.

Primary Sites - These sites are those that have campus wide and possibly community impacts. Usually larger in scale, very active, and in very pronounced areas, art work here will improve wayfinding and presence within the community. Art introduced in these areas are best supported by national competitions that work directly with students to gain skills through the experience.
Secondary Sites - Secondary Sites connect the primary and tertiary sites by providing a transition between the two. The scale and use of the sites are less passive and prominent than the primary sites, yet more active and visible than the tertiary sites. Art introduced here through a mix of community, faculty, staff, and student competitions are best.
Tertiary Sites - These sites are usually places of rest and contemplation, primarily small gathering spaces. Best uses are student competitions and/or exhibits.
Sculpture Garden - This area is for the specific use of art programs. The garden is intended for changing exhibits of all types.

With the proper framework, guidance, and control, artwork will play a major role in improving the campus, both programmatically and physically. It will reflect the social, academic, cultural, and diverse history of the campus.



Architecture

Circumstances surrounding the overnight creation of the campus resulted in buildings with a very simple style of architecture. Quality, identity, and ornamentation gave way to space. Buildings became monolithic in nature with short life spans.

Except for the historic structures, and the library, buildings were purposely kept consistent in their design and scale. Buildings have long facades that follow the 30' x 30' urban grid, flat low-profile roofs, and horizontal ban windows with very little relief. Buildings have a similar pallet of materials consisting of red face brick, natural colored concrete, clear glass, glass block, and bronze window glazing.

Auraria intends to improve the architecture, without changing the pallet of materials. Improvements will focus on the overall massing, orientation, and quality of the buildings, while being as consistent with current building fabrics. Signature buildings are not acceptable because they change the entire focus of the campus. Auraria will develop its legacy through its complete environment and outdoor spaces, not its buildings or a series of competing icons.

Building Orientation

Relationships of the interior space and the exterior space must work in harmony. Today, many building entrances lack identity and proper orientation. Entrances must provide a focal point and be easily identifiable from a distance, while working in harmony with the building's interior circulation system. New pedestrian ways have changed campus circulation patterns so many of the building entrances will need to be "re-oriented".

Building Mass

The overall shape, mass, and location of buildings are extremely important in any environment. Buildings define space and create atmosphere. Small buildings are friendlier and larger ones indicate prominence. Smaller spaces between buildings are intimate while larger spaces tend to be more active. The appropriate balance and relationship among spaces and building mass is crucial. Buildings should remove site barriers, not create them. They provide edges and backdrops to help define a variety of exterior spaces.

Emphasis will be placed on improving the variety and scale of building masses within the urban grid. This adds interest to the environment while (1) better utilizing limited land resources, (2) better framing view corridors, (3) reducing a person's travel time, (4) providing a sense of order, and (5) improving comfort and human scale of the campus.

New buildings and renovations will be increasingly sensitive to the fact that campus is so heavily used in the evenings. Building lighting and compatible site lighting must play a major role in the design process.

One final architectural goal is to improve the longevity of campus buildings. New facilities must have a life span of 50 years or longer.

The"Information Age" is providing additional tools to improve education.

Technologies

The 1990's and the new millennium are what many refer to as the "information age." This is an exciting time for all of higher education since our main business is to acquire, develop, maintain, enhance, and disseminate knowledge. Information is the root of knowledge, the heart of our institutional missions. It is the tool used every day and the final product our graduates achieve.

Learning has evolved into a more interactive and less authoritative process than ever before. Cooperative learning, case studies, simulations, debates, projects, and collaborative activities are replacing the traditional lecture style of teaching. Auraria's physical settings must change to support these new teaching methodologies.

Advances in technology have helped make an overwhelming number of resources available to our students and faculty. Physical boundaries are becoming obsolete. Without distance, or other physical barriers, the global classroom is becoming real. Distance learning is a way of life, no longer the new approach.

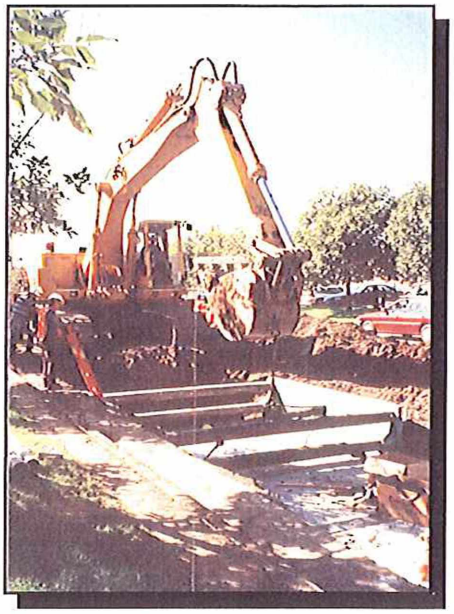
Technology has also reached well beyond the classroom. All instructional spaces need to be very flexible and technology rich. Traditional instructional spaces are making way for more interactive, experiential learning centers.

Learning centers will be flexible and multi-disciplinary. They will change throughout the day, while supporting multiple activities at a time. Graduate students will mix with undergraduates, lab areas will mix with discussion areas, offices with resource rooms, research areas with academic areas, and so on. Spaces will be designed around the program instead of physical constraints.

The campus will need to provide the appropriate systems, processes, and infrastructure to be successful. Much of the existing space will require renovations to support these changes. In many cases buildings are not in need of repair, but are in need of change due to functional obsolescence. A priority will be given to keep the campus' existing resources up-to-date and supportive of the programs they house.

Auraria has potential to become the new learning laboratory for Denver. Technologies are allowing educators, and businesses alike, to explore new teaching models, communication tools, information distribution and retention. Increased partnerships and resource sharing may likely result in Auraria becoming the communities technology center.

As each day goes by, the campus becomes more and more dependent on its ability to use technology in every facet of its business. In order to be successful, a proper infrastructure must be available. The underground wiring structure (located in the Utility section of this plan) is the foundation to the entire system. Without it, programs become isolated.



Utilities

Like all other campuses, Auraria functions much like a small city. The campus not only provides academic functions but also the infrastructure to operate its facilities.

Main campus utilities include: chilled water for building cooling, electricity for power and lighting, sewer for sanitary and for storm drainage, steam for building heat, gas for heat and laboratories, telecommuncations for voice, data, and video information, and water for both irrigation and domestic use.

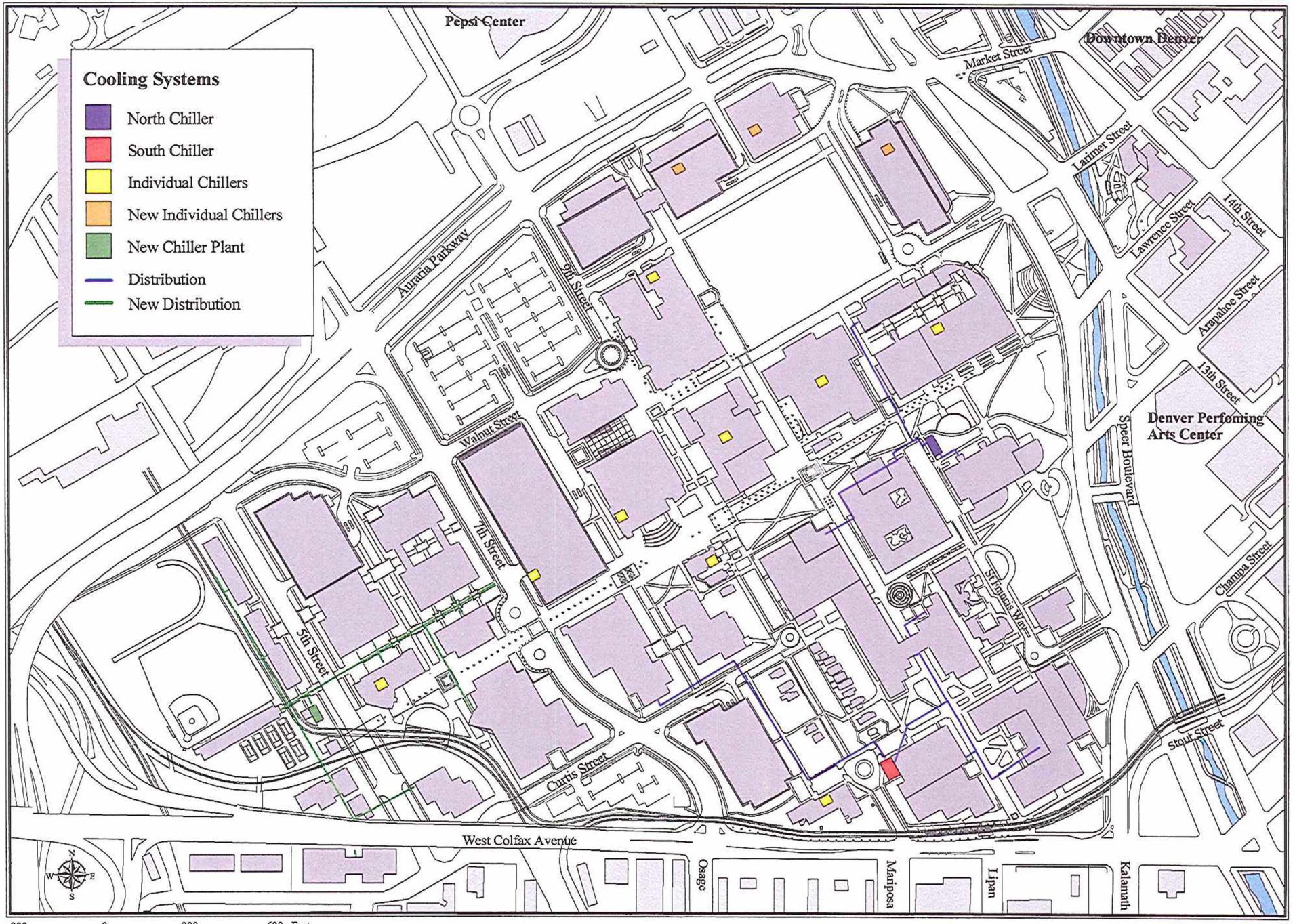
The oldest utilities date back to the early 1900's when the residential neighborhood was established. More often than not however, most utilities date back to the 1970's when the first campus buildings were constructed on the site. Many upgrades and system improvements have occurred to support campus growth since that time.

Many traditional campuses provide the majority, if not all, of their utilities. In Auraria's case, many of the services are provided by others, such as Xcel Energy (Public Service).

Today, each utility is in varying stages of development. The following sections briefly describes each utility, its distribution system, and changes and/or expansions needed to support the master plan.

Chilled Water

Auraria Higher Education Center



Last Revision: May 14, 2001

Chilled Water

Two central chiller plants provide cooling for the majority of the buildings on campus. The first, North Chiller Plant, was constructed in 1980 and the second, South Chiller Plant in 1989.

The North Chiller Plant contains two 500-ton centrifugal chillers that supply the Arts building. Library, and Science buildings. A complete renovation in 1997 exchanged the old R-11 refrigerant with R-123 and provided new controls for the plant.

The South Chiller Plant supplies the South Classroom, Technology, Central, and West Classroom buildings. This plant contains two 500-ton centrifugal chillers cooling towers, pumps, sand filter chemical treatment and controls. The plant is presently under renovation to replace the two chillers with R-123 refrigerant chillers.

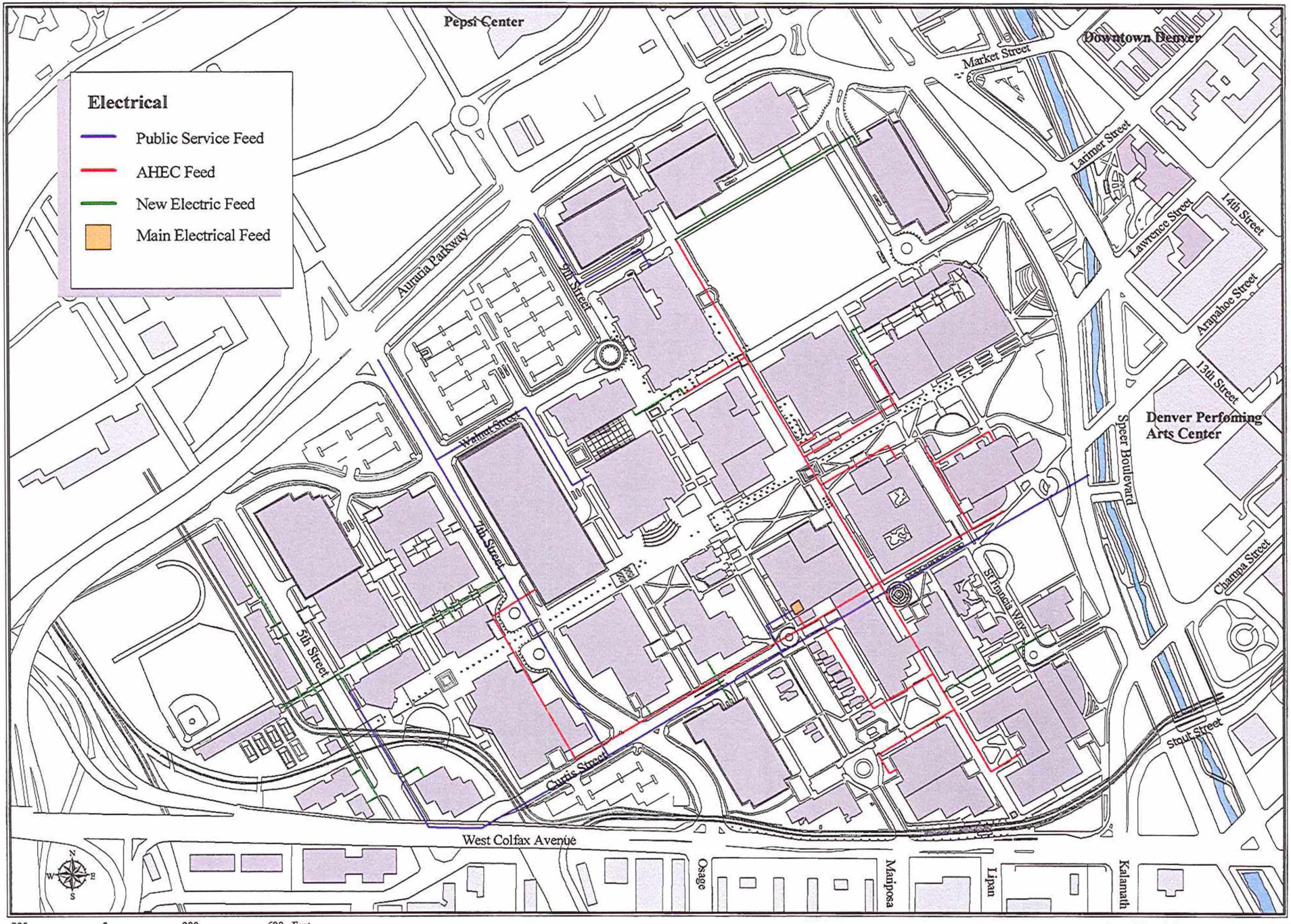
The remaining buildings on the campus have self contained equipment for comfort cooling. The Administration, King Center, North Classroom, PE/Events Center, Plaza, PTC, Rectory, St. Cajetans, and Seventh Street Buildings have their own chilled water systems. The remaining buildings on the campus, including the historic buildings, have dedicated HVAC roof top units or direct expansion split systems to provide cooling.

It is anticipated that the current chiller plants have the capacity to support any building additions in the student core.

Future expansion of the campus building infrastructure west of 7th Street will require another central plant located in this area. This plant will serve the new facilities in this location and possibly one or two on the east side of 7th. The new plant will be tied to the existing plants to increase efficiency and share supply/demand. Currently the North and South chiller plants are not connected. It is Auraria's intent to first tie the existing plants together and then any future ones if necessary.

Electrical Distribution

Auraria Higher Education Center



Last Revision: May 14, 2001

Electrical Distribution

The campus is fed by two separate 13.2 kV substation feeders from Xcel Energy. Each of the feeders enters the primary switchgear and metering equipment in the Arts Building. Each of these two main switchgear lineups supply four fused circuits that reticulate through underground duct banks and manholes to the respective building transformers. All primary distribution equipment downstream of the primary meters, including transformers, high voltage cabling, and primary selector switches, are owned and operated by AHEC.

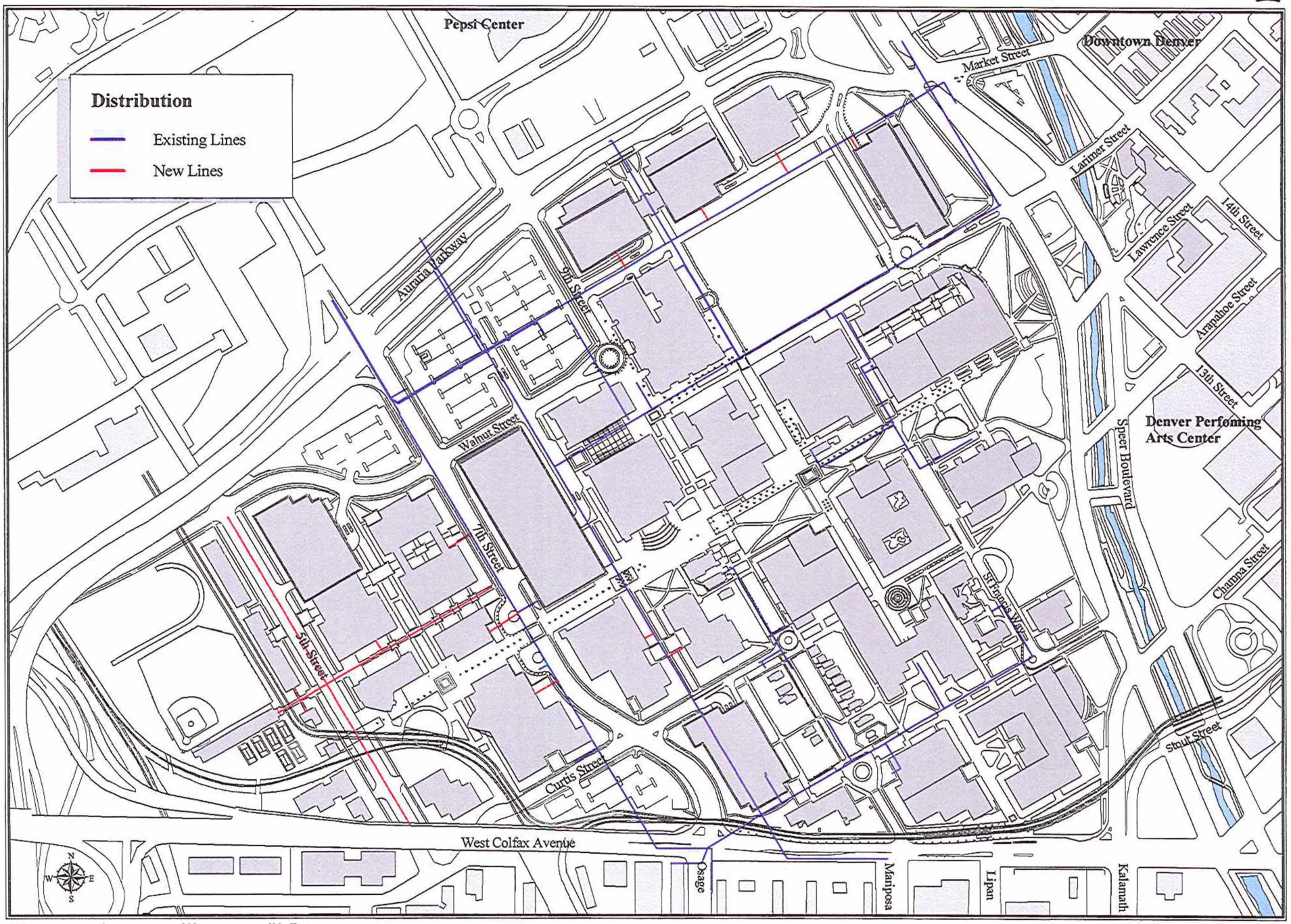
Campus transformers range in size from 150 kVA to 2000 kVA. A primary selective scheme enables the transformers to be supplied by either of the two Xcel feeders. This is accomplished via A-B selector switches at each transformer, or by a primary selector switch in the case where transformers can only accommodate one feeder.

The campus high voltage system infrastructure includes spare conduits, feeders, and load break junctions with spare interfaces for load growth. As the campus continues to grow, new switchgear can be added on the western or northern half of the campus to serve new buildings in those areas. The primary selective scheme would be retained, as it provides a high level of reliability.

Fire Alarms--Each building has manual and automatic alarms consisting of manual pull stations, heat and smoke detectors, audible and visual alarms, water flow sensors, and automatic fire annunciation to the Fire Department. Signals are also reported to campus Public Safety. Each building has local annunciation and indicating panels. Any new facilities will require a similar system.

Natural Gas

Auraria Higher Education Center



Last Revision: May 14, 2001

Natural Gas

Natural gas, or electric heat with gas morning warmup, is used for heating most buildings, except for those buildings adjacent to 10th Street steamline. This is because of the life cycle costs associated with the extension of the steam line. These facilities are as follows:

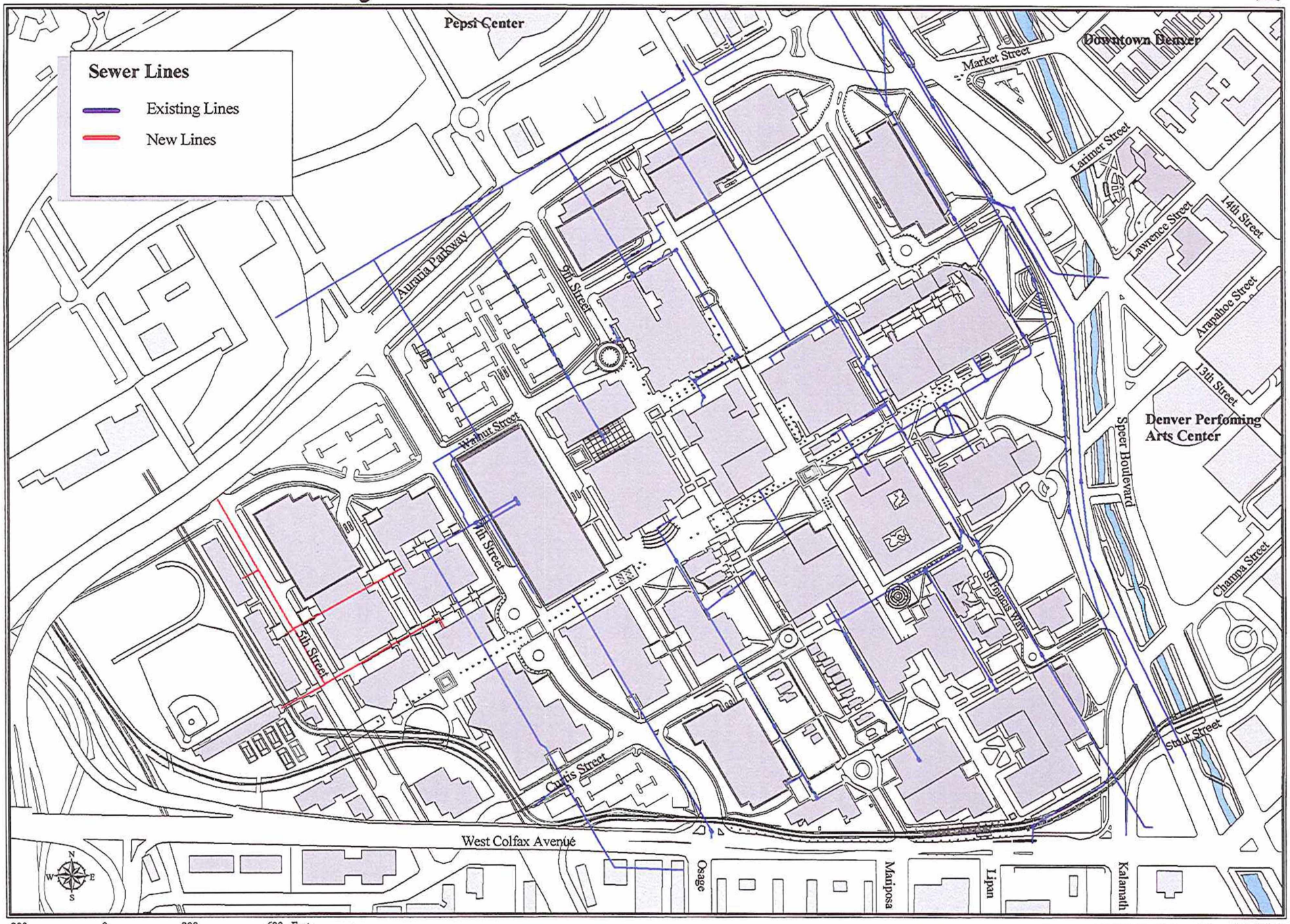
Administration Building
APAC
7th Street Classroom
1250 7th Street
1156 7th Street
Reprographics
Parking Transportation Center
St. Cajetan's
Rectory
Golda Meir House
9th Steet Houses
Childcare Center
Child Development Center
Emmanuel Gallery
Tivoli
King Center

Xcel Energy provides natural gas through a distribution pipe line to each of the campus buildings. They are responsible for the system all the way up the meter location. The campus is responsible for the system beyond the meter, to include the installation and maintenance of building and equipment feeds.

Natural Gas is also used for building services in labs and kitchens for equipment.

Sewer - Sanitary

Auraria Higher Education Center



Last Revision: May 14, 2001

Sewer - Sanitary

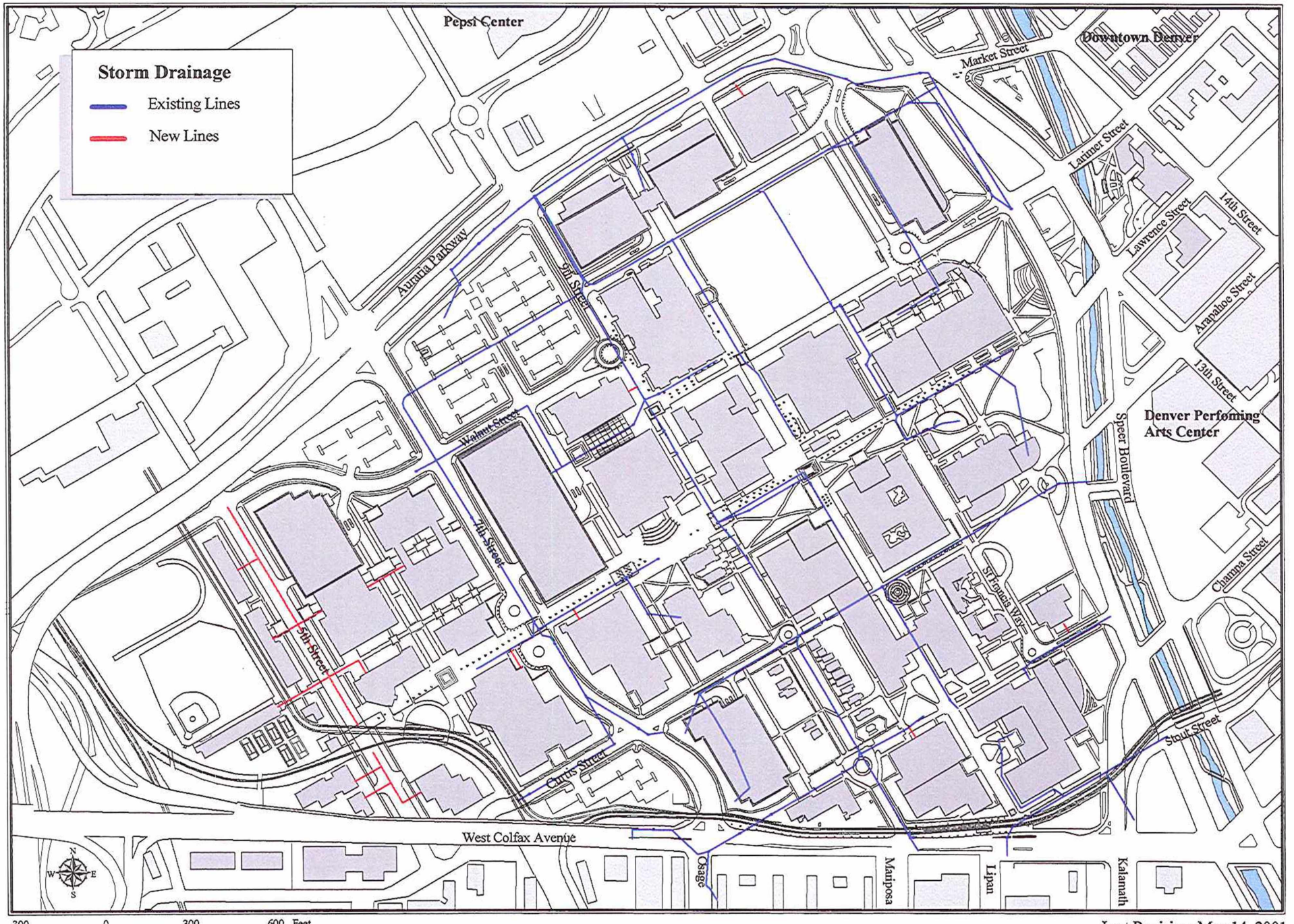
Since the Auraria Campus was developed on the site of an old downtown residential neighborhood, sanitary storm system for the community already existed. This system was tapped into for use by the campus, as well as for the continued use by the surrounding community. Large sanitary sewer lines, flow through the campus north to the Metro Waterwaste Reclamation District treatment plant before being released into the Platte River. These lines are under the jurisdiction of the City and County of Denver Wastewater Management Division.

The campus maintains all sanitary lines from its buildings up to the point of connection with the city system. Various types of interceptors are used when collecting waste from chemistry and art laboratories, kitchens, and automotive areas. These interceptors and building lines are the responsibility of AHEC.

New buildings on campus will require a study of the existing line capacity. Results will dictate whether additional lines are required or upsizing/replacement is an option.

Sewer - Storm

Auraria Higher Education Center



Last Revision: May 14, 2001

Sewer - Storm

The campus relies heavily on a century-old storm water system which has not been upgraded until the recent improvements associated with the Administration and Performing Arts Buildings.

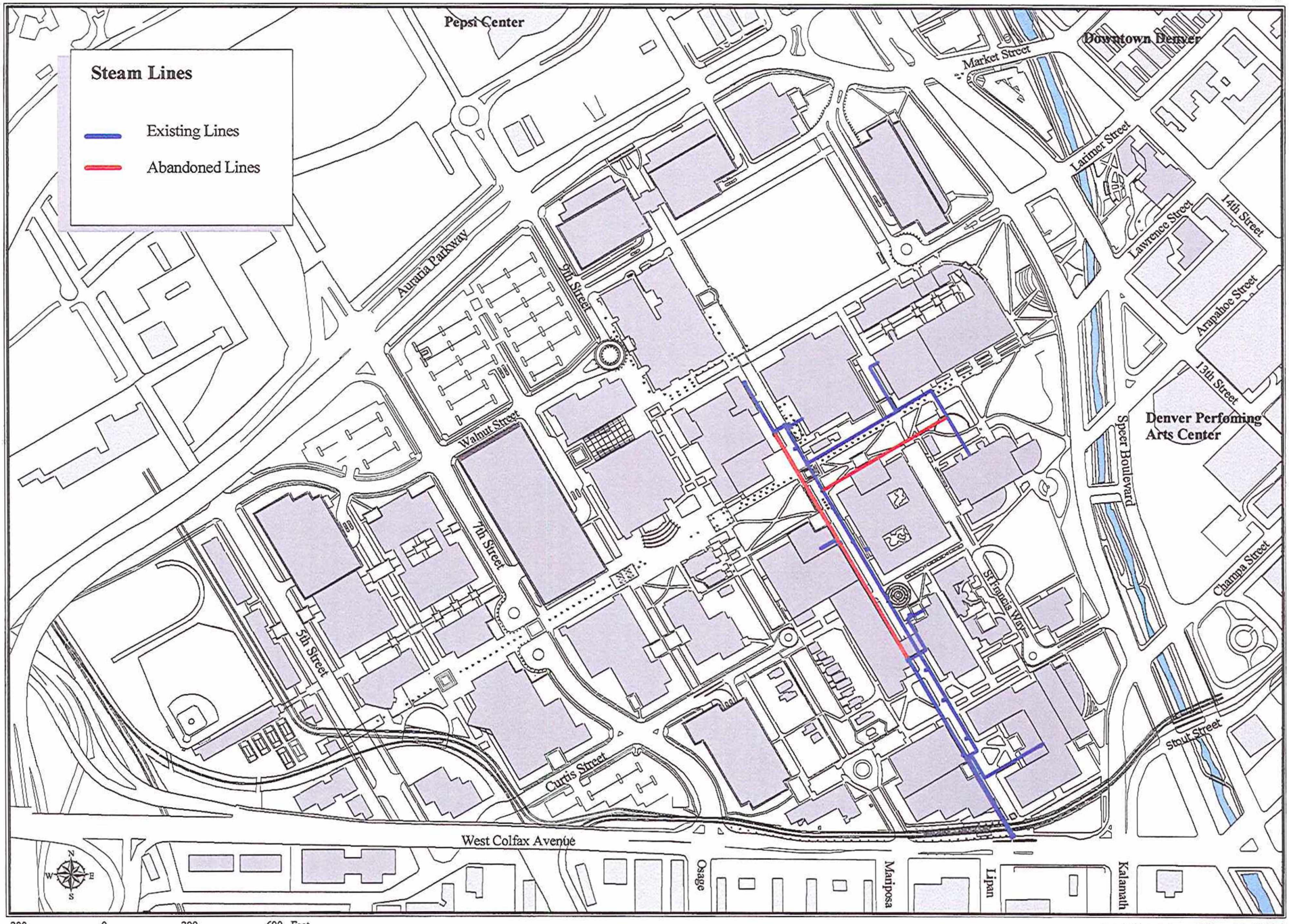
Most of the campus distribution system flows toward the ninth street main which runs to the Auraria Parkway and eventually north to the Cherry Creek and finally into the Platte River. The north central and east portions of campus flows directly into the Cherry Creek on separate storm lines.

Except for a small area near the Administration Building and underground storage at the Parking Transportation Center, on-site detention is virtually non-existent, but as new facilities are being constructed, it will be required. Surface run off flows towards the west and south before being captured by the underground storm water system, diverting it to the Cherry Creek. Water flow west of 6th Street goes to storm line connections to the Platte River.

City and County of Denver Wastewater Division has jurisdiction over the storm water system mainlines. Internal campus inlets and storm line connections are Auraria's responsibility to maintain.

Steam Distribution

Auraria Higher Education Center



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Steam Distribution

Xcel Energy Company provides district steam to the campus via the Delegany and Zuni Steam Plants. The steam is presently made at these two plants from natural gas. Steam then enters the campus at Colfax and tenth Streets just east of the Technology Building. It enters the campus at a pressure of approximately 150 psi through a 12 inch pipeline but is reduced to 40 psi for distribution through the campus. The main line runs along tenth Street to the Plaza Building with an extension to the North Classroom and Sciences Buildings.

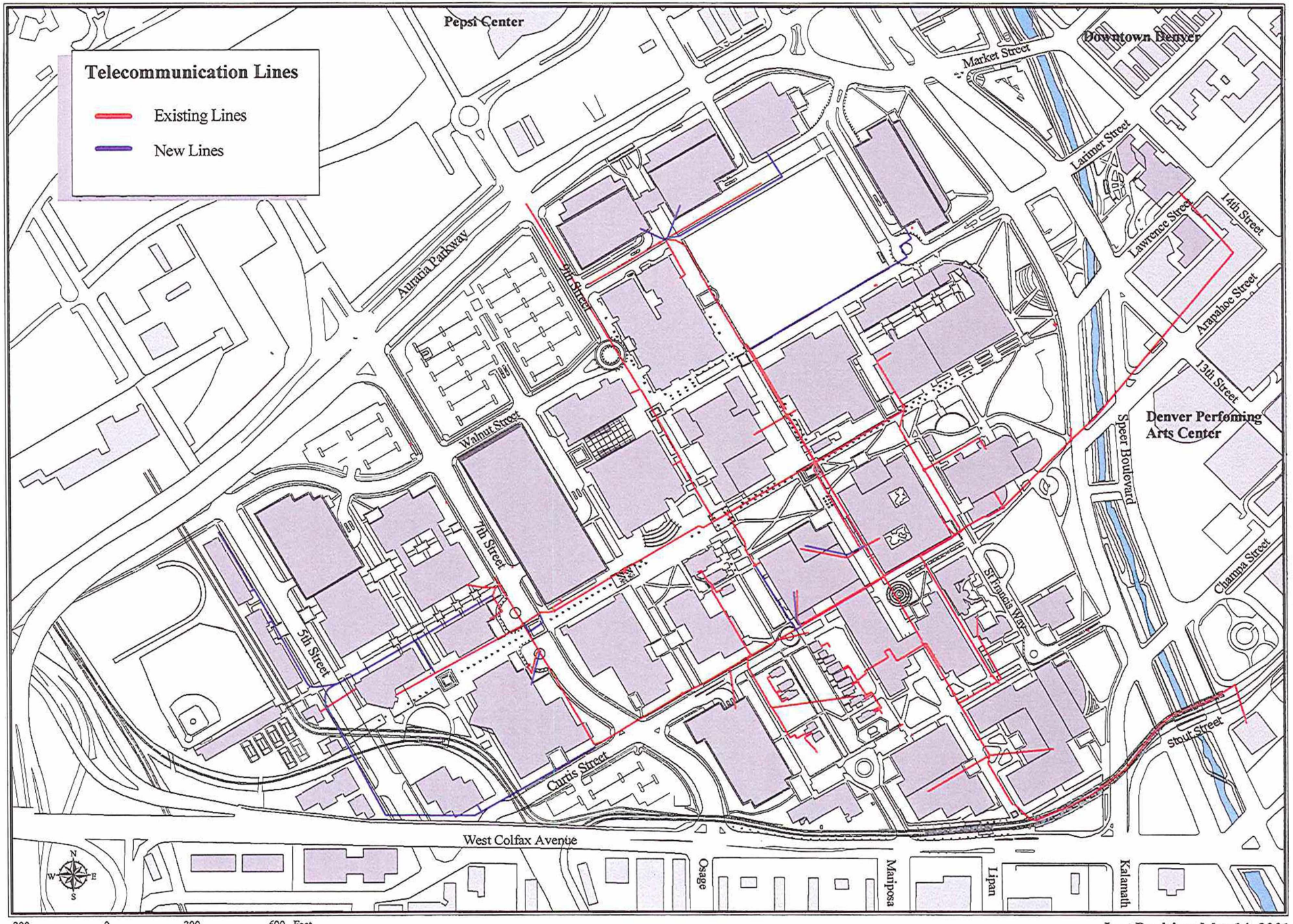
Steam is supplied to ten classroom buildings at a pressure of 12 psi at the building entrance. It is used for both building heat and hot water. Auraria contracts with Public Service to maintain the on-campus distribution system. Ten manholes and seven valve pits provide access to the valves, traps, expansion loops, condensate piping and cathodic protection. Auraria maintains the system inside the buildings.

The original direct bury 12" steam line on the west side of 10th Street is abandoned. The new 12" line on the east side of 10th is in a shallow concrete trench and connects to the original building direct buried lines through the original line's manholes.

New buildings for the campus will include life cycle cost studies to determine the type of heat source is the most appropriate at the time of programming. The most efficient sources changes regularly so future direction is difficult to establish. Gas costs and electric costs vary continuously and are the biggest factors in determining building heating systems.

Telecommunications/Data

Auraria Higher Education Center



Last Revision: May 14, 2001

Telecommunications/Data

When the Auraria campus was constructed approximately 25 years ago, the one utility that did not exist in any form was a good telecommunication infrastructure. This was primarily due to the residential infrastructure established prior to the campus.

A new telecommunications duct bank with manholes was installed in 1976 when the campus was built. Main distribution spines were created down 10th Street and 7th Street. Another was added down the Lawrence Street Pedestrian Way. Generally, there are (4), 4" conduits between the manholes as well as into the entrances of buildings. The Arts Building was chosen as the "hub" of the voice and data networks because of its central location.

Duct banks appear to be sufficient to handle technology needs, once old wiring and cabling is removed. Original wiring has been left in place and it is Auraria's intention to eventually remove the old cabling as new is placed.

In 1992 multi mode fiber optic cable was installed to the larger buildings on campus. This allowed the Information Technology departments to migrate off the old coax cables and onto the fiber cables. In 1992, additional fiber was installed through a grant funded program.

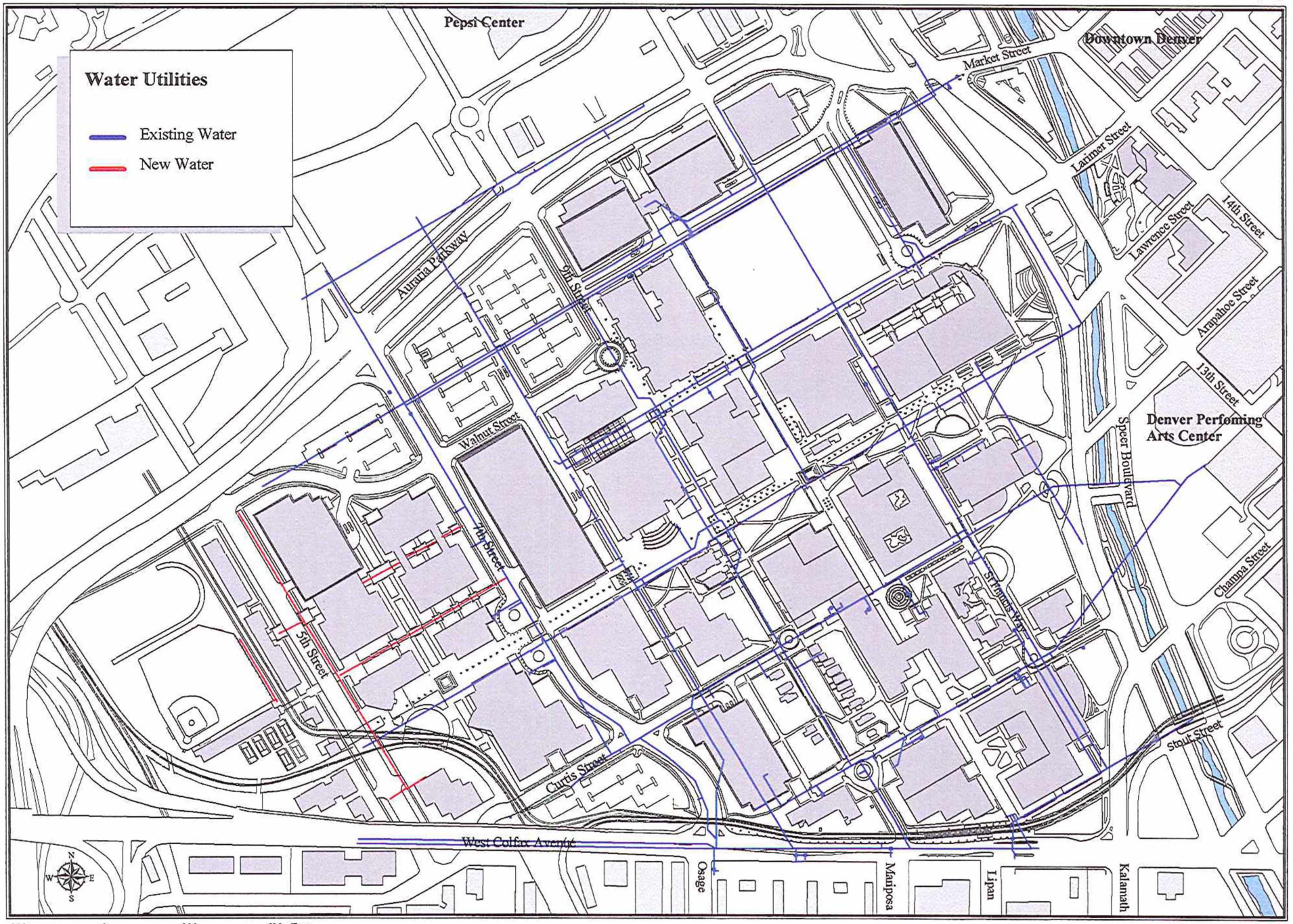
Currently, the campus uses primarily fiber optic cable for the voice and data infrastructure on the campus. Voice telecommunications is also using twisted pair copper cable which was purchased from Mountain Bell in 1983.

As the campus grows, additional conduits for fiber and copper will be required to feed new buildings. Although there is a possibility new and improved systems for data transfer may be available, it is likely conduit, or duct banks between facilities will be necessary for a years to come. Wireless technology will continue to require some percentage of wire or fiber (hard line) transfer of information between hubs, satellites, or dishes. Wireless systems are likely to improve small data set transfers within building, but not between buildings. Fort these reasons, and those of security issues, the campus feels that at least in the next 10-20 years, hard connections between the buildings will be planned.

Voice data transfer may be slightly different. The cellular age may allow for the wireless technology to play a major role in facilities development. Because bandwith is not as much a factor, there is the possibility of future development being less dependent on hard wiring. If this becomes the case the campus will utilize space in these conduits for additional data lines.

Water - Domestic

Auraria Higher Education Center



Last Revision: May 14, 2001

Water -- Domestic

Domestic water is provided by the Denver Water Department through lines that cross the Auraria campus, also serving campus neighbors. Denver Water is responsible for the large water mains up to the curb valves. Auraria maintains the underground piping and distribution system from the valves to the buildings.

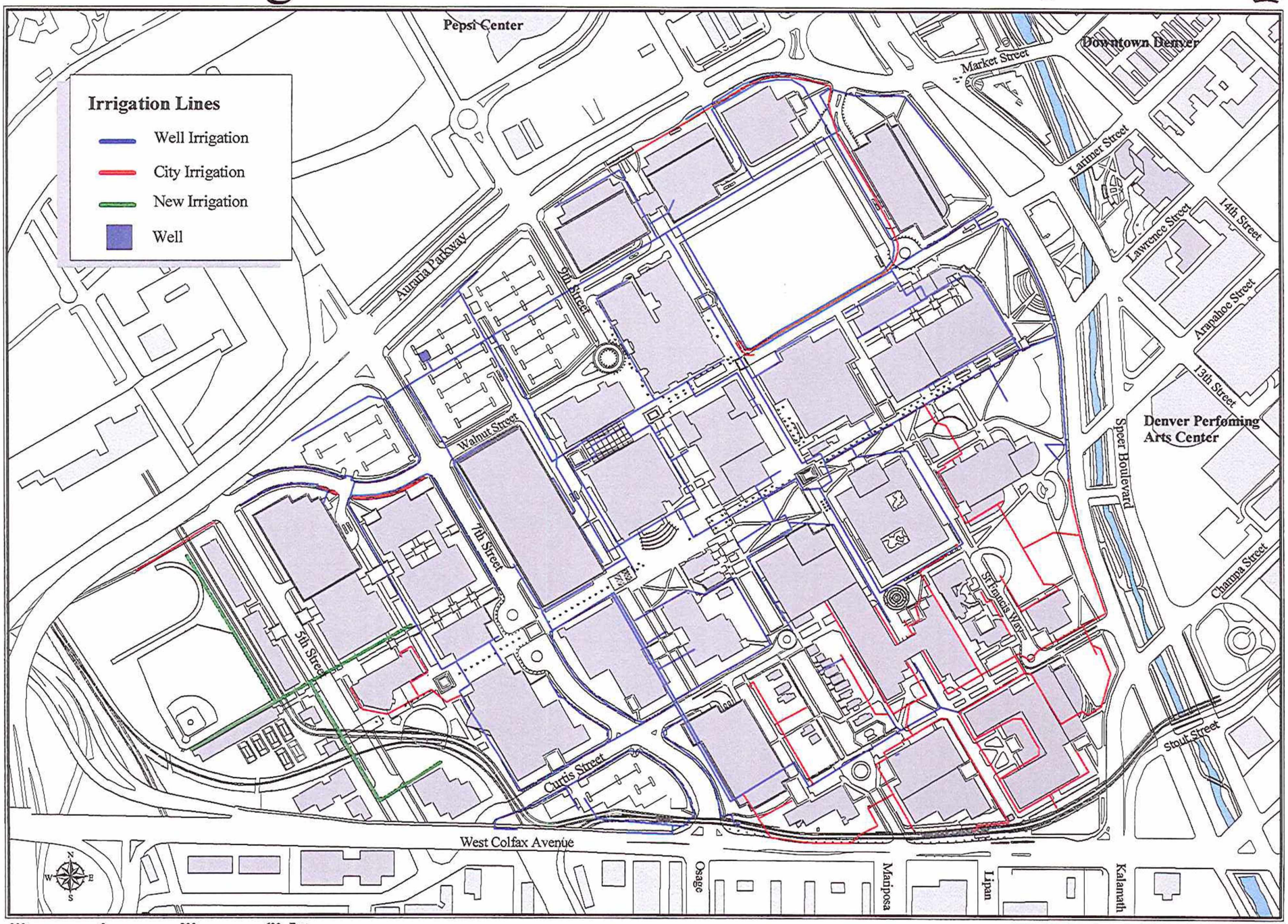
Back flow prevention and cross connection improvements were recently incorporated in to the system. New water taps and services were also provided for the Ninth Street Park buildings.

Fire Hydrants are regulated by the Denver Fire Department. Due to the grid system, water pressure is relatively constant/uniform throughout campus.

Although water is plentiful, it is also considered Colorado's gold by many. The campus is beginning to explore ways to best manage and obtain this valuable resource. Issues under continuous review include, but are not limited to, careful landscape practices, storm detention considerations, recycling, water treatments, conservation efforts, partnerships with the community, and water rights.

Water - Irrigation

Auraria Higher Education Center



Last Revision: May 14, 2001

Water -- Irrigation

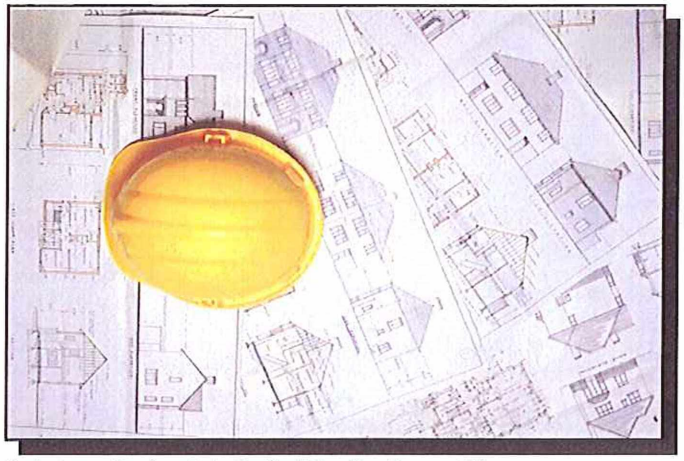
The primary source of water for the campus irrigation system is a well (Flour Mill Well) located at the northwest corner of campus under parking lot D. The well draws water from the South Platte Denver Alluvial Basin. The main pump provides up to 600 gallons of water per minute at a pressure of 90 pounds per square inch.

The primary distribution system consists of 6 inch and 4 inch PVC looped throughout campus, with 2 inch branches to over 700 control valves. The control system is computerized and includes rain sensors that minimize water use when it is not needed.

The campus has approximately 46.5 acres of irrigated landscape including 37 acres of turf and 9.5 acres of shrub and flower beds. The well supports about 35 of these acres and city water irrigates 11 acres. City water can also be used in the case of emergency or problems with the well system.

Auraria also owns rights to a deep well that was abandoned and capped under the Tivoli Building. This 1200 foot deep well was used for brewing purposes for the Tivoli but is not in use today. Rights for the water in this well have not been pursued due to the costs associated with drilling.

Future water issues are a concern for Auraria. Water becomes more and more valuable in such an arid climate. Known as "liquid gold" to many, use and rationing are sensitive issues. The campus plans on studying and developing a long range plan as to the use and acquisition of water. Landscape plans will be governed by water consumption and future watering policies may likely have an impact on facility design and location.



Projects are developed via the Facilities Development Plan process

Implementation

The Master Plan is a guide for the development of the physical environment at Auraria. Master planning itself, however, is a process. The process is comprised of a series of other, more detailed policies, procedures and processes. Together, they all provide avenues to improve the campus and meet the mission of the Auraria Higher Education Center.

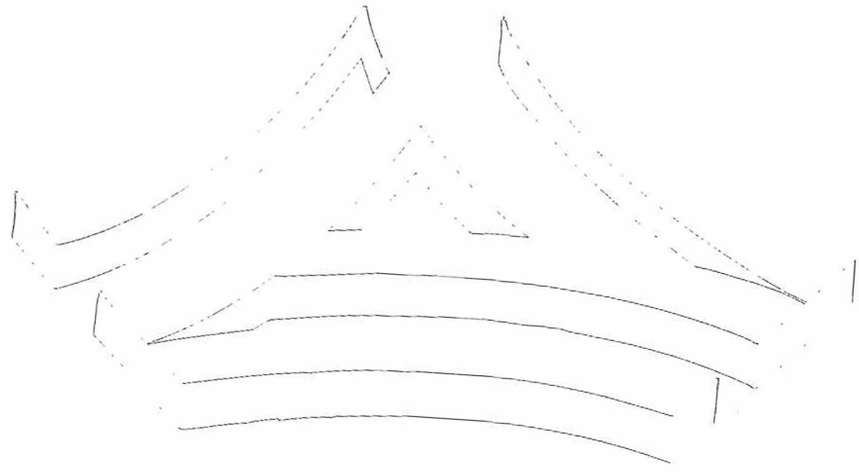
Auraria plans on using this Master Plan process, and the Planning Council to guide and organize all the other physical planning processes on the campus. Recommendations as to the direction, and additional processes that are necessary, are evaluated annually. Especially critical are the processes that are implementation oriented.

The most influential sub process is the Facilities Development Plan. It is how master planning issues get implemented. As described earlier, each year the Planning Council goes through an exhaustive process that prioritizes campus improvements for the next year. This process results in a plan which provides recommendations to the Auraria Executive Committee for facilities, infrastructure, and site improvements. This plan then drives the campus Capital Construction Budget Request. It also provides direction as to the next years programming priorities for long range plans and project plans.

Throughout the planning process, various issues and priorities dictate facility, site, and infrastructure needs. When modifications are necessary, the Master Plan will be consulted. It is important to continually review and determine how any new development can be implemented in a manner that is consistent with the goals, objectives, and design principles of the Plan. Thus, the Facilities Development Plan also drives Master Planning issues.

The Master Plan is reviewed and updated bi-annually. The first cycle builds the Plan and its process, thus takes longer than subsequent review processes. Because the first cycle of the Plan took approximately 2 years to develop, the campus plans on beginning the second cycle, or first review, summer 2001. From this point forward, the Plan will be reviewed and updated in the odd numbered years.

As the campus changes, and likely grows, pressures on the proper facilities, balanced by the desired environment intensify. The Master Plan and its process are the tools to assure development occurs in a timely and systematic approach. It is the most important tool that will, when it becomes a way of business among all the institutions, be the driving force behind the success of the environment so critical to the success of each of our institutions.



Reference Information

Reference Information

Auraria Higher Education Center
Facilities Master Plan

Table of Contents

Information	Section
Master Plan Reference Information	I
Planning Assumptions	II
Enrollment Planning	III
Faculty/Staff Projections	IV
Space Inventory	V
Space Planning	VI
Classroom Utilization	VII
Building Inventory	VIII
Facilities Audit Summary	IX
Site Planning Projections	X
Facilities Development Plan	XI

Master Plan Reference Information

The Master Plan defines the University's physical image in the future. It is a comprehensive and dynamic plan that provides the framework necessary to guide campus development and/or change the physical environment. The Master Plan creates the foundation for continuity in physical planning by creating a vision that all the physical components of a campus will pursue. As the plan is implemented, it will allow the Campus to improve aesthetics, meet required space needs, plan for facility upgrades, and improve site conditions.

It is important to consider the Master Plan as a process and not a document. As a process, the Campus can better assure proper planning by continuously reviewing, challenging, and updating the plan to meet needs as they change. The Auraria Master Plan is to be based on the demographics of the Campus at certain enrollment levels, and not dependent upon time. It reflects who and what we are, not "when" we are. It's intended to help guide the physical development of the campus to achieve common goals associated with the university's physical environment.

This Reference Information is the center of the process and the driver of the Master Plan. It consolidates and further defines the programmatic information necessary for the master plan. Academic and physical planning processes have quite diverse planning windows (3-5 years vs. 10-50 years) so it was necessary for the Auraria Higher Edcuation Center (AHEC) to create a tool to bridge the gap. The tool is this Reference Information.

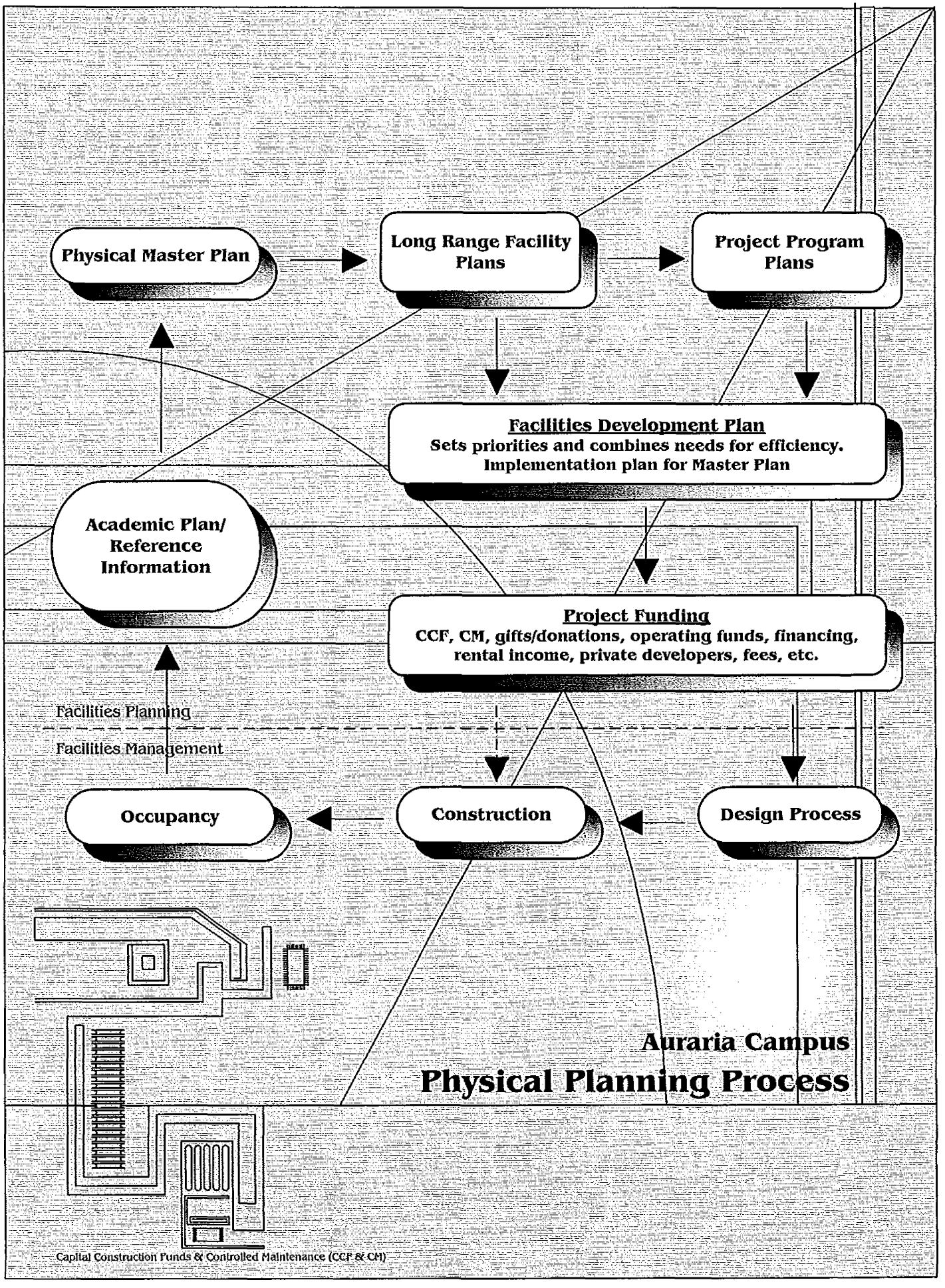
The Reference Information includes the data and assumptions that identifies Campus facilities needs. These needs are what drive the master plan.

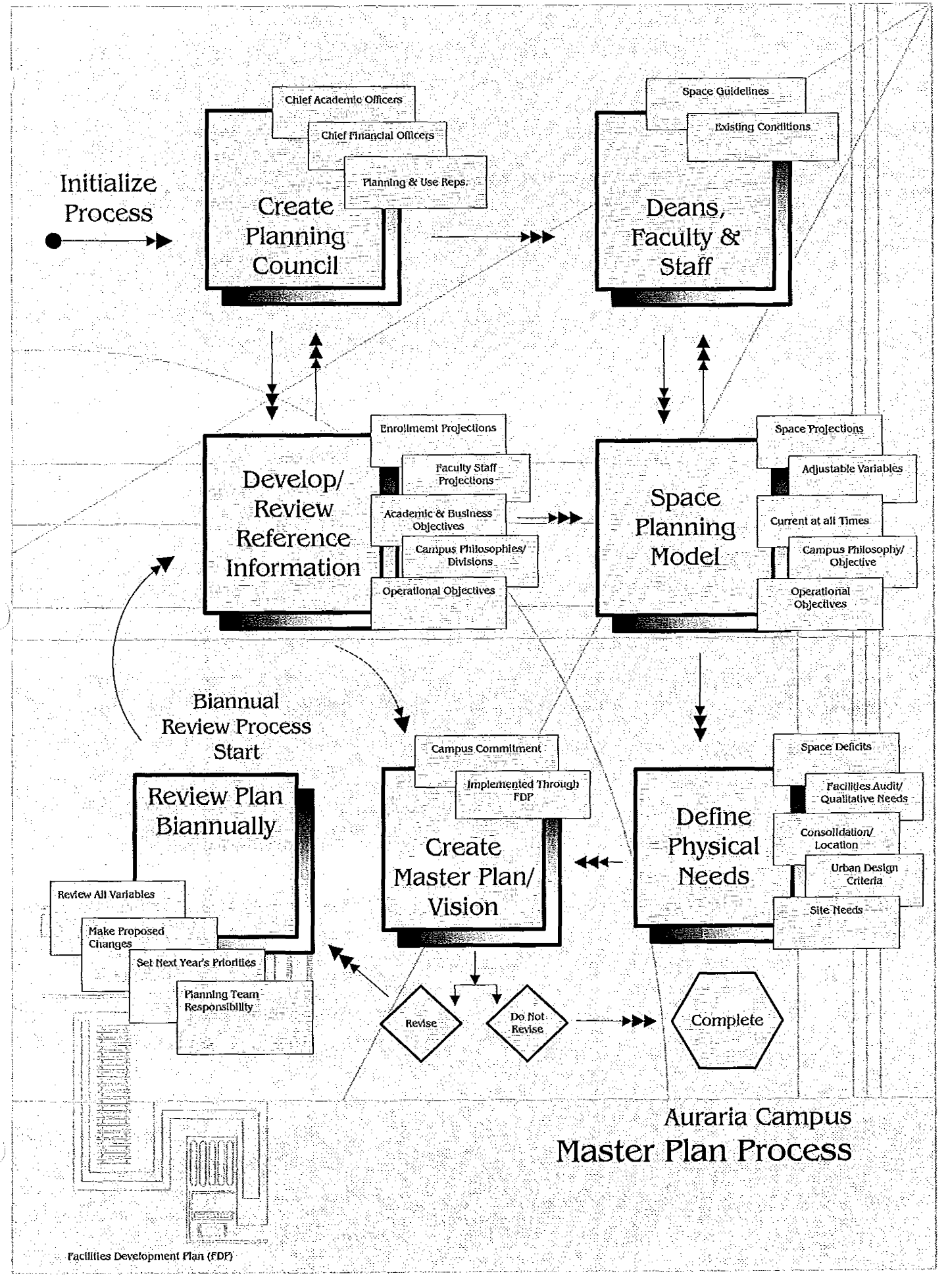
The information contained in this section is reviewed bi-annually through the AHEC planning process. This ensures the master plan operates as a working document, continually reflecting the Campus needs at any given point in time.

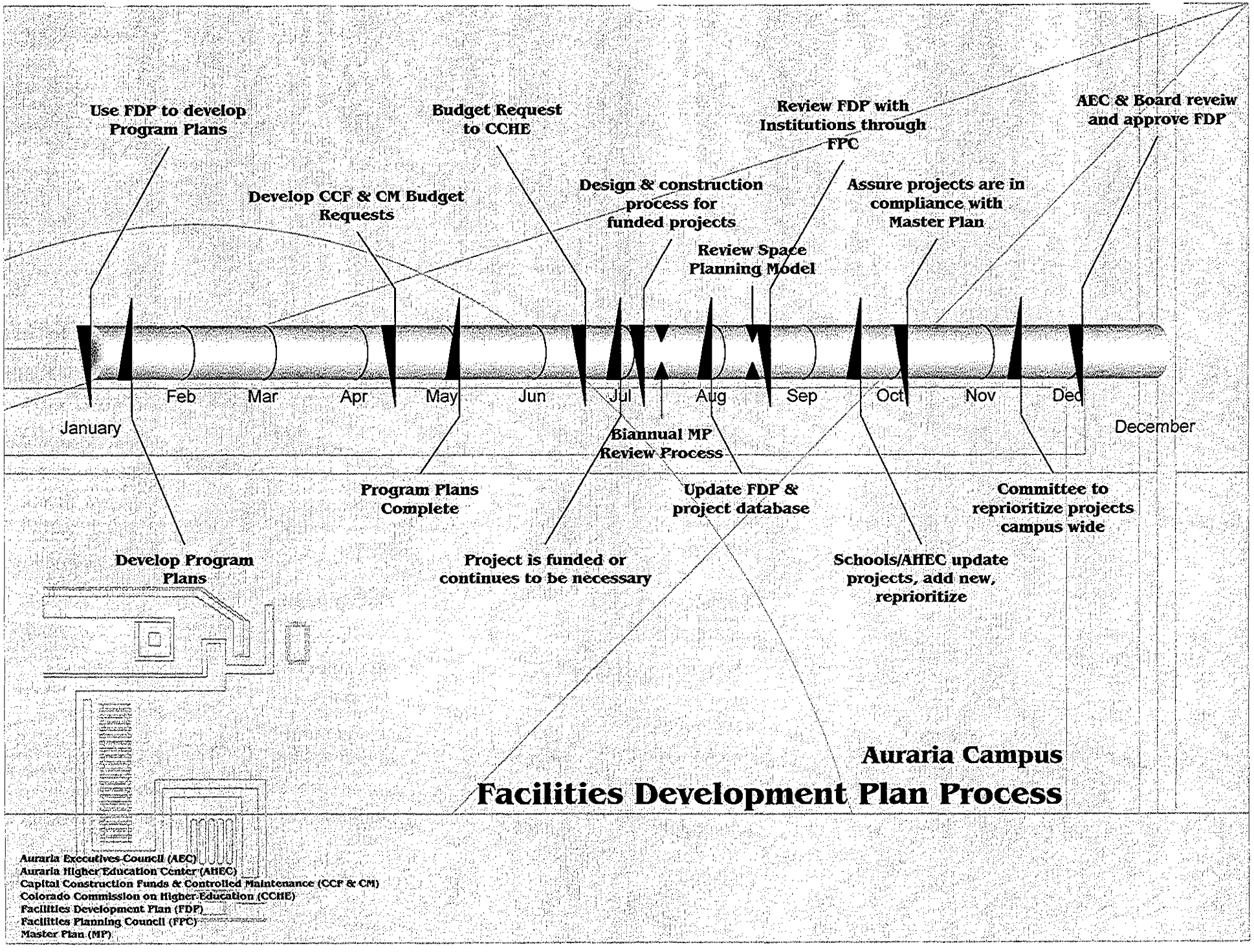
The data is presented at various levels in detail depending on the type of data and what it's used for. It is intended to provide the general programmatic needs of the university as they relate to physical improvements. Thus, much of the data is presented by campus function, which is most appropriate for the scale of planning associated with master plans.

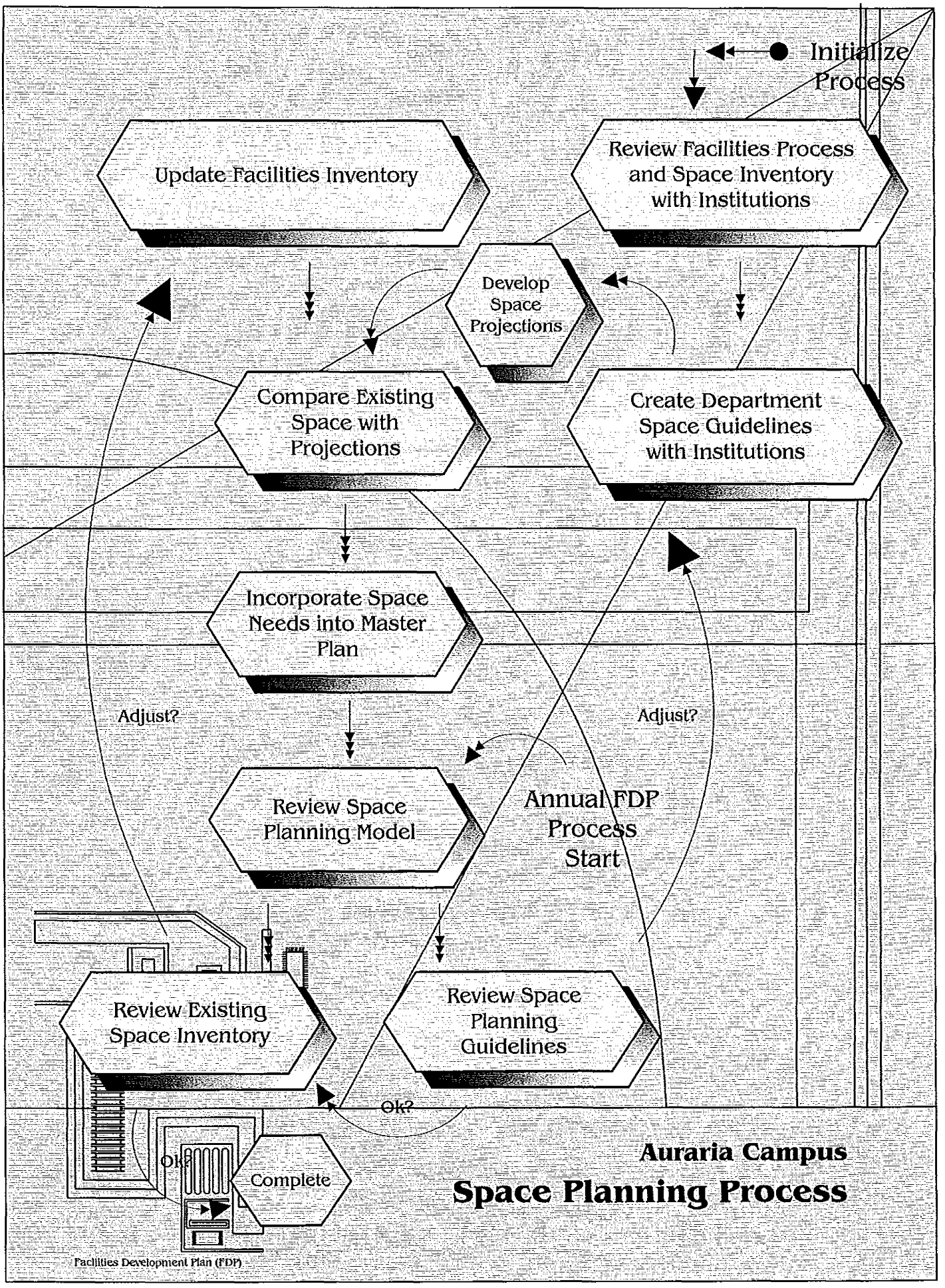
Minor changes in the data and assumptions within the Reference Information does not impact the Master Plan. The Master Plan is updated when major changes in the data or the assumptions occur. More often than not, it's when the plans in the Master Plan no longer support the drivers within the Reference Information.

The following processes have been adopted by the campus institutions in order to best plan for both near and long term facilities needs. The actual space plan and facilities development plan are discussed in sections VI and XI respectively.


Physical Master Plan
Long Range Facility Plans
Project Program Plans
Facilities Development Plan
Sets priorities and combines needs for efficiency.
Implementation plan for Master Plan
Academic Plan/ Reference Information
Project Funding
CCF, CM, gifts/donations, operating funds, financing, rental income, private developers, fees, etc.
Facilities Planning
Facilities Management
Occupancy
Construction
Design Process
Auraria Campus
Physical Planning Process
Capital Construction Funds & Controlled Maintenance (CCF & CM)


Initialize Process
Create Planning Council
Chief Academic Officers
Chief Financial Officers
Planning & Use Reps.
Deans, Faculty & Staff
Space Guidelines
Existing Conditions
Develop/ Review Reference Information
Enrollment Projections
Faculty Staff Projections
Academic & Business Objectives
Campus Philosophies/ Divisions
Operational Objectives
Space Planning Model
Space Projections
Adjustable Variables
Current at all Times
Campus Philosophy/ Objective
Operational Objectives
Biannual Review Process Start
Review Plan Biannually
Review All Variables
Make Proposed Changes
Set Next Year's Priorities
Planning Team Responsibility
Create Master Plan/ Vision
Campus Commitment
Implemented Through FDP
Define Physical Needs
Space Deficits
Facilities Audit/ Qualitative Needs
Consolidation/ Location
Urban Design Criteria
Site Needs
Revise
Do Not Revise
Complete
Auraria Campus
Master Plan Process
Facilities Development Plan (FDP)


Use FDP to develop Program Plans
Budget Request to CCHE
Review FDP with Institutions through FPC
AEC & Board reveiw and approve FDP
Develop CCF & CM Budget Requests
Design & construction process for funded projects
Assure projects are in compliance with Master Plan
Review Space Planning Model
Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Sep
Oct
Nov
Dec
January
December
Biannual MP Review Process
Program Plans Complete
Update FDP & project database
Committee to reprioritize projects campus wide
Develop Program Plans
Project is funded or continues to be necessary
Schools/AHEC update projects, add new, reprioritize
Auraria Campus
Facilities Development Plan Process
Auraria Executives Council (AEC)
Auraria Higher Education Center (AHEC)
Capital Construction Funds & Controlled Maintenance (CCF & CM)
Colorado Commission on Higher Education (CCHE)
Facilities Development Plan (FDP)
Facilities Planning Council (FPC)
Master Plan (MP)


Initialize Process
Update Facilities Inventory
Review Facilities Process and Space Inventory with Institutions
Develop Space Projections
Compare Existing Space with Projections
Create Department Space Guidelines with Institutions
Incorporate Space Needs into Master Plan
Adjust?
Adjust?
Review Space Planning Model
Annual FDP Process Start
Review Existing Space Inventory
Review Space Planning Guidelines
Ok?
Ok?
Complete
Facilities Development Plan (FDP)
Auraria Campus
Space Planning Process

Planning Assumptions

To define the necessary physical properties, we must understand the programmatic vision. This is based in part on the Institutional Academic Plans and AHEC's mission and goals. Other, more refined, issues were also developed to complete the programmatic picture of the campus. These issues, or planning assumptions, were developed by a planning committee made up of representatives of each institution and AHEC. The assumptions help establish better definition to the academic needs and other goals of the institutions.

Summaries of the institutional academic plans and supporting assumptions provide a benchmark as to the programmatic issues the master plan is based upon.

Planning Assumptions

Auraria Higher Education Center
Facilities Master Plan

May 2, 2001

General Issues

- Auraria will continue to be comprised of (1) the Community College of Denver (2) the Metropolitan State College of Denver (3) the University of Colorado at Denver, and (4) the Auraria Higher Education Center.
- AHEC will continue to be the facilities manager for the campus. Each institution will continue to be autonomous and have its own distinct mission.
- Auraria will continue to be primarily a commuter campus.
- Auraria will exist in its downtown location and continue to be an urban campus.
- All three institutions will continue to work cooperatively to provide unique opportunities and offer quality programs to the students of all three institutions. This team approach is the basis of Auraria's success and will be strengthened from year to year. Each institution continually strives to improve the relationships with other institutions.
- Auraria is a valuable member of the downtown community. The campus is a major contributor to the quality of life for the immediate community.
- Auraria must be people oriented.
- Auraria's space development over the years concentrated on instructional space. Future planning will revive and introduce more of the support spaces and social spaces that are lacking around the campus. These spaces also play a major role in the overall development of students, faculty, and staff.

Academic Issues

- The plan will be established to support current programs as a priority and then any additional programs as indicated in the program/data information.
- Enrollment projections are included and drive much of the space needs at the Auraria campus. These are the most influential variable in the campus space model.
- Both faculty projections and staff projections are based on student enrollments. Ratios (identified within each of the projections) have been established for planning purposes. These ratios reflect long term goals and trends in teaching methodologies.
- Course Scheduling -- Currently, Auraria is using its classrooms an average of 49 hours per week. Traditional guidelines attempt to reach between 30 and 40 hours per week. Auraria's current utilization is extremely efficient but does make it somewhat difficult to be flexible to meet last minute changes, growth, and facility problems. The Master Plan projections are based on classrooms being used 40 hours per week during the work week. Saturdays and off hour scheduling will not drive the needs at this stage in the campus development. The space model allows varying utilization targets to be projected.
- Class lengths will vary, but will be driven by the need to have 50 minutes per credit hour for contact time. The campus scheduling grid provides the flexibility in delivering courses to meet the student and faculty needs which are more diverse than that of traditional students. The grid allows courses to be taught once, twice, and even three times per week, but is based on the 50 minute credit hour. Classes can be scheduled three times a week for 50 minutes on M,W,F, or an hour and fifteen minutes on T,TH, or simply one day a week for two hours and fifty minutes.
- The master plan projections will be based upon the fall term which is the heaviest used. Summer scheduling and use of facilities runs about 40%-50% of fall term. Although this is high for summer use, the Institutions cannot plan on summer utilization as a standard. Many students have siblings that are home over the summer and can not attend summer sessions. The Institutions will utilize summer months if the demand is there.

- Instructional methodologies are changing rapidly. The percentage of traditional lecture style teaching methods is steadily being replaced with a more hands-on approach and experiential learning programs. Instruction is more learner-centered rather than teacher-centered and learner roles being separated. For this reason, class sizes need to remain 20-40 people. The current average size of classrooms is 37. There will still be a wide distribution of sizes of rooms (including some large scale lecture halls), but the majority will remain 20-40 people. We will likely see the average drop from 37 to between 30-35. The use of information technology will turn the traditional classroom into learning laboratories. The learning laboratories are more successful when the class sizes remain as close to 20-30 people as possible.
- Technology is continually changing. This will require flexibility in space planning and design processes in order to support changes in these fields.
- Trimesters and other methods of delivering courses are being considered, but at this time we will develop space and program needs based upon current scheduling system of two semesters and a summer session.

Community Issues

- Denver is developing a higher percentage of housing (primarily high income) in the downtown area.
- The Platte Valley projects (i.e. Pepsi Center, Trillium, Golden Triangle, etc.) may have an effect on campus operations. Careful coordination with the community is important. It is a priority to work together with Auraria's new neighbors and continually strive to improve the environment we both share. This is particularly true as it relates to vehicular access, parking accommodations, and safety issues.
- Downtown Denver can be a tremendous asset to a student's education. It is the ultimate learning laboratory that should be integrated into campus programming and urban design issues. Internships, cooperative programs, and overall interaction with the downtown community will increase.
- The residential community adjacent to the campus on its south side will remain residential.

Housing/Conference Issues

- Housing is needed for a few select programs, such as MSCD's athletes (approximately 75) and UCD's international students (approximately 200). Because of limited land resources, the campus does not plan on building any housing. In order to meet the limited housing needs, the campus plans on working with private enterprise to provide housing for select circumstances. This will be done on an off-campus site through leasing or partnerships.
- Auraria is considering creating a conference center to meet some of the cross institutional space needs of this type. This is especially true as it relates to spaces required to support the public service element of its mission. It may include housing for visiting clients, faculty, and others, but not for student housing needs.

Public Service Issues

- Each school's public service goal revolves around its ability to "connect" and be a resource for the surrounding community. Much of the campus' ability to achieve a strong relationship with the community is limited by its lack of and location of space and facilities that can support these functions.
- The institution's intent is to house all of its programs on campus. A goal would be to have only the programs that programmatically require it for public service and outreach, to be located off-campus.
- CCD will continually strengthen the Work and Family Resource Center.
- CCD will continue to have a strong presence in the community through off campus studies at various satellite locations.
- More exhibit space is necessary to supplement communication with the campus and the public about our programs.
- MSCD currently programs the Family Center, Science and Math Center, Golda Meir Conference Center, Wazee Art Gallery, and others. These spaces, and additional space, play an important role in the ability for curriculum development, outreach, and leverage for contracts and grants.
- K-12 partnership is an integral component of a variety of programs for all three institutions.

Research Issues

- Research at UCD will continue to be a major aspect and play a critical role in achieving its mission. The majority of sponsored research is within the School of Education, College of Engineering, International Training Academy, College of Liberal Arts, and the Academic and Student Affairs Office. This trend is likely to continue due to program concentrations in these areas. Research activity has grown at a rate of approximately 15% over the past five years. Expected growth is estimated to be relatively close to the current rate and in the same disciplines.
- Research at MSCD will increase because the school believes research enhances professional growth for its faculty, administration, and staff. A goal is to increase research and grants by 2-3% per year in the next decade.

Student Issues

- The student body at Auraria is extremely diverse. Students attending the three institutions come from a variety of backgrounds and ethnic origins and range in age from 18 to over 40 (average age is 27.7 years). Besides the traditional students from the Denver metropolitan area, there is a high percentage of non-traditional students returning to school to further their education or begin their education after starting families, and/or while working. Many students are employed full-time. Although CCD is experiencing a higher number of traditional students coming directly out of high school, the total student body at Auraria will most likely become even more diverse than it is today.
- There is a need for additional social spaces on campus. Without the luxury of housing, spaces for social interaction are limited. This interaction is just as integral to educational development as course work.
- Because of the commuter campus role, Auraria places a strong emphasis on the importance of the Student Center. Without the traditional campus housing centers, Auraria must continually be sensitive to the need for additional social spaces. The Student Center can play a major role in fulfilling this need.
- Childcare plays a major role in the decision of many students attending school at Auraria. The Childcare Center provides a high quality avenue for students (and sometimes faculty and staff) to attend Auraria. Without this service, many students wouldn't have the opportunity to further their education. Additional childcare is necessary.
- An improved and clear physical identity among the institutions is requested. Not intended to be contrary to the Auraria concept, students do wish to have a stronger presence and alliance to "their" school. Creating academic neighborhoods will help.

Faculty and Staff Issues

- Auraria employs a high percentage of part-time faculty in order to meet the diverse needs of the student body. This increases the space per FTE needed to support office needs.
- Faculty and staff would like to improve/increase the wellness, health, and recreation programs on the campus. Lounge and social spaces are also lacking and important.
- Additional childcare is desired.

Technology Issues

- Every year there is an increased percentage of students taking courses on-line. This will have an impact, both positive and negative, on the campus infrastructure.
- Auraria will continually increase computing access for students and faculty. Included is the training and familiarization of new technology so that what is available is utilized to its potential.
- With the help of technology, Auraria will remove the physical barriers caused by distance to access resources. Integrated and interactive learning is greatly enhanced with the use of technology.
- Auraria will use technology to make a world of resources available to students enhancing opportunities for information sharing in the learning environment.

- Institutions will need to increase resources available for both implementation, maintenance, and operation of new technology. This includes interactive video.
- Since many students at Auraria do not have the economic resources for current technologies, Auraria must make resources available for students if they are necessary. This relates primarily to computers and technology issues.
- Auraria feels it can and should be a leader in implementing the Colorado Commission on Higher Education's statewide vision for access to information technology.
- Computer stations and networking will be expanded for both student and instructional use. Auraria will make every effort to accommodate the campus with the most recent technology.

Parking and Circulation Issues

- Auraria is and will continue to be a commuter campus. Because of this, personal vehicular access and parking play an extremely important role as to whether or not students attend one of the three schools.
- Auraria supports and recommends the use of alternative modes of transportation. A continual goal is to increase RTD and Light Rail ridership to reduce the negative impacts of vehicular traffic. Bicycles are also recommended.
- Pedestrians take a priority within the academic core over any type of motor vehicle, including service vehicles and mass transit.
- Light Rail utilization and presence in the Denver area will increase. Auraria will likely be a hub along the system and will support any improvements/additions to the system. There is a second stop planned for at the west end of the Lawrence Street pedestrian mall.
- Service vehicles need to have access to all facilities. Although the use of golf carts will continue, there will still need to be the occasional access by motor vehicle for repair, maintenance, etc. General deliveries and large truck deliveries will be more controlled with limited access points to improve on the pedestrian campus concept.
- Internal vehicle circulation within the campus is less important than external (to and from) the campus. The campus is at a physical size that is conducive to parking and access hubs with the majority of access being non-motorized.
- The campus will make every attempt to keep the physical environment as accessible as possible. This means going beyond the Americans with Disabilities Act guidelines.

Sports and Recreation Issues

- The existing NCAA sanctioned sport programs at the Metropolitan State College of Denver are the only competitive programs that will be housed on campus. These programs include men's and women's basketball, men's baseball, men's a and women's soccer, men's and women's swimming and diving, men's and women's tennis, and women's volleyball. The Community College of Denver and the University of Colorado at Denver are considering programs, but they are at this time in the conceptual stage.
- The existing academic sport and recreation programs will take precedence over competitive sports (NCAA) programs in the student core. Outdoor fields for NCAA programs can be located in an outlying area if necessary and easily accessible. The NCAA programs are more self-contained.
- General recreation needs of the students will be provided as long as the financial and physical resources exist to maintain the programs. Most of the physical needs of the recreation programs are similar to those in the academic arena. The facilities can be shared easily.

Urban Issues

- Auraria will be a pedestrian oriented campus.
- Auraria is a destination in the community.
- Auraria is landlocked. Because of the nature of the campus edges (major transportation routes: Speer

Boulevard, Auraria Parkway, and Colfax Ave.), Auraria will not attempt to expand its land resources in these directions. Any land available along the 5th Street edge will be seriously considered for purchase.

- The campus will attempt to be as much a small parklike enclave as possible. Providing a collegiate atmosphere, conducive to higher learning, is the priority for this concept. Passive spaces should dominate the grounds as opposed to active large expansive lawns.
- Building heights will increase over time to make more efficient use of land resources and keeping the campus pedestrian oriented (walkable). Increasing building heights, however, does not warrant the loss of a human scale and collegiate atmosphere which is a priority for Auraria.
- Auraria will be an "open" campus to the community. It will not attempt to be a "gated" campus.

Facilities Issues

- Staff projections are based on enrollment projections and program needs.
- The campus environment will be "space" oriented, focusing on the urban spaces that the buildings and landscape create.
- Most spaces on a campus change use during the life of a building. New buildings must be designed and constructed in a manner that allows flexibility. They must be conducive to changing interior spaces.
- Auraria will continue to maintain consistent architectural design guidelines to provide a physical image that is uniform among the campus.
- New buildings should physically characterize their function and provide a unique identity among their neighbors, without jeopardizing the consistent campus fabric and campus architectural guidelines. The intent is to showcase the campus landscape and environment. Buildings should not become individual icons that eventually compete against one another and break down the physical unity of the campus. Additional styles of architecture and/or signature buildings will not be acceptable.
- Auraria will only consider leasing space (for programs that should be located on the campus) when the needs are likely short range or no other options are available.
- Space projections will be developed from a new planning model that are specific for the Auraria campus and its programs.
- The Facilities Development Plan is the implementation tool for the Master Plan. This process allows projects to be continuously reviewed and adjusted, assuring compliance with the master plan.
- The Facilities Audit provides qualitative information regarding the existing condition of campus facilities. The review cycle is every three years. Although this provides valuable information related to a building's condition, it does not evaluate the building's ability to meet the program needs of its occupants.
- The Auraria Churches, Emmanuel Gallery, Tivoli Student Union, and the Ninth Street Park are all on the Historic Register and will be preserved. These represent the roots of the Auraria neighborhood and provide community legacy on campus. Auraria will begin to provide a legacy through the total environment.
- Utilities (primarily wiring) will be placed underground whenever possible.
- Auraria provides physical resources for many special events. This puts additional hardship on campus buildings and grounds which must be considered in the planning process. State of Colorado facility use guidelines do not address special event use, but this will be taken into account when developing Auraria space planning guidelines and building condition projections.
- Auraria will continually improve the physical accessibility of campus buildings and its site. This includes general access issues related to perceptions, comfort, and security that go beyond typical codes and guidelines.

Security Issues

- A response time of 3 minutes is the goal of the police and security staff at Auraria.
- Parking lot lighting is more important for pedestrian safety than operating the lot, whether a garage or surface lot. This is true for lighting in general too.
- Landscaping plans will be developed with extreme sensitivity to security. Auraria will attempt to improve

the vegetation to continually "green" the campus while reducing the opportunity for dark, secluded, hiding places, or spaces easy to vandalize.

- Officer and security presence throughout the campus improve the comfort level of all campus users. Operational procedures play an important role in campus safety.
- Improved identity at the campus edges will help improve the sense of comfort one has being on campus without putting a fence around it or "gating" it. Controlling our edges with appropriate landscape materials help to improve campus safety and security, and the comfort of the users.

Enrollment Planning

The campus opened in 1976 with an enrollment of approximately 10,000 full time equivalent (FTE) students. It now enrolls approximately 20,000 FTE and supports over 32,500 headcount. In essence, it has doubled since its inception just over two decades ago, the majority of which occurred in its first ten years.

The 32,500 headcount makes the Auraria campus the largest (enrolled) campus in Colorado. Although its growth has been astronomical in many ways, it appears as if the enrollment at Auraria has now stabilized, much like that of its sister institutions across Colorado.

The Master Plan Reference Manual contains current enrollments, and projections of all three institutions. Projections are based upon varying issues dependent on each program and institution. Most of the projections are based upon trends from the past ten years and the state of Colorado's demography for the next ten to twenty years, all coupled against the economy and market conditions.

Each institution provides AHEC with enrollment projections that best reflect the school's most realistic forecast. These projections are incorporated into the campus space model and the Master Plan Reference Manual. Projections are reviewed on an annual basis in order to keep the space planning model continually up-to-date.

One of the objectives behind the "Auraria Concept" was being able to make the best use of physical resources: three institutions share one campus and use the campus during the evening hours, 7 days per week. This makes Auraria one of the most efficiently utilized campuses in the country. While many feel this is a success story of Auraria, it can also be a detriment.

The campus has done so well, it may have set a precedent in facilities utilization. Although many feel that exceeding original expectations is a major accomplishment, many feel it is a failure. Auraria has gone too far and may be penalized for its utilization rates. Classrooms are being used an average of 49 hours per week, twice that of all other Colorado schools. Faculty and staff are doubled and sometime tripled up in offices, storage is virtually non-existent, and so on.

The following enrollment projections are based upon two points in the future. The first is a scenario which describes the approximate enrollment distribution when the campus reaches an FTE level 2.5% above what it is today. The second is when the campus grows an additional 5% in enrollment. These scenarios are considered to be Master Plan phase I and II.

Community College of Denver

1 June, 2000
Greg Smith

Enrollment Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
Communications	1.70	1.74	1.79
Gaming and Sports Officiating Services	7.90	8.10	8.30
Education	140.90	144.42	147.95
Engineering Related Technologies	8.20	8.41	8.61
Foreign Languages	73.47	75.31	77.14
Home Economics	3.27	3.35	3.43
Vocational Home Economics	41.7		
Law & Legal Studies	29.83	30.58	31.32
English Language & Literature	542.87	556.44	570.01
Liberal Arts	49.00	50.23	51.45
Biological Sciences	92.00	94.30	96.60
Mathematics	554.90	568.77	582.65
Parks, Recreation, Leisure and Fitness	4		
Basic Skills	14.63	15.00	15.36
Physical Sciences	72.80	74.62	76.44
Psychology	82.87	84.94	87.01
Social Services & History	192.17	196.97	201.78
Precision Production Trades	41.80	42.84	43.89
Visual & Performing Arts	164.20	168.31	172.41
Health Professions	41.57	42.61	43.65
Business Management	439.77	450.76	461.76
Unkown	53.4	54.73	56.07
Totals	**2652.95**	**2672.43**	**2737.61**

Metropolitan State College of Denver

21 April, 2000
Paul Wilken

Enrollment Projections (FTE)

Department	Fall 1999 Actual	Fall 1999 Internet	Master Plan Phase I	Master Plan Phase II
Business				
Accounting	256.30	18.60	262.71	269.12
CIS & MS	561.30	36.40	575.33	589.37
Economics	167.80	15.80	172.00	176.19
Finance	135.20		138.58	141.96
Management	329.80	5.80	338.05	346.29
Marketing	210.60	17.20	215.87	221.13
Letters, Arts & Sciences				
Humanities				
Art	311.40		319.19	326.97
English	867.90	16.60	889.60	911.30
Journalism	132.90		136.22	139.55
Modern Languages	404.90		415.02	425.15
Music	243.30	5.20	249.38	255.47
Philosophy	273.60		280.44	287.28
Speech Communications	427.90	11.00	438.60	449.30
Science and Mathematics				
Biology	544.80		558.42	572.04
Chemistry	262.50	7.40	269.06	275.63
Earth and Atmospheric Sciences	389.60	19.40	399.34	409.08
Mathematical Sciences	908.40	19.50	931.11	953.82
Physics *	138.50	8.00	141.96	145.43
Social Sciences				
African-American Studies	61.30		62.83	64.37
Chicano Studies	65.00	13.60	66.63	68.25
History	776.50		795.91	815.33
Political Science	263.30	14.20	269.88	276.47
Psychology	737.00		755.43	773.85
Sociology, Anthropology, Social Work	461.50		473.04	484.58
Institutes				
Intercultural Studies	0.20		0.21	0.21
Women's Studies	53.10	7.20	54.43	55.76
Miscellaneous				
Air Force ROTC	4.80		4.92	5.04
Honors	0.00		0.00	0.00
Professional Studies				
Education				
Athletics	12.60		12.92	13.23
Early Childhood & Elementary Education	317.50	6.60	325.44	333.38
Reading	145.00	5.80	148.63	152.25
Secondary Edcuation	151.30	3.30	155.08	158.87
Public Service Professions				
Criminal Justice & Criminology	291.20	13.80	298.48	305.76
HMTA	69.40		71.14	72.87
HPS & LS	306.90		314.57	322.25
Human Services	193.30	31.00	198.13	202.97
Health Professions	211.50	8.20	216.79	222.08
Technology				
Aerospace Science	242.90		248.97	255.05
Civil Engineering Technology	45.70		46.84	47.99
Electrical Engineering Technology	45.10		46.23	47.36
Industrial and Technical Studies	41.40		42.44	43.47
Mechanical Engineering Technology	29.30		30.03	30.77
Technical Communications	91.40	21.80	93.69	95.97
TOTALS	**11,183.90**	**306.40**	**11,463.50**	**11,743.10**

University of Colorado at Denver

12 April, 2000
Denise Sokol

Enrollment Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
Architecture and Planning	339.80	348.30	356.79
Arts and Media	414.20	424.56	434.91
Business	1,202.80	1,232.87	1,262.94
CLAS			
Anthropology	126.80	129.97	133.14
Biology	267.40	274.09	280.77
Chemistry	205.00	210.12	215.25
Chinese	12.40	12.71	13.02
Communications	193.00	197.83	202.65
Economics	159.00	162.98	166.95
English	370.80	380.07	389.34
Environmental Science	24.20	24.80	25.41
Ethnic Studies	19.20	19.68	20.16
French	40.20	41.21	42.21
Geography	47.80	48.99	50.19
Geology	37.40	38.34	39.27
German	31.00	31.78	32.55
Health/Behavioral Sciences	9.40	9.64	9.87
History	130.00	133.25	136.50
Honors	0.00	0.00	0.00
Humanities	8.20	8.41	8.61
Japanese	0.00	0.00	0.00
Latin	0.00	0.00	0.00
Mathematics	382.90	392.47	402.05
Modern Language	0.00	0.00	0.00
Philosophy	159.40	163.39	167.37
Physics	154.00	157.85	161.70
Political Science	123.00	126.08	129.15
Psychology	279.20	286.18	293.16
Russian	20.80	21.32	21.84
Social Sciences	4.60	4.71	4.83
Sociology	126.50	129.66	132.83
Spanish	130.00	133.25	136.50
Technical Communications	10.80	11.07	11.34
Theatre	0.00	0.00	0.00
Education	461.20	472.73	484.26
Millenium College	9.20	9.43	9.66
Engineering			
Civil Engineering	96.40	98.81	101.22
Computer Sciences	237.40	243.34	249.27
Electrical Engineering	106.00	108.65	111.30
Mechanical Engineering	111.00	113.78	116.55
Subtotal Engineering			
GSPA	0.00	0.00	0.00
Totals	**6,051.00**	**6,202.28**	**6,353.55**

Faculty/Staff Projections

Faculty and Staff projections are based on the enrollment projections. Although technology will have an impact on the amount and type of faculty that will be needed, it is difficult at this time to determine at what capacity. Thus, projections were based on the amount of faculty and staff that are required to support today's enrollments and programs. As we learn more about the impact technology will have on our programs, and what new programs will be implemented due to the technology age, Auraria will incorporate those variables into the projections and ultimately the space model.

The data in the projections are split between faculty and staff. This is because projections for faculty are based upon different measures than staff. Faculty are projected using the heaviest semester load (fall semester) as a base and projecting needs based on FTE necessary to support the enrollment plan. This is an attempt to standardize the loads each faculty has among semesters.

Data used for staff projections is full term data. This is because of the tremendous amount of staff that supports multiple functions and multiple departments. The amount of part time people working in only one semester is also higher than usual due to the high percentage of hourly instructors that may only teach one or two classes and only in one semester.

The following faculty and staff projections are what is necessary to support the forecasted enrollment growth, based upon today's business practices.

Community College of Denver

30 June, 2000
Greg Smith

Faculty Projections (FTE)

Department	Fall 99 Actual	Master Plan Phase I	Master Plan Phase II
Communications	0.11	0.11	0.12
Gaming and Sports Officiating Services	0.51	0.52	0.54
Education	9.07	9.30	9.52
Engineering Related Technologies	0.53	0.54	0.56
Foreign Languages	4.73	4.85	4.97
Home Economics	0.21	0.22	0.22
Vocational Home Economics	2.68	2.75	2.81
Law & Legal Studies	1.92	1.97	2.02
English Language & Literature	34.95	35.82	36.70
Liberal Arts	3.15	3.23	3.31
Biological Sciences	5.92	6.07	6.22
Mathematics	35.73	36.62	37.52
Parks, Recreation, Leisure and Fitness	0.26	0.27	0.27
Basic Skills	0.94	0.96	0.99
Physical Sciences	4.69	4.81	4.92
Psychology	5.34	5.47	5.61
Social Services & History	12.37	12.68	12.99
Precision Production Trades	2.69	2.76	2.82
Visual & Performing Arts	10.57	10.83	11.10
Health Professions	2.68	2.75	2.81
Business Management	28.31	29.02	29.73
Unkown	3.44	3.53	3.61
TOTALS	**170.80**	**175.07**	**179.34**

Community College of Denver

30 June, 2000
Greg Smith

Staff Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
Communications	0.10	0.10	0.11
Gaming and Sports Officiating Services	0.46	0.47	0.48
Education	8.14	8.34	8.55
Engineering Related Technologies	0.47	0.48	0.49
Foreign Languages	4.25	4.36	4.46
Home Economics	0.19	0.19	0.20
Vocational Home Economics	2.41	2.47	2.53
Law & Legal Studies	1.72	1.76	1.81
English Language & Literature	31.37	32.15	32.94
Liberal Arts	2.83	2.90	2.97
Biological Sciences	5.32	5.45	5.59
Mathematics	32.06	32.86	33.66
Parks, Recreation, Leisure and Fitness	0.23	0.24	0.24
Basic Skills	0.85	0.87	0.89
Physical Sciences	4.21	4.32	4.42
Psychology	4.79	4.91	5.03
Social Services & History	11.10	11.38	11.66
Precision Production Trades	2.42	2.48	2.54
Visual & Performing Arts	9.49	9.73	9.96
Health Professions	2.40	2.46	2.52
Business Management	25.41	26.05	26.68
Unkown	3.09	3.17	3.24
TOTALS	**153.31**	**157.14**	**160.98**

Metropolitan State College of Denver

8 May, 2000
Paul Wilken

Faculty Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
Business			
Accounting	16.70	17.12	17.54
CIS & MS	30.10	30.85	31.61
Economics	10.60	10.87	11.13
Finance	8.60	8.82	9.03
Management	18.70	19.17	19.64
Marketing	13.30	13.63	13.97
Humanities			
Art	24.40	25.01	25.62
English	52.00	53.30	54.60
Journalism	7.50	7.69	7.88
Modern Languages	23.60	24.19	24.78
Music	20.60	21.12	21.63
Philosophy	12.00	12.30	12.60
Speech	29.20	29.93	30.66
Science and Mathematics			
Biology	22.50	23.06	23.63
Chemistry	15.10	15.48	15.86
Earth and Atmospheric Sciences	18.50	18.96	19.43
Mathematical Sciences	53.00	54.33	55.65
Physics	7.50	7.69	7.88
Social Sciences			
African-American Studies	3.60	3.69	3.78
Chicano Studies	4.00	4.10	4.20
History	25.90	26.55	27.20
Political Science	10.90	11.17	11.45
Psychology	33.30	34.13	34.97
Sociology,Anthropology, Social Work	25.00	25.62	26.25
Institutes			
Intercultural Studies	0.00	0.00	0.00
Women's Studies	2.60	2.67	2.73
Miscellaneous			
Honors	0.40		
Education			
Athletics*	1.80		
Reading	8.10	8.30	8.51
Teacher Education**	32.30	33.11	33.92
Public Service Professions			
Criminal Justice & Criminology	13.30	13.63	13.97
HMTA	6.10	6.25	6.41
HPS & LS	18.20	18.66	19.11
Human Services	14.70	15.07	15.44
Health Professions	12.90	13.22	13.55
Technology			
Aerospace Science	13.30	13.63	13.97
Industrial Technology***	4.00		
Civil Engineering Technology	4.90	5.02	5.15
Electrical Engineering Technology	4.30	4.41	4.52
Mechanical Engineering Technology	3.50	3.59	3.68
Technical Communications	9.30	9.53	9.77
TOTALS	**636.30**	**645.85**	**661.60**

* Based on Summer 1999 and Fall 1999
** Included in Human Performance, Sport, and Liesure Studies
*** Include Early Childhood & Elementary Education and Secondary Edcuation

Metropolitan State College of Denver

25 January, 199
Bruce Williams

Staff Projections (FTE)

Department	Fall 1997 Actual	Master Plan Phase I	Master Plan Phase II
VP - Admin and Finance	5.10	5.23	5.36
Information Technology	47.00	48.18	49.35
Budget Office	4.60	4.71	4.83
Human Resources and Finance	45.60	46.74	47.88
Athletics	10.14	10.39	10.65
VP - Institutional Advancement	4.00	4.10	4.20
Development	8.00	8.20	8.40
Alumni	2.00	2.05	2.10
Center for Visual Arts	2.00	2.05	2.10
Communications/Media Relations	9.00	9.23	9.45
VP - Student Services	3.50	3.59	3.68
Exec, Asst. to VP.- Studnet Services	1.00	1.03	1.05
Student Support Services	21.90	22.45	23.00
Enrollemnt Services	65.30	66.93	68.57
Student Life	38.35	39.31	40.27
Student Services/Grants	12.00	12.30	12.60
President	8.75	8.97	9.19
President's Grants	7.00	7.17	7.35
VP Academic Affairs	6.80	6.97	7.14
Grants and Sponsored Research	1.00	1.03	1.05
College Advising	8.00	8.20	8.40
Institutional Research	5.80	5.95	6.09
Assoc VP Academic Affairs	1.00	1.03	1.05
Interim Assoc VP Academic Affairs	13.00	13.33	13.65
Asst VP Extended Studies	1.25	1.28	1.31
Academic Affairs - grants	4.10	4.20	4.31
Dean - School of Business	14.00	14.35	14.70
Dean - School of Letters, Arts, and Sciences	39.50	40.49	41.48
Dean - School of Professional Studies	25.50	26.14	26.78
TOTALS	**415.19**	**425.57**	**435.95**

University of Colorado at Denver

12 April, 2000
Denise Sokol

Faculty Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
Architecture and Planning	29.48	30.22	30.95
Arts and Media	36.45	37.36	38.27
Business	80.69	82.71	84.72
CLAS			
Anthropology	3.88	3.98	4.07
Biology	12.60	12.92	13.23
Chemistry	13.63	13.97	14.31
Chinese	0.00	0.00	0.00
Communications	11.60	11.89	12.18
Economics	11.68	11.97	12.26
English	25.71	26.35	27.00
Environmental Science	0.41	0.42	0.43
Ethnic Studies	0.71	0.73	0.75
French	4.99	5.11	5.24
Geography	5.05	5.18	5.30
Geology	4.50	4.61	4.73
German	3.15	3.23	3.31
Health/Behavioral Sciences	3.28	3.36	3.44
History	10.50	10.76	11.03
Honors	0.00	0.00	0.00
Humanities	0.67	0.69	0.70
Japanese	0.00	0.00	0.00
Latin	0.00	0.00	0.00
Mathematics	32.46	33.27	34.08
Modern Language	1.72	1.76	1.81
Philosophy	6.68	6.85	7.01
Physics	8.69	8.91	9.12
Political Science	10.27	10.53	10.78
Psychology	14.79	15.16	15.53
Russian	0.00	0.00	0.00
Social Sciences	0.00	0.00	0.00
Sociology	6.75	6.92	7.09
Spanish	9.33	9.56	9.80
Technical Communications	0.00	0.00	0.00
Theatre	0.00	0.00	0.00
Education	66.42	68.08	69.74
Millenium College	0.00	0.00	0.00
Engineering			
Civil Engineering	16.39	16.80	17.21
Computer Sciences	16.96	17.38	17.81
Electrical Engineering	12.37	12.68	12.99
Mechanical Engineering	11.73	12.02	12.32
Subtotal Engineering		0.00	0.00
GSPA	21.89	22.44	22.98
Totals	**495.43**	**507.82**	**520.20**

University of Colorado at Denver

21 April, 2000
Denise Sokol

Staff Projections (FTE)

Department	Fall 1999 Actual	Master Plan Phase I	Master Plan Phase II
ADMINISTRATIVE			
Sponsored Programs	4.25	4.36	4.46
Research Administration	0.33	0.34	0.35
CES Operations	1.41	1.45	1.48
CLAS	0.70	0.72	0.74
Computational math	1.00	1.03	1.05
Dinosaur Curation	0.50	0.51	0.53
Urban/Public Policy	1.00	1.03	1.05
Center Support	2.15	2.20	2.26
CCCD	3.75	3.84	3.94
Millenium College	1.73	1.77	1.82
Academic Affaris Intl Bus	0.74	0.76	0.78
Graduate Studies	1.00	1.03	1.05
International Education	4.13	4.23	4.34
Teaching Effective	1.86	1.91	1.95
Computer Center/Administration	11.50	11.79	12.08
Library Operations	89.90	92.15	94.40
Media Operations	23.72	24.31	24.91
New Career Center	8.40	8.61	8.82
Center Learning Assoc.	1.42	1.46	1.49
Assoc VC Student Affairs	4.00	4.10	4.20
Admissions Office	21.84	22.39	22.93
Pre-College Development Program	2.00	2.05	2.10
Student Services	1.36	1.39	1.43
Student Life	1.00	1.03	1.05
Bldr SS Oar Support	0.21	0.22	0.22
Records/registration	9.20	9.43	9.66
Transcript Product	1.00	1.03	1.05
Student Retention	2.00	2.05	2.10
Student Data Services	5.00	5.13	5.25
Asian American Studnt Svc	1.00	1.03	1.05
Black Student Services	1.00	1.03	1.05
Hispanic Student Services	1.00	1.03	1.05
American Indian Student Services	1.00	1.03	1.05
CECP	0.80	0.82	0.84

Financial Aid Administration	12.25	12.56	12.86
Chancellors Office	6.64	6.81	6.97
VC Academic Affairs	6.35	6.51	6.67
Diversity Administration	0.25	0.26	0.26
IR Plan and Analysis	4.75	4.87	4.99
VC Admin and Finance	3.00	3.08	3.15
Human Resources	10.00	10.25	10.50
Ombudsman Office	0.50	0.51	0.53
Financial Services	7.44	7.63	7.81
Budget/Fiscal Plan	6.00	6.15	6.30
Accounting/General	5.00	5.13	5.25
Accounting/Sponsored Programs	3.00	3.08	3.15
Payroll	5.00	5.13	5.25
ITI Administration	0.40	0.41	0.42
Central Administration-ICCA	6.32	6.48	6.64
Publications	3.50	3.59	3.68
Public Relations	5.10	5.23	5.36
Voice Communications	1.00	1.03	1.05
Alumni Program	2.00	2.05	2.10
Computer Center/Administration	6.50	6.66	6.83
GADPC_UCD Admin Share	9.60	9.84	10.08
Facilities/Business Services	3.00	3.08	3.15
Center for Collaborative Educ. Ldrshp	18.55	19.01	19.48
School of Education Grants	12.20	12.51	12.81
GSPA Centers	13.00	13.33	13.65
Center for Human Investment Plcy	15.00	15.37	15.75
DU/CU Consortium	1.00	1.03	1.05
Institute for Policy and Implementation	4.00	4.10	4.20
International Center	2.00	2.05	2.10
Education - ITE PRA	21.00	21.53	22.05
Education - EPSY-PEP	1.71	1.75	1.80
Education - ASCD PRA	1.00	1.03	1.05
Extended Studies - CLAS Admin	2.62	2.69	2.75
Extended Studies - Moscow	1.37	1.40	1.44
Extended Studies - CLAS Bejing	1.80	1.85	1.89
Extended Studies - CLAS Katmandu	0.07	0.07	0.07
Extended Studies - CLAS Outwd Bnd	0.08	0.08	0.08
Extended Studies - CLAS Scd Gold	0.34	0.35	0.36
Extended Studies - CLAS IEP	2.00	2.05	2.10
Extended Studies - Education	1.50	1.54	1.58
Extended Studies - Business	3.00	3.08	3.15
Extended Studies - CU HI Succeeds	2.43	2.49	2.55
Extended Studies - Weekend College	0.50	0.51	0.53
	424.67		

ACADEMIC				
Architecture and Planning		6.93	7.10	7.28
Arts and Media		4.77	4.89	5.01
Business		20.97	21.49	22.02
CLAS		17.60	18.04	18.48
Anthropology		1.08	1.11	1.13
Biology		1.08	1.11	1.13
Chemistry		2.10	2.15	2.21
Chinese		0.00	0.00	0.00
Communications		1.08	1.11	1.13
Economics		1.08	1.11	1.13
English		2.14	2.19	2.25
Environmental Science		0.81	0.83	0.85
Ethnic Studies		0.00	0.00	0.00
French		0.00	0.00	0.00
Geography		0.00	0.00	0.00
Geology		1.08	1.11	1.13
German		0.00	0.00	0.00
Health/Behavioral Sciences		0.32	0.33	0.34
History		1.08	1.11	1.13
Honors		0.00	0.00	0.00
Humanities		0.00	0.00	0.00
Japanese		0.00	0.00	0.00
Latin		0.00	0.00	0.00
Mathematics		2.16	2.21	2.27
Modern Language		1.08	1.11	1.13
Philosophy		0.81	0.83	0.85
Physics		1.92	1.97	2.02
Political Science		1.08	1.11	1.13
Psychology		1.08	1.11	1.13
Russian		0.00	0.00	0.00
Social Sciences		0.00	0.00	0.00
Sociology		1.08	1.11	1.13
Spanish		0.00	0.00	0.00
Technical Communications		0.00	0.00	0.00
Theatre		0.00	0.00	0.00
Education		11.07	11.35	11.62
Millenium College		0.00	0.00	0.00
Engineering		12.00	12.30	12.60
Civil Engineering		1.25	1.28	1.31
Computer Sciences		1.25	1.28	1.31
Electrical Engineering		1.25	1.28	1.31
Mechanical Engineering		2.25	2.31	2.36
Subtotal Engineering				
GSPA		9.31	9.54	9.78
	109.71			
TOTALS		**534.38**	**547.74**	**561.10**

Auraria Higher Education Center

30 June, 2000
Curt Wiedeman

Staff Projections (FTE)

Type	FALL 1999 Actual	Master Plan Phase I	Master Plan Phase II
EVPA			
Exempt	3.00	3.00	3.00
Classified	0.00	0.00	0.00
Org. Development			
Exempt	4.4	5.00	5.00
Classified	17.8	19.00	22.00
Performing Arts			
Exempt	1.00	2.00	2.00
Classified	0.00	1.00	5.00
Facilities Mangement			
Exempt	5.00	5.00	5.00
Classified	167.50	175.00	180.00
Planning and Use			
Exempt	2.20	2.50	2.50
Classified	7.80	8.00	10.00
Police			
Exempt	1.00	1.00	1.00
Classified	34.00	36.00	40.00
Auxiliary and Business			
Exempt	22.50	24.00	25.00
Classified	122.30	128.00	130.00
Less # of Persons not requiring offices	67.00	70.35	73.70
Hourly Employees FTE	80.00	84.00	88.00
Less hourlies not requiring offices	40.00	42.00	44.00
Total FTE	**361.50**	**381.15**	**400.80**

Space Inventory

The Auraria Higher Education Center's Division of Facilities Planning and Use is responsible for space planning and management at the Auraria campus. This Division works directly with each institution to assure the space inventory is as accurate as logistically possible.

Physical resources on a campus are vital to the success of its programs. This is certainly true to those resources as they relate to space. Space is the one resource people never seem to have enough of, or what they have is not the right quality, or in the right location. At Auraria it goes one more step; it drives the entire budget process for the Auraria Higher Education Center. In addition to that, the whole Auraria concept is built around sharing space, so the importance of a good space management process is critical.

AHEC's Facilities Planning and Use works directly with the institutions to keep an accurate space inventory. Bi-annually, representatives from each school, and AHEC, physically visit every room on the campus and record the space information accordingly. This teamwork assures AHEC the data driving the budget process, as well as the physical planning process, is quality data. Each institution is ultimately responsible for the data, so the process helps build ownership in the data as well.

The space inventory is summarized by building, space type, institution, and program. Institutional leased space is included.

Space Inventory by Building

1 September, 2000

Bldg Code	Building Title	ASF	GSF	Efficiency	0-99 Non-Assgn	100 Class	200 Lab	300 Office	400 Study	500 Special Use	600 General Use	700 Support	800 Health	900 Residential	ASF Total Total 100-900
033A	Utility	442	500	88.40%								442			442
15	The Knight House	1,904	2,470	77.09%				1,904							1,904
20	The Smedley House	1,259	1,723	73.07%				564			695				1,259
24	The Roop House	1,005	1,452	69.21%				1,005							1,005
27	The Witte House	1,537	2,164	71.03%				1,537							1,537
33	The Gardner House	1,104	1,513	72.97%				1,104							1,104
41	The Wheeler Griebling House	1,604	2,483	64.60%							1,604				1,604
45	The Schultz House	852	1,302	65.44%				852							852
46	Golda Meir House	1,635	2,302	71.03%			1,061				574				1,635
47	The Schultz House	863	1,304	66.18%				863							863
50	The Centennial House	800	1,094	73.13%				800							800
51	The Young House	1,153	2,179	52.91%				1,153							1,153
56	The Dolan House	891	1,110	80.27%				891							891
59	The Rundle House	1,213	1,860	65.22%				1,213							1,213
61	The Mullen House	987	1,486	66.42%				987							987
68	The Davis House	1,251	1,840	67.99%				1,251							1,251
AD	Admin Building	94,447	126,772	74.50%	2,941	1,873	2,015	75,309			3,204	9,105			91,506
AG	Auraria Garage	3,142	3,167	99.21%		3,117	57,272	17,390			5,875	1,953			85,607
AR	Arts Building	85,607	125,559	68.18%				372			887	12,834			14,093
CC	Child Care	14,093	18,424	76.49%			2,997	810							3,807
CCS	Child Care Storage	96	96	100.00%		7,510	3,728	46,498	474		240	1,039			59,489
CD	Child Development Center	3,807	5,248	72.54%				52			1,989				2,041
CDS1	Child Dev Storage Bldg 1	100	120	83.33%				5,458				9,080			14,538
CDS2	Child Dev Storage Bldg 2	100	120	83.33%							314				314
CN	Central Classroom	59,489	85,109	69.90%								210			210
EG	Emmanuel Gallery	2,041	2,923	69.83%		745	3,911	17,656	114,540	6,701	852	1,252			145,657
FM	Facilities Management	14,538	19,301	75.32%				24			2,834				2,858
FS2	FacMan Storage 2	500	566	88.34%		26,491	54,919	61,652	834	977	2,131	7,664			154,668
FS3	FacMan Storage 3	500	570	87.72%				2,363				13,651			16,014
GM	Golda Meir Museum	314	618	50.81%		2,047	2,301	5,377		65,303	12,703	4,590			92,321
HR	Hazardous Waste	210	244	86.07%		22,553	19,458	27,568	789	149	352	2,632	2,050		75,551
KC	King Center	103,326	181,719	56.86%				1,690				827			2,517
LM	Auraria Library	145,657	188,681	77.20%				6,478				551			7,029
MR	Mercantile	2,858	3,907	73.15%				4,524							4,524
NC	North Classroom	154,668	254,587	60.75%			3,053	345			4,968	223			8,589
PD	Reprographics & Distribution	16,014	17,586	91.06%		13,097	38,399	16,828		2,733	1,781	3,579			76,417
PE	PE/Event Center	92,321	128,676	71.75%		17,869	44,383	28,730		205	3,018	90			94,295
PH	Parking Huts (15)	450	880	51.14%		659	13,193	2,871			797				17,520
PK	Parking Kiosk	140	154	90.91%		1,839	42,882	3,375			434				48,530
PL	Plaza Building	75,551	99,593	75.86%				66,181		1,098	129,600	9,343			206,222
PS	Public Safety	2,517	7,305	34.46%		13,063	13,711	31,495			2,410	321			61,000
PT	Parking and Transportation Center	7,029	14,394	48.83%								3,142			3,142
PTS	Parking Storage	900	945	95.24%								96			96
RO	Rectory Office	4,524	7,494	60.37%								100			100
SA	St. Cajetan's Church	8,589	17,047	50.38%								100			100
SI	Science	76,417	116,611	65.53%								500			500
SO	South Classroom	94,295	147,544	63.91%								500			500
SS	Seventh Street Building	17,520	25,141	69.69%								450			450
TE	Technology	48,530	59,853	81.08%								140			140
TV	Tivoli Student Union	206,222	324,100	63.63%								900			900
WC	West Classroom	61,000	86,573	70.46%								4,000			4,000
WD	Jackson White Warehouse D	4,000	4,000	100.00%								8,000			8,000
WE	Jackson White Warehouse E	8,000	8,000	100.00%								5,680			5,680
WF	Jackson White Warehouse F	5,680	5,680	100.00%		32,546		21,538	462	15,178	28,085	5,517			103,326
		1,433,692	2,116,089	67.75%	2,941	143,409	303,283	458,708	117,099	92,344	205,347	108,511	2,050	0	1,430,751

Outlying Non-Assignable Structures *6,548*

2,122,637

Including 0-99 Assignable *1,433,692*

Space Inventory by Building

09 September, 2000

SPACE TYPE	AHEC	CCD	GENERAL	MSCD	OTHER	UCD	UUUU	Grand Total
111-Classroom - Small (1 - 35)			33,388			1,798		35,186
112-Classroom - Medium (36 - 70)			81,163					81,163
113-Classroom - Large (71 - 110)			14,689					14,689
114-Classroom - Extra-Large (over 111)			10,406					10,406
115-Classroom Service			1,890			75		1,965
210-Class Lab with Utilities		18,852		67,745		48,028		134,625
211-Computer Lab		18,468		15,752		22,532		56,751
213-Class Lab without Utilities		10,371		9,974		3,210		23,554
215-Class Lab Service		4,579		17,550		8,779		30,908
220-Special Class Lab		2,599		14,165		4,278		21,042
225-Special Class Lab Service		116		677		134		926
230-Individual Study Lab		6,875		3,901		3,982		14,758
235-Individual Study Lab Service						220		220
250-Non-Class Lab		1,060		3,069		14,589		18,718
255-Non-Class Lab Service				81		1,701		1,781
310-Administrative Office	29,078	21,315		60,973		27,557		138,922
311-Faculty Office	146	12,512		67,063		47,413		127,134
312-Other Professional office	1,423	507		1,955	21,287	101		25,273
313-Assistant Office				323		2,683		3,006
314-Secretarial/Clerical	10,588	12,313		42,142		27,587		92,630
320-Office Service	7,998	5,447		20,961		15,305		49,710
350-Conference Room - Office	2,824	2,480		9,846		6,731		21,881
355-Conference Room Service				142		10		152
410-Study Room				474		834		1,308
411-Study Carrel Area			22,820					22,820
412-Electronic Study Carrels Area			6,011					6,011
415-Group Study Room						564		564
420-Stack			46,103			462		46,565
430-Open-Stack			8,012	789				8,801
440-Library Processing Room			1,004			2,291		3,295
441-Media Services						1,507		1,507
455-Study Facilities Service			26,228					26,228
520-Athletic-Physical Ed Facilities				59,439				59,439
525-Athletic-Physical Ed Fac Service				5,864				5,864
530-Audio-Visual, Radio, TV Facilities		375		770		3,732		4,876
535-Audio-Visual, Radio, TV Facilities Service		50		49		4,544		4,643
570-Animal Quarters						637		637
580-Greenhouse				1,367		1,367		2,733
590-Other Special Facilities		3,363		5,183		3,538		12,084
595-Other Special-Use Facilities Service		621		586		861		2,068
610-Assembly Facilities		6,637	4,202	8,616		6,442		25,896
615-Assembly Facilities Service		2,721	766	3,255		2,473		9,214
620-Exhibition Facilities			2,661	385		483		3,529
625-Exhibition Facilities Service			52					52
630-Food Facilities	2,014		4,042		18,847			24,903
635-Food Facilities Service	142				2,812			2,954
640-Health Facilities (student)				561				561
645-Health Facilities service (student)				179				179
650-Lounge Facilities (non-dormitory)	335					179		514
651-Administrative Lounge	128	230		1,422		917		2,695
652-Student Lounge			17,096			460		17,556
655-Lounge Facilities Service (non-dormitory)			7					7
660-Merchandising Facilities	18,030		481		41,303			59,814
665-Merchandising Facilities Service	704				226			930
670-Recreation Facilities (non-dormitory)			6,373					6,373
680-Meeting Room	314	316	26,784			956		28,370
685-Meeting Room Service			9,719					9,719
691-Locker room				9,827				9,827
695-Other General-Use Facilities Service	118			2,136				2,254
710-Data Processing-Computer Facilities	1,226	421		2,011		2,831		6,489
715-Data Processing-Computer Facilities Service	12	214		738		1,249		2,213
720-Shop Facilities	9,079	1,704		1,654		2,426		14,862
725-Shop Facilities Service	10,503	108		105		1,220		11,936
730-Storage Facilities	18,363	100		4,047	1,442	10,095	8,000	42,047
731-Hazardous Chemical and Waste Storage Facilities				1,022		1,022		2,043
735-Storage Facilities Service	242							242
748-Loading Dock	2,417							2,417
760-Child Care	12,123							12,123
765-Child Care Service	711							711
790-Other Supporting Facilities	6,669			881				7,550
791-Printing Services	954							954
792-Copying Center	1,810							1,810
793-Mail Services	1,155							1,155
795-Other Supporting Facilities Service	1,959							1,959
810-Human Hospital-Clinic Facilities				1,169				1,169
815-Human Hospital-Clinic Facilities Service				881				881
Grand Total	141,064	134,351	323,897	449,723	85,917	287,799	8,000	1,430,751

Auraria Campus State and Auxiliary Space Summary

1 September, 2000

Sum of ASF			Space Codes										
INST	College	Department	0: 99	100: 199	200: 299	300: 399	400: 499	500: 599	600: 699	700: 799	800: 899	900: 999	Grand Total
AHEC	AXBU - Aux/Business Services	ABCTR - Auraria Book Center				5,722			18,079	7,355			31,156
		ACCTG - Accounting				159			285				444
		CCARE - Child Care Center				372			887	12,930			3,036
		INFTC - Information Technology				115				182			297
		PRKNG - Parking & Transportation				6,478				1,779			8,257
		PURCH - Purchasing				1,517							1,517
		REPRO - Reprographics				1,743				6,210			80,820
		SPTSV - Support Services				339				4,332			4,671
		STADM - Student Union/Adm				6,428				3,122			9,550
		STAX3 - Student Union/Commercial							655				655
		STCBH - Student Union/Club				3,219							3,219
		STCMN - Student Union/Common								1,760			1,760
		STCSV - Student Union/Conf Services				103				553			656
		STPOL - Student Union/Pool				263							263
		TELEC - Telecommunications				775				976			1,751
		RCVNG - Central Receiving				620				5,962			6,582
	AXBU - Aux/Business Services Total					27,853			19,906	45,161			92,919
	CMPS - Campus Police & Security	CMPSE - Campus Police & Security				2,378				537			2,915
		STSE - Student Union/Security				620							620
	CMPS - Campus Police & Security Total					2,998				537			3,535
	EVPA - Exec VP Administration	EVPAD - Exec VP for Administration				1,679							1,679
		FACLB - Faculty Club							1,604				1,604
		KNGAD - King Center Administration				1,366							1,366
	EVPA - Exec VP Administration Total					3,045			1,604				4,649
	FACM - Facilities Management	ADMIN - Administration				5,270			118	10,651			16,039
		ELECT - Electrical								143			143
		ENVHS - Environmental Health				422				210			632
		HSKPG - Housekeeping				387				744			1,131
		HVACM - HVAC Mechanical								515			515
		MTCTR - Maintenance/Construction								744			744
		UUUUU - UNKNOWN DEPARTMENT				1,690				1,827			3,517
	FACM - Facilities Management Total					7,769			118	14,835			22,722
	ODVP - Organizational Development & Performance	DISSV - Disability Services				2,364							2,364
		HUMRC - Human Resources				6,277			157	269			6,703
	ODVP - Organizational Development & Performance Total					8,641			157	269			9,067
	OFPU - Facilities Planning & Use	EMGAL - Emmanual Gallery				52							52
		EVENT - Events Center				808				742			1,550
		OFCPU - Office of Facilities Planning & Use				891							891
	OFPU - Facilities Planning & Use Total					1,751				742			2,493
	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT								5,680			5,680
	UUUU - UNKNOWN DEPARTMENT Total									5,680			5,680
AHEC Total						52,057			21,785	67,223	0	0	141,064

CCD	ADMIN - Admin Services	ADMIN - Administration				4,665			444				5,109
	ADMIN - Admin Services Total					4,665			444				5,109
	ARHU - Arts & Humanities	ARTHU - Arts & Humanities			1,476	2,644							4,120
		ARTS - Art			5,631	279		2,835	173				8,918
		COMAR - Commercial Art				157							157
		GRART - Graphic Art			5,195	313							5,508
		MUSIC - Music			1,108	141		876		94			2,219
		PHOTO - Photography			244	373							617
		THEAT - Theater				183		698	9,184	1,782			11,847
		UUUUU - UNKNOWN DEPARTMENT				5,442							5,442
	ARHU - Arts & Humanities Total				13,653	9,532		4,409	9,357	1,876			38,828
	CBCD - Center for Business & Corporate Development	CBCD - Center for Business & Corporate Dev.			12,843	4,184							17,027
	CBCD - Center for Business & Corporate Development Total				12,843	4,184							17,027
	EDAS - Education & Academic Services	DEVST - Developmental Studies			10,613	1,946							12,559
		ECEDU - Early Childhood Education			1,516	413				100			2,029
		HHUSV - Health & Human Services			1,245								1,245
		NURSI - Nursing				352							352
		UUUUU - UNKNOWN DEPARTMENT			774	2,938				90			3,802
	EDAS - Education & Academic Services Total				14,148	5,649				190			19,987
	EDOC - Educational Opportunity Center	NA - Not Applicable				2,536							2,536
	EDOC - Educational Opportunity Center Total					2,536							2,536
	HHSR - Health & Human Services	HHUSV - Health & Human Services			1,201	1,929							3,130
		NURLB - Nursing Lab			1,908								1,908
	HHSR - Health & Human Services Total				3,109	1,929							5,038
	HMSC - Health, Math & Science, Ctr for	BIOLO - Biology			2,816								2,816
		CHEMI - Chemistry			3,940								3,940
		UUUUU - UNKNOWN DEPARTMENT				3,544							3,544
	HMSC - Health, Math & Science, Ctr for Total				6,756	3,544							10,300
	INAD - Institutional Advancement	INAD - Institutional Advancement				2,109							2,109
		LROUT - Learning Outreach, The Ctr for			398	2,168							2,566
	INAD - Institutional Advancement Total				398	4,277							4,675
	INVP - Instructional Vice President	PRESI - President's Office				1,251							1,251
	INVP - Instructional Vice President Total					1,251							1,251
	IR&P - Office of Info Resources & Planning	NA - Not Applicable				1,464				481			1,945
	IR&P - Office of Info Resources & Planning Total					1,464				481			1,945
	LABS - Language, Arts & Behavioral Sciences, The Ctr for	NA - Not Applicable			702								702
	LABS - Language, Arts & Behavioral Sciences, The Ctr for Tot				702								702
	LAFAM - La Familia	NA - Not Applicable			337	1,399							1,736
	LAFAM - La Familia Total				337	1,399							1,736
	SCIT - Science & Technology	CBCD - Center for Business & Corporate Dev.			6,297	160							6,457
		SCTEC - Science & Technology			3,705								3,705
	SCIT - Science & Technology Total				10,002	160							10,162
	STSE - Student Services	CASVC - Career Services Ctr			325	1,506							1,831
		CFPWD - Center for Persons with Disabilities				727							727
		EPACT - Educational Planning & Advising				1,197							1,197
		FINAD - Financial Aid				1,184							1,184
		REGIS - Registration				1,598			102				1,700
		SPCLE - Special Learning			645								645
		STDEV - Student Development				2,320							2,320
		STGOV - Student Government				559							559
		STLFE - Student Life				1,256							1,256
		STPUB - Student Publications				690							690
		WOCEN - Womens Center				385							385
		WORCT - Womens Resource Center				260							260
	STSE - Student Services Total				970	11,682			102				12,754
	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT				117							117
	UUUU - UNKNOWN DEPARTMENT Total					117							117
	WFRC - Work & Family Resource Center	NA - Not Applicable				2,186							2,186
	WFRC - Work & Family Resource Center Total					2,186							2,186
CCD Total					62,918	54,574		4,409	9,903	2,547	0	0	134,351

GENERAL	AXBU - Aux/Business Services	STADM - Student Union/Adm							1,136				1,136
		STAX1 - Student Union/Lounge							6,742				6,742
		STCMN - Student Union/Common							4,042				4,042
		STCSV - Student Union/Conf Services							34,579				34,579
		STLNG - Student Lounge							9,804				9,804
		STPOL - Student Union/Pool							6,373				6,373
	AXBU - Aux/Business Services Total								62,676				62,676
	CLSRM - General Assignment Classroom	NA - Not Applicable		141,536									141,536
	CLSRM - General Assignment Classroom Total			141,536									141,536
	EVPA - Exec VP Administration	GMEIR - Golda Meir Musem							314				314
		STLNG - Student Lounge							557				557
	EVPA - Exec VP Administration Total								871				871
	OFPU - Facilities Planning & Use	EMGAL - Emmanual Gallery							1,989				1,989
		OFCPU - Office of Facilities Plannning & Use							6,237				6,237
	OFPU - Facilities Planning & Use Total								8,226				8,226
	VCAA - VC Acad. & Stud. Affairs	AULIB - Auraria Library					110,178		410				110,588
	VCAA - VC Acad. & Stud. Affairs Total						110,178		410				110,588
GENERAL Tot				141,536			110,178		72,183		0	0	323,897

MSCD	APRS - Presidents Office	AFFIR - Affirmative Action				311							311
		FACSN - Faculty Senate				304							304
		PRESI - President's Office				3,259							3,259
	APRS - Presidents Office Total					3,874							3,874
	LA&S - Letters Arts & Science	AFRIC - African American Studies				985							985
		ANTHR - Anthropology			1,545	716							2,260
		ARTS - Art			16,451	1,692			385	489			19,016
		BIOLO - Biology			10,931	3,789		1,367					16,086
		CAPRT - Capital Reporter				1,172							1,172
		CHEMI - Chemistry			7,747	2,266				1,022			11,034
		CHICA - Chicano Studies				1,030							1,030
		CMSEE - Ctr for Mathematics, Science & Enviro Ed				1,786			128				1,914
		DEANS - Deans Office				1,827							1,827
		EARSC - Earth & Atmospheric Sciences			5,283	2,014				417			7,714
		ENGLI - English				10,994							10,994
		FAMCT - Family Center				148							148
		HISTO - History				2,683							2,683
		INTCUL - International & Intercultural Studies				1,162							1,162
		JOURN - Journalism				927							927
		MODLA - Modern Languages			3,500	3,608	193						7,301
		MTCSI - Math & Computer Sciences			2,117	5,415			283				7,815
		MUSIC - Music			8,464	2,146		850	2,174	91			13,725
		PHILO - Philosophy			386	2,476							2,862
		PHYSI - Physics			1,973	1,030							3,003
		POLSI - Political Science			1,480	3,097							4,577
		PSYCH - Psychology			6,804	6,667	596			374			14,441
		SOCIO - Sociology			119	1,099							1,217
		SOCWK - Social Work			122	1,358							1,480
		SPEEC - Speech & Communications			3,088	2,021		406	603				6,118
		THEAT - Theater				178		4,233	9,093	1,730			15,234
		WMSS - Institute for Women's Studies & Services				1,104							1,104
		WRCTR - Writing Center			747	131							878
	LA&S - Letters Arts & Science Total				70,755	63,520	789	6,856	12,686	4,122			158,707
	PROF - Professional Studies	AEROS - Aerospace			8,560	2,711							11,271
		CRIJC - Criminal Justice & Criminology			1,575	1,599							3,174
		CVENG - Civil Engineering			982	1,106							2,088
		DEANS - Deans Office				2,062							2,062
		ELEGT - Electronics Engineering Technology			6,766	1,366							8,132
		EYCHD - Early Childhood Education & Elementary Educa.				1,900							1,900
		HEPRO - Health Professions			2,316	1,186							3,502
		HMTAR - Hospitality Mgt. & Travel Administration			2,751	1,684							4,435
		HPSLS - Human Performance Sport & Leisure Activities			2,301	3,585		21,693	11,214				38,793
		HUMSV - Human Services			774	1,712							2,486
		ISTEC - Industrial Studies Technology			4,514	544							5,058
		MEEGT - Mechanical Engineering Technology			4,859	1,672							6,531
		READI - Reading			1,298	1,131							2,429
		SECOD - Secondary Education			4,650	2,340							6,990
		TECOM - Technical Communication			7,346	1,652							8,998
		TFCOL - Teachers for Colorado			1,481	682				100			2,263
	PROF - Professional Studies Total				50,173	26,932		21,693	11,214	100			110,111

	SBUS - School of Business	ACCTG - Accounting				2,231							2,231
		CISMS - Computer Info. Sys. Management Science				3,445							3,445
		DEANS - Deans Office				1,209							1,209
		ECONO - Economics				1,462							1,462
		FINAN - Finance				1,451							1,451
		MANAG - Management				3,198							3,198
		MARKG - Marketing				1,416							1,416
		USWST - US West Ctr for Business Success				3,037							3,037
	SBUS - School of Business Total					17,449							17,449
	VPAA - VP Academic Affairs	ATEXC - Academy for Teaching Excellence				582							582
		COEDU - Cooperative Education				1,452							1,452
		GRSPP - Grants & Sponsored Programs				631							631
		HONOR - Honors Program				167							167
		VPAAF - Academic Affairs				2,607				442			3,049
	VPAA - VP Academic Affairs Total					5,439				442			5,881
	VPAF - VP Administration & Finance	ACCTG - Accounting				6,370			255				6,625
		APPSV - Application Services			712	1,470							2,182
		BUDGT - Budget Office				496							496
		BUSSV - Business Services				3,304			240				3,544
		HUMRC - Human Resources				5,470							5,470
		INCOL - Intercollegiate Athletics				2,882		43,610	1,489	742			48,723
		INFTC - Information Technology			10,013	4,764				1,039			15,816
		INRE - Institutional Research				1,740							1,740
		TECSV - Technical Services				3,340				1,277			4,617
		USERS - Users Services			712	6,363				1,113			8,188
	VPAF - VP Administration & Finance Total				11,437	36,197		43,610	1,984	4,171			97,398
	VPIA - VP Institutional Advancement	DEVEL - Development				1,028							1,028
		INAD - Institutional Advancement				8,300			282				8,582
		INFORC - Info Resources & Dev				136							136
		SPECEV - Special Events and Conference Services				136							136
	VPIA - VP Institutional Advancement Total					9,600			282				9,882
	VPSS - VP Student Services	ADMIS - Admissions Office				2,518							2,518
		ADVCR - Advising Center				2,678							2,678
		ASSMT - Assessment & Testing				1,190		1,098					2,288
		CARSV - Career Services				1,729							1,729
		CFILN - Center for Individualized Learning				494							494
		CMREC - Campus Recreation				867				1,623			2,490
		COUNS - Counseling Center				3,338							3,338
		FINAD - Financial Aid				5,106							5,106
		HSUB - High School Upward Bound			548	561							1,109
		INESL - Intervention & ESL Services				715	474						1,189
		ORIENT - Orientation Program				1,454							1,454
		REGIS - Registration				5,466							5,466
		SNEWS - Student Newspaper				3,156							3,156
		STACT - Student Activities				2,560							2,560
		STFIN - Student Finance				325							325
		STGOV - Student Government				1,666							1,666
		STHEAL - Student Health Center				1,874			234		2,050		4,158
		STLFE - Student Life				1,916							1,916
		STUSS - Student Support Services				711							711
		TRANS - Transfer Center				506							506
		VETUB - Veterans Upward Bound				444							444
		VPSSV - Student Services				1,119							1,119
	VPSS - VP Student Services Total				548	40,393	474	1,098	234	1,623	2,050		46,420
MSCD Total					132,912	203,404	1,263	73,257	26,380	10,457	2,050	0	449,723

OTHER	AXBU - Aux/Business Services	ABCTR - Auraria Book Center				229			1,430				1,659
		STAX3 - Student Union/Commercial				21,058			59,879	1,442			82,379
		STCSV - Student Union/Conf Services							1,308				1,308
		UUUUU - UNKNOWN DEPARTMENT							571				571
	AXBU - Aux/Business Services Total					21,287			63,188	1,442			85,917
OTHER Total						21,287			63,188	1,442	0	0	85,917

UCD	BUSI - College of Business & Administration	BUSIN - College of Business & Administration			3,198								3,198
	BUSI - College of Business & Administration Total				3,198								3,198
	CARM - College of Arts & Media	ANFRK - Ann Frank Competition				128							128
		FIART - Fine Arts			11,251	2,154			483	489			14,376
		MUSIC - Music			8,956	1,373		850		91			11,270
		PSVAR - Professional Studies & Visual Arts			860	773							1,633
		THEAT - Theater			1,222	2,808		3,961	8,135	4,872			20,997
		VISAR - Visual & Multimedia Arts			807								807
	CARM - College of Arts & Media Total				23,095	7,235		4,811	8,618	5,451			49,210
	CLAS - College of Liberal Arts & Sciences	ADVIS - Advising				1,674							1,674
		ANTHR - Anthropology			1,330	3,165			956				5,451
		BIOLO - Biology			6,069	2,690		2,004					10,762
		CENSC - Center for Enviormental Sciences			1,687	466							2,153
		CHEMI - Chemistry			11,361	2,084				1,439			14,883
		COMMU - Communication			633	2,271							2,904
		ENGLI - English				4,707							4,707
		GEOGR - Geography			1,256	912							2,168
		GEOLG - Geology			3,360	1,490							4,850
		HISTO - History				4,006	232		82				4,320
		HLBVS - Health & Behavioral Sciences				1,822							1,822
		HUMAN - Humanities				437							437
		MATHS - Mathematics			1,159								1,159
		MODLA - Modern Languages			906	4,539							5,445
		PHILO - Philosophy				2,600							2,600
		PHYSI - Physics			3,431	1,452							4,883
		POLSI - Political Science				4,618	230		82				4,929
		PSYCH - Psychology			1,508	4,274			90				5,872
		SOCSC - Social Sciences			1,582	97							1,679
		THEAT - Theater							779				779
		WRCTR - Writing Center			751								751
	CLAS - College of Liberal Arts & Sciences Total				35,031	43,304	462	2,004	1,989	1,439			84,226
	EDUS - School of Education	CPCE - Counseling Psychology & Counselor Ed			382								382
		EDUCA - Education			5,360	12,543	558		90				18,551
	EDUS - School of Education Total				5,742	12,543	558		90				18,933
	ENAS - College of Engineering & Applied Science	ADMIN - Administration				2,486							2,486
		CMEAS - Colorado Minority Engineering Assoc.				384							384
		COMPS - Computer Science			4,584	2,615			158				7,357
		CVENG - Civil Engineering	2,673		9,815	4,853	276		128	4,000			21,745
		ELENG - Electrical Engineering			8,144	2,306							10,450
		EM&CL - Elect. Maintenance & Calibration Lab			830					2,303			3,133
		ENGDV - Engineering Development				202							202
		MEENG - Mechanical Engineering			8,686	2,289				772			11,747
		WOMEP - Woman & Minorities Program				262							262
	ENAS - College of Engineering & Applied Science Total		2,673		32,060	15,397	276		286	7,075			57,766

	ENSS - Enrollment & Student Svcs.	AMISV - American Indian Student Services				455							455
		ASNSV - Asian American Student Services				222							222
		CTRLA - Ctr Learning Assitance			572	1,236							1,808
		EDOPP - Educational Opportunity Programs				1,144							1,144
		ENSSV - Enrollment & Student Services				103							103
		SACTR - Center for Student Advocacy				1,014			144				1,158
		STFSV - Student Retention Services				171							171
		VETAF - Veterans Affairs				236							236
	ENSS - Enrollment & Student Svcs. Total				572	4,581			144				5,297
	EXSTU - Extended Studies	AMLG - American Language Center		1,873		876							2,749
	EXSTU - Extended Studies Total			1,873		876							2,749
	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT								612			612
	UUUU - UNKNOWN DEPARTMENT Total									612			612
	VCAA - VC Acad. & Stud. Affairs	AULIB - Auraria Library			1,728	15,340	4,362		442	825			22,697
		CARSV - Career Services				3,500							3,500
		CICED - Ctr for Internships & Coop Ed./CU-Serves				863							863
		CMDEV - CO Ctr for Community Development				2,984							2,984
		MEDIA - Media Center			1,811	2,316		7,863		321			12,311
		STGOV - Student Government				1,663							1,663
		STLFE - Student Life				1,200							1,200
		VCAAF - VC Academic & Student Affairs				2,066			158	615			2,839
	VCAA - VC Acad. & Stud. Affairs Total				3,539	29,932	4,362	7,863	600	1,761			48,057
	VCAF - VC Admin & Finance	BUROF - Bursars Office				5,535			184	183			5,902
		CINS - Computing & Info Network Services			4,217	2,316				2,321			8,854
		FINAD - Financial Aid				3,770							3,770
		STPUB - Student Publications				1,801							1,801
		TEAAF - Teaching Effectiveness				97							97
	VCAF - VC Admin & Finance Total				4,217	13,519			184	2,504			20,424
UCD Total			2,673	1,873	107,453	127,386	5,658	14,678	11,909	18,842	0	0	290,472

UUUU	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT	268							8,000			8,268
	UUUU - UNKNOWN DEPARTMENT Total		268							8,000			8,268
UUUU Total			268	0	0	0	0	0	0	8,000	0	0	8,268
Grand Total			2,941	143,409	303,283	458,708	117,099	92,344	205,347	108,511	2,050	0	1,433,692

Auraria Campus Leased Space Summary

1 September, 2000

Sum of ASF			Space Codes									
INST	College	Department	100: 199	200: 299	300: 399	400: 499	500: 599	600: 699	700: 799	800: 899	0: 99	Grand Total
UCD	ADMIN - Admin Services	ADMIN - Administration			503							503
	ADRC - Admissions and Records, Office of	ADMIS - Admissions Office			2,913							2,913
		ADREC - Admissions & Records			3,227							13,186
	ARPL - Architecture & Planning	APA - American Planning Assoc			119							119
		ARCPL - Architecture & Planning	4,792	27,265	8,683			2,411				43,151
		ASLA - American Society of Landscape Architects			133							133
	BARD - Bard Ctr for Entrepreneurship Development	UUUUU - UNKNOWN DEPARTMENT	1,333	148	1,840	613		254				33,703
	BUSI - College of Business & Administration	BUSIN - College of Business & Administration		314	15,103			180				15,597
		DEANS - Deans Office			1,669							1,669
	CARM - College of Arts & Media	VISAR - Visual & Multimedia Arts			217			1,083				1,300
	CENA - Central Administration	CENTR - The Centers			4,664							4,664
		SILGO - Silver & Gold Programs			105							105
	CHCLR - Chancellor	UUUUU - UNKNOWN DEPARTMENT			126							126
		VCAAF - VC Academic & Student Affairs			2,203							2,203
	CLAS - College of Liberal Arts & Sciences	DEANS - Deans Office			2,338							2,338
		ECONO - Economics			3,808							3,808
		ETHST - Ethnic Studies			784							784
		MATHS - Mathematics		1,119	9,428			195	183			10,925
		SOCIO - Sociology		302	2,405							2,707
		ONLIN - On-Line			466							466
	EDUS - School of Education	CCEL - Ctr for Collaborative Educational Leadership		285	6,443			293				7,021
	ENAS - College of Engineering & Applied Science	TELMD - Tele-Media Center			2,385							2,385
	EXSTU - Extended Studies	EXSTU - Extended Studies			4,026							4,026
	GSBU - Graduate School of Business	EXMBA - Executive Education Center			2,925			1,289				4,214
	GSPA - Graduate School of Public Affairs	GSPAF - Graduate School of Public Affairs		504	5,848			269				6,621
		UUUUU - UNKNOWN DEPARTMENT			2,632	278						2,910
	INFO - Information Services	COMSV - Computer Services			312							312
	INTED - School of International Education	UUUUU - UNKNOWN DEPARTMENT			1,097							1,097
	ONLN - On-Line	ONLIN - On-Line			238							238
	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT									933	933
	VCAA - VC Acad. & Stud. Affairs	FINSV - Financial Services			2,438							2,438
		INBUS - Institute for International Business			1,811							1,811
		IRPLA - Research			1,230							1,230
		ITRA - International Training & Research Academdy			939							939
		NVTRI - National Veterans Training Institute		586	6,813	289		668	208			8,564
		OSPRG - Office of Sponsored Programs			449							449
		UUUUU - UNKNOWN DEPARTMENT			415							415
		VCAAF - VC Academic & Student Affairs			3,013							3,013
		BUDGT - Budget Office			1,512							1,512
	VCAF - VC Admin & Finance	VCAAF - VC Academic & Student Affairs			251							251
		VCAFI - VC Admin & Finance			1,310							1,310
		ALUMN - Alumni			649							649
		FACIL - Facilites			518				230			748
		FOUND - Foundation			552							552
		HUMRC - Human Resources			2,610							2,610
		PRPUB - Public Relations & Publications			1,259							1,259
		TELEC - Telecommunications			441							441
UCD Total			6,125	30,523	112,848	1,180	0	6,642	621	0	933	198,346
OTHER	UCSL - University Counsel	UUUUU - UNKNOWN DEPARTMENT			3983			162				4,145
	UUUU - UNKNOWN DEPARTMENT	UUUUU - UNKNOWN DEPARTMENT			2329.5							2,330
OTHER Total			0	0	6312.5	0	0	162	0	0	0	6474.5
Grand Total			6,125	30,523	119,160	1,180	0	6,804	621	0	933	204,820

Space Planning

There must be a proper balance between efficient space use and over-utilization of space. In order to better manage the limited space on Auraria's campus and better plan new space, a new space planning model has been developed. The model was first used for the master plan but will more importantly provide campus planners and administrators a tool to study space use and budget effectively. The campus will be able to test a variety of planning scenarios and project facility impacts due to programmatic changes being considered.

The model is being driven by two major components: people and the amount of space people need for various functions. People include students, faculty, staff, and visitors, both existing and projected. Projections are based upon the academic planning assumptions, goals, and objectives established in the master plan. The other major component are the guidelines used in projecting space needs. Instead of using CCHE guidelines or national standards, Auraria has developed their own guidelines so that it can reflect the way Auraria operates, opposed to how the typical campus does. Traditional planning processes do not always support one of the most unique campuses in the country. Space planning is a case in point.

Included in this section are the major variables used in the planning guidelines and a summary of the projections by agency. Additional information is available through AHEC's Division of Facilities Planning and Use.

SPACE GUIDELINES

DRAFT 1 September, 2000

SPACE TYPE	UCD	MSCD	CCD	AHEC	32/52/16 AVERAGE CAMPUS	VARIABLE
SERVICE 000's	75	75	75	75	75	Percentage of Assignable to Gross Square Feet, includes non-assignabe spaces and swing space, restrooms, custodial, mechanical, circulation, etc.
CLASSROOMS 100's	44	56	56	0	52.16	Hours Available
	75%	75%	75%	0%	75%	Percent Utilization
	70%	70%	70%	0%	70%	Percent Occupancy
	15	5	10	0	9	Percent Small (10 -20 stns) 25 ASF per Station
	55	90	85	0	78	Percent Medium (20-40 stns) 18 ASF per Station
	30	5	5	0	13	Percent Large (40+ stns) 12 ASF per Station
	17.25	18.05	18.4	0	17.85	ASF per station from above percentages
	75	80	80	0	78.4	Percent Class vs. Labs of Credit Hours
	100	100	100	0	100	Percent of Class Contact Hours vs. Class Credit hours
	10	10	10	0	10	Percent Classroom Service Assignable
LABORATORIES 200's	44	54	54	0	50.8	Hours Available
	50	50	50	0	80	Percent Utilization
	80	80	80	0	75	Percent Occupancy
	Varies per Department/Program					ASF per station
	25	20	20	0	21.6	Percent Class vs. Labs of Credit Hours
	2	2	2	0	2	Number of Contacct Hours to credit hours
						Open Computer Laboratories
						Percent of Laboratory Service that is Assignable
OFFICE 300's	90	90	70		86.8	Percent Faculty Private Offices
	10	10	30		13.2	Percent Faculty Open Offices
	65	65	35	35	60.2	Percent Staff Private Offices
	35	35	65	65	39.8	Percent Staff Open Offices
	15	10	5	10	10.8	Percent Special Circumstances of Total
	135	145	135	135	135	ASF per Private Office
	90	90	90	90	85	ASF per Open Office
	225	225	225	225	225	ASF per Special Circumstance per faculty category and staff category
	33	33	33	33	33	Percent Faculty and Staff Conference Stations
	20	20	20	20	10	Percent Office Space for Storage and service
	10	10	10	5	5	ASF per Faculty and Staff for Work File, Breakout, Reception Area
	47					Percent Office Space @ 150 ASF due to leased space configuration
	144.675	148.05	126.675			Office Space formula for faculty
	135.1125	135.675	111.7125	117.675		Office Space formula for staff

STUDY	**85000**	**85000**	**28000**	**0**	**85000**	Stack	Volumes for Base Collection
400's	15	15	15	0	**15**		Volumes per Student
	100	100	100	0	**100**		Volumes per Faculty
	350	350	350	0	**350**		Volumes per Program
	6000	N/A	N/A	0	**6000**		Volumes per Master Program
	25000	N/A	N/A	0	**25000**		Volumes Per Doctorate Program
	0.09	0.09	0.09	0	**0.09**		ASF per Volume
	25	25	25	0	**25**	Study	ASF per Station
	20	20	20	0	**20**	Study	Percentage of Students for Number of Stations
	5	5	5	0	**5**	Study	Percentage of Faculty for Number of Stations
	20	20	20	0	**20**	Processing	Space Percent of Study and Stack Space
	9	9	9	0	**9**	Special Svc	Percent Service Space of Total Category
SPECIAL USE						Athletics/PE	20,000ASF base over 1000FTE plus 5 ASF per FTE beyond 1000 FTE
500's						Audio/Visual	9800 ASF base for 4000 students
							9800 ASF base plus 1 ASF per student over 4000 for undergraduate program
							9800 ASF base plus 2 ASF per student over 4000 for graduate program
						Demonstration	5 ASF per student in Psychology (Clinic Space)
						Greenhouse included as lab space	
GENERAL USE	10.5	10.5	10.5	0	**10**	This is student unions, lounges, exhibit and display areas, etc. Currently it is based on 2.5 ASF per student without the Union. Adding the Unions will add 9.25 ASF per Bariether and Schillinger (APPA is 9.0) due to commuter campus. Auraria to use 10 ASF per student due to commuter status. This includes, food, lounges, meeting rooms, recreations/games, and merchandise spaces.	
600's							
SUPPORT	**1.5**	**0.5**	**0.5**	**1.25**	**by agency**	Current is 1.27 ASF per UCD FTE, new is 1.5 ASF per UCD FTE	
700's						Current is 0.255 ASF per CCD FTE, new is 0.5 ASF per CCD FTE	
						Current is 0.237 ASF per MSCD FTE, new is 0.5 ASF per MSCD FTE	
						Current is 1.15 ASF per total FTE for AHEC, new is 1.25 ASF per total FTE for AHEC	
						This includes shop space, hazardous waste storage, vehicular storage, childcare, print/copy services	
						Physical Plant	4% of education and general space (Penn State)
HEALTH		100		0	**100**	Current is 231 ASF of training room for MSCD Athletics which has 10 NCAA sport programs. This is 23 ASF per sport. New should be 100 ASF total or 100 ASF per sport	
800's							
	0.5	0.5	0.5	0	**0.5**	ASF per Student for Health Center/First Aid, etc.	
HOUSING	3	1	0	0	**1.48**	Percent of Students Housed on Campus	
900's	0	0	0	0	**0**	Percent of Students Type A Housing	
	100	100	0	0	**100**	Percent of Students Type B housing	
	150	150	0	0	**150**	ASF per Student Type A (Dormitory Housing)	
	350	350	0	0	**350**	ASF per Student Type B (Apartment Style Living)	

ENROLLMENT PROJECTIONS

2.5 Percent Increase, Master Plan Phase I

5 Percent Increase, Master Plan Phase II

Auraria Campus Space Summary

Assignable Square Feet

4 December, 2000

Existing Space Summary

(General Fund and Auxiliary Funded Space)

Agency Name	100 Series Classrooms	200 Series Laboratories	300 Series Office/Conf	400 Series Library/Study	500 Series Athletic/Clinic	600 Series General Use	700 Series Shop/Storage	800 Series Health Care	900 Series Housing	*Total Assignable Space (100-900)*
University of Colorado at Denver	1,873	107,453	127,386	5,658	14,678	11,909	18,842	0	0	287,799
Off Campus Leases	6,125	30,523	112,848	1,180	0	6,642	621	0	0	157,939
Community Colleges of Denver	0	62,918	54,574	0	4,409	9,903	2,547	0	0	134,351
Off Campus Leases	0	0	0	0	0	0	0	0	0	0
Metropolitan State College	0	132,912	203,404	1,263	73,257	26,380	10,457	2,050	0	449,723
Off Campus Leases	0	0	0	0	0	0	0	0	0	0
Auraria Higher Education Center	0	0	52,057	0	0	21,785	67,223	0	0	141,064
Off Campus Leases										0
General Space	141,536	0	0	110,178	0	72,183	0	0	0	323,897
Off Campus Leases										0
Other	0	0	21,287	0	0	63,188	9,442	0	0	93,917
Off Campus Leases										0
TOTALS	**143,409**	**303,283**	**458,708**	**117,099**	**92,344**	**205,347**	**108,511**	**2,050**	**0**	*1,430,751*
Off Campus Leases	**6,125**	**30,523**	**112,848**	**1,180**	**0**	**6,642**	**621**	**0**	**0**	*157,939*
										1,588,690

Space Projections - Existing Enrollment Scenario

(Lower Figures Represent Space Deficit)

Agency Name		100 Series Classrooms	200 Series Laboratories	300 Series Office/Conf	400 Series Library/Study	500 Series Athletic/Clinic	600 Series General Use	700 Series Shop/Storage	800 Series Health Care	900 Series Housing	*Total Assignable Space (100-900)*
University of Colorado at Denver	Pjctd.	0	162,312	221,540	0	39,157	20,967	21,178	0	31,344	**496,498**
	Deficit	7,998	-24,336	18,694	6,838	-24,479	-2,416	-1,716	0	-31,344	-50,761
Community Colleges of Denver	Pjctd.	0	38,225	60,511	0	18,080	9,192	2,653	0	0	**128,661**
	Deficit	0	24,694	-5,936	0	-13,671	710	-106	0	0	5,691
Metropolitan State College	Pjctd.	0	161,478	201,567	0	88,628	38,752	16,776	5,000	57,933	**570,134**
	Deficit	0	-28,566	1,837	1,263	-15,371	-12,372	-6,319	-2,950	-57,933	-120,411
Auraria Higher Education Center	Pjctd.	0	0	56,434	0	0	5,000	79,551	0	0	**568,693**
	Deficit	0	0	-4,377	0	0	16,785	-12,328	0	0	79
General Space	Pjctd.	168,008	0	0	119,710	0	139,911	0	0	0	**323,897**
	Deficit	-26,472	0	0	-9,532	0	-67,728	0	0	0	-103,732
Other	Pjctd.	0	0	25,000	0	0	25,000	5,000	0	0	**55,000**
	Deficit	0	0	-3,713	0	0	38,188	4,442	0	0	38,917
TOTALS		**141,536**	**362,015**	**565,051**	**119,710**	**145,865**	**238,822**	**125,159**	**5,000**	**89,277**	**1,792,435**
		-18,474	-28,209	6,504	-1,431	-53,521	-26,833	-16,027	-2,950	-89,277	-230,217

Space Projections - Master Plan Phase I

(Lower Figures Represent Space Deficit)

Agency Name		100 Series Classrooms	200 Series Laboratories	300 Series Office/Conf	400 Series Library/Study	500 Series Athletic/Clinic	600 Series General Use	700 Series Shop/Storage	800 Series Health Care	900 Series Housing	*Total Assignable Space (100-900)*
University of Colorado at Denver	Pjctd.	0	166,904	226,111	0	40,216	21,491	21,708	0	32,128	**508,558**
	Deficit	7,998	-28,929	14,123	6,838	-25,538	-2,940	-2,245	0	-32,128	-62,821
Community Colleges of Denver	Pjctd.	0	38,656	61,930	0	18,178	9,260	2,672	0	0	**130,697**
	Deficit	0	24,262	-7,356	0	-13,769	643	-126	0	0	3,655
Metropolitan State College	Pjctd.	0	165,515	205,151	0	90,324	39,721	17,195	5,000	59,381	**582,287**
	Deficit	0	-32,603	-1,747	1,263	-17,067	-13,341	-6,738	-2,950	-59,381	-132,564
Auraria Higher Education Center	Pjctd.	0	0	59,165	0	0	10,000	81,353	0	0	**150,518**
	Deficit	0	0	-7,109	0	0	11,785	-14,129	0	0	-9,454
General Space	Pjctd.	171,792	0	0	120,616	0	143,079	0	0	0	**435,487**
	Deficit	-30,256	0	0	-10,438	0	-70,896	0	0	0	-111,590
Other	Pjctd.	0	0	27,500	0	0	27,500	7,500	0	0	**62,500**
	Deficit	0	0	-6,213	0	0	35,688	1,942	0	0	31,417
TOTALS		**171,792**	**371,076**	**579,858**	**120,616**	**148,718**	**251,051**	**122,928**	**5,000**	**91,509**	**1,862,547**
Including Leases		-22,258	-37,270	-8,302	-2,337	-56,374	-39,062	-13,796	-2,950	-91,509	-273,858

Space Projections - Master Plan Phase II

(Lower Figures Represent Space Deficit)

Agency Name		100 Series Classrooms	200 Series Laboratories	300 Series Office/Conf	400 Series Library/Study	500 Series Athletic/Clinic	600 Series General Use	700 Series Shop/Storage	800 Series Health Care	900 Series Housing	*Total Assignable Space (100-900)*
University of Colorado at Denver	Pjctd.	0	171,497	230,682	0	41,275	22,015	22,237	0	32,911	**520,618**
	Deficit	7,998	-33,521	9,552	6,838	-26,597	-3,464	-2,775	0	-32,911	-74,881
Community Colleges of Denver	Pjctd.	0	39,599	63,350	0	18,504	9,486	2,738	0	0	**133,677**
	Deficit	0	23,319	-8,776	0	-14,095	417	-191	0	0	675
Metropolitan State College	Pjctd.	0	169,552	209,898	0	92,020	40,690	17,615	5,000	60,829	**595,603**
	Deficit	0	-36,640	-6,494	1,263	-18,763	-14,310	-7,157	-2,950	-60,829	-145,881
Auraria Higher Education Center	Pjctd.	0	0	61,718	0	0	15,000	83,337	0	0	**160,055**
	Deficit	0	0	-9,661	0	0	6,785	-16,114	0	0	-18,990
General Space	Pjctd.	175,983	0	0	121,667	0	146,569	0	0	0	**444,219**
	Deficit	-34,447	0	0	-11,489	0	-74,386	0	0	0	-120,322
Other	Pjctd.	0	0	30,000	0	0	30,000	10,000	0	0	**70,000**
	Deficit	0	0	-8,713	0	0	33,188	-558	0	0	23,917
TOTALS		**175,983**	**380,648**	**595,649**	**121,667**	**151,798**	**263,760**	**125,927**	**5,000**	**93,741**	**1,914,172**
		-26,449	-46,842	-24,093	-3,388	-59,454	-51,771	-16,795	-2,950	-93,741	-325,482

Classroom Utilization

The following utilization report describes existing space use (Spring 2000) for classrooms on the Auraria Campus. The space inventory is stored in a computer database linked to the campus graphic information and drafting systems. The use data is generated by the campus scheduling system and then combined with the space inventory. It is reviewed bi-annually both by Facilities Planning and Use staff and the representatives from each institution. Updates to floor plans, equipment inventory, room layouts, type use, etc., are done at the review period.

Space Facts

ASF Classrooms	111,550
# of Classrooms	168
# Student Stations	6,859
Average ASF per Station	16.26
ASF Laboratories	303,283
ASF Office/Service	437,171
ASF Library	116,637
ASF per FTE student	63

Classroom Utilization

Classroom Average Use	49.74 hrs./wk.
Highest Classroom Use	88 hrs./wk.
Lowest Classroom Use	12 hrs./wk.

Auraria uses a consistent scheduling grid that helps reduce the numbered of unroomed courses. The demand on classrooms is met through a unique scheduling grid that increases the flexibility in room use to support the diverse needs of the commuter student and faculty. The grid allows courses to be scheduled on a three day, two day, or one day timeslot, 7 days a week, 24 hours per day. The grid system allows the campus to better support the non-traditional student. It also allows varying time blocks for a single space, while maintaining the consistency needed to use all spaces efficiently.

CLASS - SEATING/ROOM BLOCKS
REVISED FEBRUARY 8, 2000

Bldg Room	ASF	Seating Capacity	Seating Type	Station Utilization	Hours Utilized
ARTS BUILDING					
AR186*	1128	94	TA	38.5	58.7
AR277*	752	26	TA/TBLS	80.6	54.8
AR282*	594	26	TBLS	89.1	46.4
AR298(P)*	390	28	TA	41.4	45.6
AURARIA LIBRARY					
AU002	590	25(35)	TA	22.1	28
CENTRAL CLASSROOM					
CN205	571	50	TA	56.9	39.1
CN208	445	35	TA	45.3	52.7
CN212	452	25	TA	91	45.1
CN213	359	21	TA	58	44.6
CN214	297	18	TBLS	51.3	27.7
CN215	509	36(42)	TA	61.8	56.9
CN216	369	24	TA	64.4	50.5
CN217	727	63	TA	64.5	49
CN218	834	61(70)	TA	73.1	45
CN222	933	50	TBLS	80.8	46.1
CN223	310	24	TA	82.7	42.9
CN224	323	24	TA	97	51.2
CN225	312	15	TA/TBLS	67	26.1
CN226	590	28	TA/TBLS	74.3	50.2
CN227	346	30	TA	84.6	44.9
NORTH CLASSROOM					
NC1130A(P)	3804	288	TIER	12	34.6
NC1202	1002	72	TIER	66	47.1
NC1204	978	72	TIER	58	41.3
NC1207	1132	96	TIER	43.8	40.9
NC1311	504	42	TA	49.1	56.8
NC1312	448	36	TA	34.8	53.8
NC1313	534	42	TA	75.4	41.8
NC1314	489	36	TA	41.3	50.2
NC1315	685	49	TA	53.4	41.8
NC1316	487	36	TA	55	59.3
NC1321	533	42	TA	85	53.1
NC1322	448	36	TA	21.9	63.3
NC1323	535	42	TA	50.9	67.5
NC1324	488	36	TA	39.6	60.3
NC1325	686	49	TA	37	61.5
NC1326	485	36	TA	41.1	43.5
NC1402	894	48	CASE	48.2	55.9
NC1408	826	56	TA	48.8	55.1
NC1511	628	56	TA	48.3	57.2
NC1515	689	58	TA	57.8	58.2
NC1521	733	56	TA	58.9	56.3
NC1525	690	50	TA	48.4	57.3
NC1533	425	36(33)	TA	44.4	44.4
NC1535	1961	120	TIER	44.8	42.8
NC1539	2213	168	TIER	33.7	50.1
NC1602	896	48	CASE	50.9	57.9
NC1603	860	48	CASE	42	54.6
NC1605	875	48	CASE	71.9	46.7
NC1607	919	72	TIER	40.1	67.7
NC1608	1109	96	TIER	45.9	88.7
NC1806	931	68	TIER	59.7	61.3
NC2001	616	48	TA	77	56.4
NC2002	605	48	TA	57.9	46.3

TA - TABLET ARMCHAIRS
* - SPECIALTY EQUIPPED ROOM
(P) - PIANO IN ROOM
() - RECOMMENDED CAPACITY

CLASS - SEATING/ROOM BLOCKS
REVISED FEBRUARY 8, 2000

Bldg Room	ASF	Seating Capacity	Seating Type	Station Utilization	Hours Utilized
PHYSICAL EDUCATION					
PE205	359	28	TA	66.3	42.1
PE206	580	34(37)	TA	93.6	38.1
PE207	501	35(38)	TA	87.6	49.8
PE208	633	45	TA	58.1	52.8
PLAZA BUILDING					
PL M104	580	41	TA	42.8	59.1
PL 112	690	48	TA	53.1	59
PL 114	690	48	TA	61.9	52.1
PL 116	633	40	TA	47.1	51.9
PL 126	690	48	TBLS	51	43
PL 128	695	48	TBLS	46.9	30
PL 130	861	48	CASE	48.2	56.9
PL 131	576	30	TBLS	49	55.4
PL 132	846	48	CASE	54	48.6
PL 133	485	27	TA	65	56.9
PL 136	441	35	TA	36.1	55.7
PL 138	426	35	TA	34.2	49
PL 140	502	38	TBLS	30.4	47.7
PL 142	485	36	TA	48.8	41.7
PL 146	396	30	TA	30.4	48.1
PL M202	447	28	TBLS	62.4	40.3
PL M203	1135	80	TIER	35.5	48.2
PL M204	1700	125	TIER	33.2	40.3
PL M205	1306	117	TIER	47.3	56.3
PL M206	776	47	TA	31.9	63.8
PL 211	413	30	TA	46	48.3
PL 213	658	48	TA	48.5	52.9
PL 218	525	40	TA	79.1	55.3
PL 238	879	77	TIER	68.2	56.2
PL 242	882	77	TIER	59.8	53.2
PL 245	537	43	TA	72.6	57.2
PL 260	704	59	TA	73	59.2
PL 304	500	40	TA	85.9	45.9
PL 306	455	36	TA	79	48.8
PL 308	423	35	TA	94.4	50.3
PL 310	483	40	TA	82.3	51.2
PL 338	479	36	TA	91.5	42.9
PL 344	560	48	TA	68.6	53.4
PL 348	538	41	TA	88.2	46.2
SCIENCE					
SI109	757	50	TA	49.7	42.8
SI111	605	39	TA	90.6	53.5
SI112	612	35	TA	93.4	48.5
SI113	605	40	TA	59.6	51.5
SI115	599	40	TA	70	58.8
SI119	3153	256	TIER	20.9	36.1
SI123	408	30	TA	88.1	39.1
SI138	570	50	TA	47.7	52
SI201	754	63	TA	52	51.3
SI203	754	60	TA	64	57.3
SI212	664	50	TA	54	48.9
SI220	723	50(49)	TA	45.6	45.6
SI222	860	72(70)	TA	65.5	46.2
SI313	442	25(24)	TA	81.7	81.7
SI327	620	45	TA	57.9	63.5
SI329	620	50	TA	73.8	52.2

TA - TABLET ARMCHAIRS
* - SPECIALTY EQUIPPED ROOM
(P) - PIANO IN ROOM
() - RECOMMENDED CAPACITY

CLASS - SEATING/ROOM BLOCKS
REVISED FEBRUARY 8, 2000

Bldg Room	ASF	Seating Capacity	Seating Type	Station Utilization	Hours Utilized
SOUTH					
SO101	300	24	TA		
SO102	435	30	TA	34	52.2
SO104	573	33(42)	TA	34	67.7
SO106	537	36(45)	TA	31	47.8
SO107	813	50	TA	74.1	67.8
SO108	597	33(45)	TA	55.6	61.7
SO109	283	18	TA	52.7	29.9
S0110	438	25(36)	TA	52.3	40.3
SO111	283	15(20)	TA	39.1	23.6
SO111A	813	50	TA	71.1	48.4
SO112	424	28	TA	37.4	44.9
S0113	416	28	TA	35.3	43.1
SO114	465	25(28)	TA	58.3	44
SO115	427	30(35)	TA	39.6	51.8
SO116	500	41(34)	TA	34.8	56.6
SO117	427	30	TA	30.9	69.3
SO118	668	58	TA	40	45.8
SO120	556	25(32)	TA	67.3	40.1
SO121	870	60(63)	TA	69.7	63
SO123(summer-Peterson only)	1300	100	TA	53.1	40.4
SO124	736	24(26)	TBLS	49.7	77
SO125	1300	100(106)	TA	25	65.3
SO126	576	33(38)	TA	55.5	61.2
SO128*	576	35	TA	53.1	52.2
SO131	688	41(45)	TA	32.7	58.1
SO215	1908	49	TA	28.8	65.2
SO217	356	24	TA	48.5	53.1
SO219	710	42	TA	54.7	39.1
SO231	481	28(34)	TA	81.8	44.2
SO236	550	38	TA	36.1	46.2
SO246	466	24(33)	TA	52.2	37.9
SEVENTH STREET					
SS108		40	TA	88.6	30.9
TECHNOLOGY					
TE110	686	45(49)	TA	71.5	55.4
TE112	685	54	TA	26.7	55.7
TE116	468	34	TA	87.8	43.4

TA - TABLET ARMCHAIRS
* - SPECIALTY EQUIPPED ROOM
(P) - PIANO IN ROOM
() - RECOMMENDED CAPACITY

CLASS - SEATING/ROOM BLOCKS
REVISED FEBRUARY 8, 2000

Bldg Room	ASF	Seating Capacity	Seating Type	Station Utilization	Hours Utilized
WEST					
WC135	342	24	TA	98.2	47.8
WC139	604	40	TA	36.3	44.4
WC140	474	35	TA	48.2	42.7
WC142	474	35	TA	88.5	46.6
WC143	742	60	TA	85.3	53.8
WC144	476	35	TA	61.6	54.7
WC145	1092	58	CASE	56.9	53.2
WC146	472	35	TA	60.1	39.2
WC148	314	25	TA	60.7	40.4
WC155	1043	72	TA	51.1	61.3
WC157	476	35	TA	155.5	48.5
WC159	573	45	TA	58.2	39.5
WC229	555	35	TA	60.3	64.6
WC230	413	28	TA	95.1	45.8
WC231	307	24	TA	96.2	47.9
WC232	571	44	TA	98.6	50.9
WC233	307	24	TA	85.4	43
WC234	307	23	TA	114.8	40.8
WC235	307	20	TA	85.8	40
WC237	409	35	TA	89	42.1
WC248	405	40(38)	TA	76.3	42.1
WC249(P)	630	47	TA	74.7	44.5
WC251(P)	330	24	TA	80	49.8
WC265	457	40	TA	86.6	47.7
WC267(P)	587	41	TA	59.6	43
WC 268	418	36	TA	83.2	42.6
TOTALS	**111,550**	**6,859**			
AVERAGES				**59.42**	**49.74**

TA - TABLET ARMCHAIRS
* - SPECIALTY EQUIPPED ROOM
(P) - PIANO IN ROOM
() - RECOMMENDED CAPACITY

The original allocations are per Spring 1988 allocation. There have been changes to the original allocations.

Building Inventory

The building inventory at Auraria is quite diverse in many ways. Although much of the academic space on campus was constructed in the late 1970's, other support facilities have been in existence for as long as 100 years.

The inventory summarizes pertinent building information for those facilities located on the main campus. Not all of these facilities are state supported space. Auxiliary enterprises maintains and operates many of the support facilities. These facilities are identified in the building inventory.

The report contains each building's size both in terms of assignable square feet and gross square feet, its efficiency, use, ownership, and condition.

Building Inventory Summary

BLDG #	NAME	ASF	GSF	Ratio ASF/GSF	Building USE	OWNERSHIP	FCI
033A	Utility	442	500	88%	Support	STATE	92.72
15	The Knight House	1,904	2,470	77%	Academic	STATE	86.97
20	The Smedley House	1,259	1,723	73%	Administrative	STATE	83.25
24	The Roop House	1,005	1,452	69%	Academic	STATE	82.30
27	The Witte House	1,537	2,164	71%	Administrative	STATE	93.80
33	The Gardner House	1,104	1,513	73%	Academic	STATE	92.41
41	The Wheeler Griebling House	1,604	2,483	65%	Service	STATE	82.85
45	The Schultz House	852	1,302	65%	Academic	STATE	78.96
46	Golda Meir House	1,635	2,302	71%	Service	STATE	93.25
47	The Schultz House	863	1,304	66%	Academic	STATE	78.96
50	The Centennial House	800	1,094	73%	Academic	STATE	81.72
51	The Young House	1,153	2,179	53%	Academic	STATE	81.22
56	The Dolan House	891	1,110	80%	Administrative	STATE	79.01
59	The Rundle House	1,213	1,860	65%	Academic	STATE	82.77
61	The Mullen House	987	1,486	66%	Academic	STATE	77.28
68	The Davis House	1,251	1,840	68%	Administrative	STATE	78.47
AD	Admin Building	94,447	126,772	75%	Administrative	STATE	99.50
AG	Auraria Garage	3,142	3,167	99%	Support	STATE	
AR	Arts Building	85,607	125,559	68%	Academic	STATE	90.86
CC	Child Care	14,093	18,424	76%	Service	AUXILIARY	93.57
CCS	Child Care Storage	96	96	100%	Support	AUXILIARY	
CD	Child Development Center	3,807	5,248	73%	Academic	STATE	67.21
CDS1	Child Dev Storage Bldg 1	100	120	83%	Support	STATE	
CDS2	Child Dev Storage Bldg 2	100	120	83%	Support	STATE	
CN	Central Classroom	59,489	85,109	70%	Academic	STATE	77.32
EG	Emmanuel Gallery	2,041	2,923	70%	Service	STATE	87.70
FM	Facilities Management	14,538	19,301	75%	Support	STATE	82.04
FS2	FacMan Storage 2	500	566	88%	Support	STATE	
FS3	FacMan Storage 3	500	570	88%	Support	STATE	
GM	Golda Meir Museum	314	618	51%	Academic	STATE	93.25
HR	Hazardous Waste	210	244	86%	Support	STATE	
KC	King Center	103,326	181,719	57%	Academic	STATE	100.00
LM	Auraria Library	145,657	188,681	77%	Academic	STATE	94.20
MR	Mercantile	2,858	3,907	73%	Service	STATE	77.46
NC	North Classroom	154,668	254,587	61%	Academic	STATE	86.72
PD	Reprographics & Distribution	16,014	17,586	91%	Support	AUXILIARY	88.88
PE	PE/Event Center	92,321	128,676	72%	Academic	STATE	80.30
PH	Parking Huts (15)	450	880	51%	Support	AUXILIARY	
PK	Parking Kiosk	140	154	91%	Support	AUXILIARY	
PL	Plaza Building	75,551	99,593	76%	Academic	STATE	89.99
PS	Public Safety	2,517	7,305	34%	Support	STATE	83.85
PT	Parking and Transportation Cen	7,029	14,394	49%	Parking	AUXILIARY	99.17
PTS	Parking Storage	900	945	95%	Support	AUXILIARY	
RO	Rectory Office	4,524	7,494	60%	Administrative	STATE	90.86
SA	St. Cajetan's Church	8,589	17,047	50%	Service	STATE	93.78
SI	Science	76,417	116,611	66%	Academic	STATE	77.89
SO	South Classroom	94,295	147,544	64%	Academic	STATE	77.34
SS	Seventh Street Building	17,520	25,141	70%	Academic	STATE	93.26
TE	Technology	48,530	59,853	81%	Academic	STATE	83.98
TV	Tivoli Student Union	206,222	324,100	64%	Service	AUXILIARY	82.51
WC	West Classroom	61,000	86,573	70%	Academic	STATE	78.21
WD	Jackson White Warehouse D	4,000	4,000	100%	Support	STATE	
WE	Jackson White Warehouse E	8,000	8,000	100%	Support	STATE	
WF	Jackson White Warehouse F	5,680	5,680	100%	Support	STATE	
	TOTALS	**1,433,692**	**2,116,089**	**73%**			

Facilities Audit

AHEC's Facilities Management Department performs physical audits on its buildings and grounds on a continuous basis. The evaluations provide the campus with critical information as to the condition of its physical resources.

Buildings' systems and their components are evaluated every three years by a team of facility experts. Personnel identify system and component deficiencies which are evaluated against the life expectancy of the specific component. This gives a Facilities Condition Index (FCI) used in planning improvements. The FCI provides a tool to see how deficient a building is and how this compares to other facilities on the campus. Audits on the site (grounds) are performed using the same process.

The FCI provides facility managers an important planning and budgeting tool. Repair and replacement projects are planned and implemented using the priorities established from the FCI. Buildings with low FCI's take on a much higher priority than those with higher FCI's.

The facilities audit also impacts capital planning processes. Programmatic issues usually drive capital needs, but when a facility is reaching a sensitive FCI level, its repair needs will likely impact capital priorities.

STATE BUILDINGS CONTROLLED MAINTENANCE PROCESS

THE FACILITIES AUDIT

The purpose of the Facilities Audit is to provide an evaluation of the physical condition of all campus facilities, including both buildings and grounds, that will constitute an objective basis for acquiring funds to facilitate corrective repairs.

Spread over a 3-year cycle, this is accomplished by subdividing the building and site infrastructure data format into individual systems. Personnel intimately familiar with the respective facility inspect and subsequently evaluate the condition of the system and system components, rating and prioritizing the deficiencies.

This is translated into a renewal cost for each system. The systems are then combined and summarized for each building and site sector, ultimately arriving at a figure called the Facilities Condition Index or FCI which is used by State Buildings and required for the Controlled Maintenance Budget Requests.

THE FACILITIES CONDITION INDEX

The FCI (for example 83%) is an instantly recognizable figure for the percentage well-being of the facility.

The Renewal Cost (individual systems or facility total) is derived by multiplying component deficiencies (individual systems or facility total) by the facility replacement cost.

THE CONTROLLED MAINTENANCE STATUTORY DEFINITION

Corrective repairs or replacement used for existing state-owned, general funded buildings and other physical facilities, including, but not limited to, utilities and site improvements, which are suitable for retention and use for at least five years, and replacement and repair of the fixed equipment necessary for the operation of such facilities, when such work is not funded in an agency's operating budget to be accomplished by the agency's physical plant staff.

BUILDING REPORTS SUMMARY

Buildings Ranked from Poorest to Best

Building Name	FCI	Renewal Cost
Child Development Center	67%	350,000
South Classroom	75%	4,896,500
Central Classroom	77%	3,423,600
Ninth Street Park Houses	78%	396,100
West Classroom	78%	3,410,500
Technology Building	84%	1,396,500
Public Safety	86%	151,400
North Classroom	87%	5,233,600
Arts Building	91%	1,752,700
Facilities Management	91%	118,300
Plaza Building	91%	1,559,800
Rectory Office	91%	74,700
Science Building	92%	1,620,400
Seventh Street Building	93%	247,100
Library/Media Center	94%	1,257,200
PE/Events Center	95%	906,400
St. Cajetan's Center	97%	138,300
Total		**26,933,100**

Site Planning Projections

Due to its urban nature and the fact the campus is landlocked, best use of the site is mandatory at Auraria. Outdoor space is precious and must be used as efficiently as its building space.

The proper amount and type of open space and building mass is needed by every campus to provide a proper educational atmosphere. Depending on the type of campus, the next competitor for site needs is parking. This is especially true for commuter campuses like Auraria. Parking needs sometimes outweigh athletic spaces, lawns, gathering places, and even building locations.

In Auraria's case, the competition among parking and other needs isn't as fierce as other campuses. Auraria's programmatic nature tends to only require a minimal amount of site for sports programs and recreational uses. Current plans only suggest needing one of each type of field. Recreational uses can be combined with passive uses and open vistas. This allows parking to take a higher priority in land use allocation.

Projections for playing fields were limited to one of each type of field (current status) needed for current sport programs. Additional sports are not being considered by any of the institutions, and there has been no pressure to provide additional recreation fields.

Parking needs were studied in depth through a separate long range plan and parking model. This model was developed assuming a 90% occupancy rate at a peak demand which is an industry standard in a metropolitan area. This meant the campus would need to plan an additional 1,000 to 2,000 spaces, depending on the success of increasing the users of transportation modes other than the (SOV) Single Occupied Vehicle).

A summary of the long range parking needs follow.

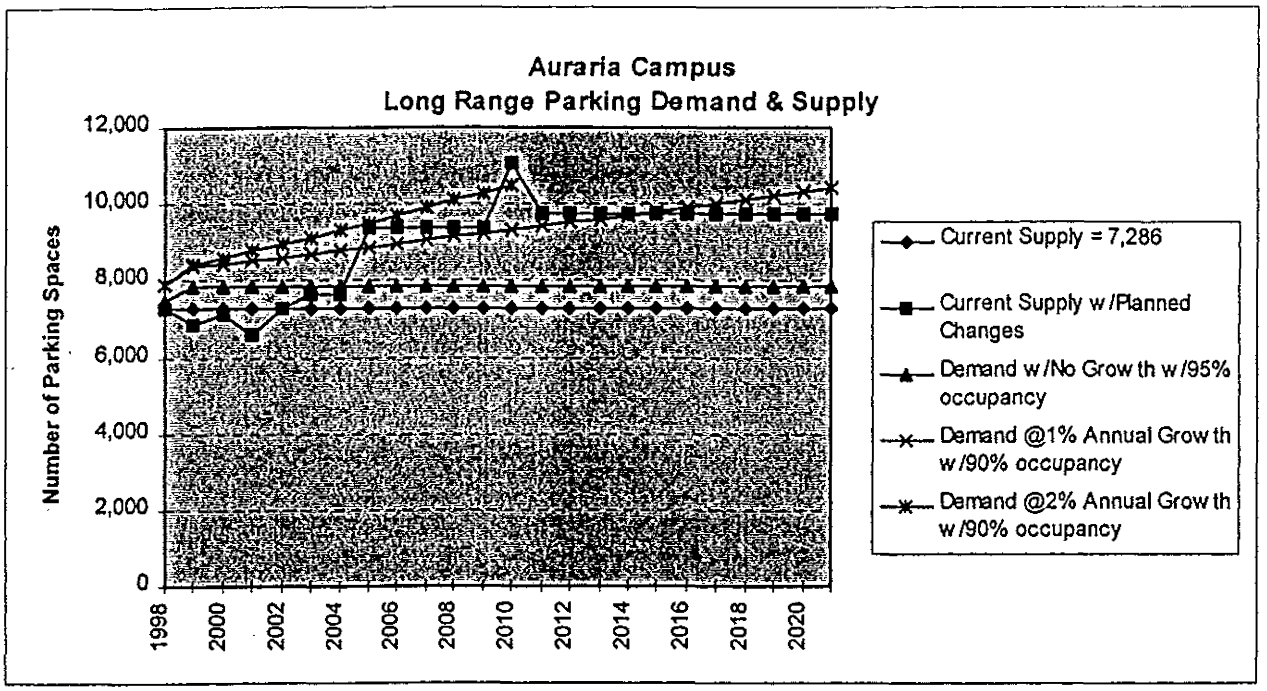


Table details the parking spaces by location that are expected to be "lost" due to future development and the new facilities that are expected to be built in the long term:

Long Range Parking Changes

Parking Spaces to be Eliminated		**New Parking Spaces to be Added**	
PTC (due to re-design/reconstruction)	150	Lot M	100
Lot G	275	Parking Structure 1	1,700
Lot R	436	Parking Structure 2	1,700
Lot H	511	Parking Structure 3	400
Tivoli	250	Auraria land at Pepsi Center	236
Lot EA	72	New Lot B	223
Lot E	654	Atlas Metal Site	810
Lot I	181		
Lot L	160		
Arts Bldg. Handicapped spaces	25		
Other misc. spaces incl. Tivoli east	40		
Total spaces eliminated	**2,850**	**Total spaces added**	**5,169**
		Total spaces eliminated	-2,850
		Spaces required for Faculty/Staff assigned to new Admin. Building.....	-350
		Net Gain in parking spaces	**1,969**

Source: TranSystems Corp.

The net gain of 1,969 parking spaces would be sufficient to serve a campus population of 36,525 to 37,025 students plus required faculty and staff.

Facilities Development Plan

In order to support the physical needs of this unique campus, the Facilities Planning and Use Department has developed new planning processes to assure facilities plans are driven by academic and other programmatic needs. This Facilities Development Plan is part of the new process. This plan outlines the physical needs of the campus by describing and prioritizing the improvements (projects) identified through the process. The plan acts as the implementation tool for incorporating the campus master plan.

AHEC introduced the Facilities Development Plan and its process in spring 1997. Together, the Master Plan and the Facilities Development Plan help assure facilities improvements were driven by programmatic needs and academic priorities. Both plans are really processes that occur annually, the plan is the result of the most recent cycle in the process.

During the Facilities Development Plan process, academic units from the three institutions, plus AHEC, are asked to prepare facilities needs with the help of Facilities Planning and Use. These needs are compared against the institutions' academic plans and Auraria's Master Plan for justification. When projects qualify for the Facilities Development Plan, they are then prioritized by each agency. A committee chaired by Facilities Planning and Use and made up of members from each agency combines all the agencies needs to develop one cohesive plan for the Auraria campus.

The process is an ongoing cycle that begins in the fall of each academic year, after enrollments have stabilized or what is referred to as the census date. Each cycle reviews the current plan, makes recommendations for adjustments, adds projects, removes projects, etc. When each cycle is complete, the plan is then used to set priorities. Capital Construction, Controlled Maintenance, and operating priorities are drafted according to the outcome of this process. This helps ensure that AHEC is responding to the needs of, and with input from, the academic community.

Facilities Development Plan - Summary

#	Project Title	Institution	Budget	Campus Priority
2	Arts Building Upgrades/Remodel	AHEC	$4,000,000.00	1
22	South Classroom Building Upgrades	CCD	$4,500,000.00	2
25	Science Building Addition/Renovation	CCD	$9,634,000.00	3
39	Library Expansion	UCD	$11,410,000.00	4
15	Integrated Center for Learning (ICL)	AHEC	$37,984,191.00	5
23	Technology Building Improvements/Expansion	CCD	$10,000,000.00	6
38	North Classroom Addition	UCD	$29,427,000.00	7
9	Tivoli Building Miscellaneous Improvements	AHEC	$7,500,000.00	8
27	Central Classroom Building Renovation	MSCD	$250,000.00	9
10	Utilities Infrastructure Improvements	AHEC	$1,642,000.00	10
11	West Classroom Revitalization	AHEC	$1,500,000.00	11
14	Additional Parking and Lot Improvements	AHEC	$8,000,000.00	12
29	Letters, Arts, and Sciences Expansion	MSCD	$4,250,000.00	13
30	Letters, Arts, and Sciences Upgrades	MSCD	$50,000.00	14
34	Business Facility	UCD	$5,000,000.00	15
35	General Equipment Purchase	UCD	$2,500,000.00	16
18	Academic Computer Lab Expansion	CCD	$175,000.00	17
8	Speer Boulevard Pedestrian Way	AHEC	$2,000,000.00	18
6	Campus Street Upgrades	AHEC	$95,500.00	19
5	Campus Signage	AHEC	$250,000.00	20
20	Health Occupations Space Renovation	CCD	$538,000.00	21
26	Business Deans Office Remodel and Expansion	MSCD	$100,000.00	22
36	Research Center for Sponsored Programs	UCD	$3,500,000.00	23
1	9th Street Building Upgrades	AHEC	$466,550.00	24
21	Photo Lab Expansion	CCD	$165,000.00	25
19	Disabilities Program Space Expansion	CCD	$112,500.00	26
37	Architecture and Planning Facility	UCD	$7,142,000.00	27
28	Events Center Renovation	MSCD	$750,000.00	30
31	Rectory Building Upgrades	MSCD	$350,000.00	31
4	Campus Landscape Improvements	AHEC	$1,000,000.00	A
3	Campus Accessibility Improvements	AHEC	$300,000.00	A
7	Controlled Maintenance	AHEC	$20,618,800.00	A