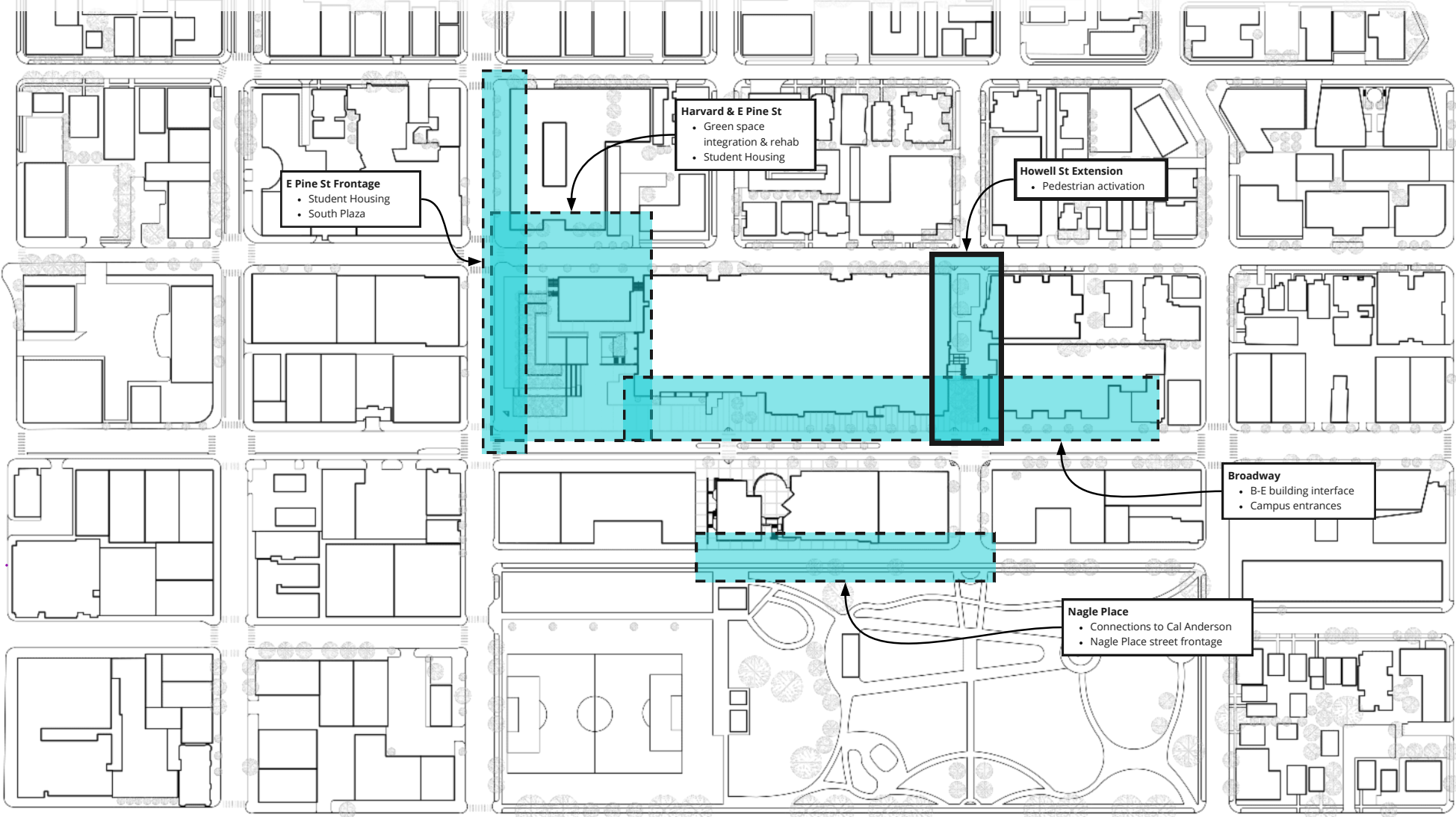


SEATTLE CENTRAL COLLEGE MAJOR INSTITUTION MASTER PLAN

C.A.C. MEETING - HOWELL STREET CHARRETTE



Designated Open Spaces

Designated Open Spaces

Seattle Central College has three existing Designated Open Spaces. These spaces serve as focal points for users of the College and are points of interchange with the greater Community. These three areas stand out for their significant role on the campus/community context. They will remain and as opportunities are available (as part of a major capital project) they will be redeveloped and/or enhanced.

- **South Plaza** – a combination of open hardscape and green spaces serving many campus and community functions. This plaza includes a range of activities from highly active to passive and reflective. Proposed improvements include:
 -
 -
- **Howell Street Passage** – a major pedestrian plaza that links the residential neighborhood west of campus to Broadway and beyond to Cal Anderson Park. Proposed improvements include:
 -
 -
- **Student Center Plaza** - located in the middle of campus, directly across Broadway from the major BE Complex entrance, the Student Center Plaza sits at the nexus of student’s daily life on campus (Academics and Services at the BE Complex, Health and Wellness at the Mitchell Activity Center, and Student Life at the Student Center. Proposed improvements include:
 -
 -

There are no new Designate Opens Spaces proposed. The college does propose small open spaces be included at all new capital project where the propose building main entrance meet public street frontages. See Building Threshold Open Spaces for more discussion.

Consider
Open Space
on top of
buildings

Architectural Design & Character

Comments - Precedent Images

Image 11:

- BEC blank facades are an unrealized opportunity for murals.

Image 14:

- Like this building as a precedent for a transitional facade for ITEC - using brick to connect with Broadway Edison while providing more glazing and transparency in distinct massings.

Image 15:

- Like the different colored brick and creative use of glazing, brick, and sun shades - not sure if applicable for ITEC, but like that it's not a red brick.

Image 16:

- Don't like the Bullitt Center as an architectural precedent.
- The Bullitt Center has great sustainability features, but the facade bland and uninteresting - not a great precedent for this discussion.

Image 17:

- Safety is overwhelmingly salient on this campus where people consistently feel unsafe. I would want to see clear lines of sight with minimal hiding spaces.

Design Standards - Architectural Design and Character

Architectural Design and Character

Building Façades - Envelope articulation should blend with the established development pattern of the Pike Pine and Broadway street frontages

- Proposed college projects with frontages along Broadway, Pine, and the Howell Street Passage shall reflect the rhythm of bulk and scale established by this existing context.
 - Existing structures along Pike, Pine, and Broadway, generally match the originally platted lots and are characterized by buildings that are 50 - 60 feet wide, or when on two lots are, 100-120 feet in width, have expressive structural bay spacing of 25-30 feet, and are typically 5-6 stories tall with strong two-story street frontages at the property line.

Building Materials - All college structures should make use of materials that convey a sense of permanence and importance suitable to a major civic institution

- Materials selections should have a long natural life. i.e., masonry, stone, steel, glass, concrete.
- Material palettes between existing and new college structures should create a common visual aesthetic.
- Individual structures should visually represent the functions contained within.
- Use glass and other transparent materials at street-level to provide visibility of college activities both into and out of the buildings.
- Consider appropriate use of lighting as a material to animate the façades and surrounding public spaces.

Aesthetics - Building design should represent the highest effective use of public funds and current building technologies.

- Building design should maximize sustainable technologies. i.e., material conservation and reuse, daylighting, sunshades, high performance envelopes, stormwater reuse, energy systems, etc.
- Envelopes should be constructed for a 50-year life span.
- Materials and systems should be easy to maintain and operate
- Consider solutions that will deter vandalism and graffiti.



- Up-Downlighting to light facade and sidewalk
- Lights can break down elements of facade



- Highlight main entrance(s) with material, lighting
- Use similar materials at different scales to indicate primary, secondary, tertiary entrances



- New construction is distinct from existing
- New building respects scale of existing



- Skybridge to connect upper levels of adjacent buildings across Howell (not over the Right-Of-Way)



- Murals that honor community members and builders



- Stylistic/ artistic murals
- Add a pop of color to a blank facade



- Mural with a template, students



Anhalt Apartments



Seattle University Law School



Seattle Academy



Bulleit Center



- ITEC building concept rendering

A contextual package of material without re-using red brick (size/color)

Paver materials that blend with adjacent public spaces. Variety in texture and color

Contextually relate new construction with rest of campus.

Add a guideline for inclusion of public art and its integration in the architecture.

Warm earthy institutional (monumental aesthetic) Stone, concrete (could be tinted)

whimsy, art, creative vibe of Cap Hill. The building/public space as art feature

use curvilinear linework across and between different buildings to continue one line across open spaces. Remove too many angled building points.

Add a layer of whimsy to the building features - facade, windows, lighting. Maybe something suspended above Howell Passage

Comments from Previous Charrettes:

Avoid blank wall surfaces -

encourage small storefront business'

Design for anti-graffiti by avoiding design that attracts it.

articulate facade to allow for the '7 second rule' generate interest along the facade, through street spillover, seating areas, cafe/foodtruck

large blank east facade is a perfect opportunity for A-articulation/screen that divides facade and wraps within the module of the window height. B-SIGNAGE - large -school colors in above banding?

Painted or winding concrete sidewalk through brick plaza areas - removes trip hazards without tearing out 100% of brick

Getting rid of the red brick sidewalks / public realm will likely have a tremendous affect of softening the overwhelming red brick on campus now

Streetscape and Open Space Comments

- No separate comments - see Streetscape and Open Space page for comments and sticky notes

Design Standards - Streetscape and Open Space

Streetscape and Open Space - All street fronts and open space shall be provided with activity, visual interest, and variety. Consider appropriate use of:

- Canopies or cantilevered structure at walkways along frontages with high levels of pedestrian traffic to provide weather protection.
- Street furniture for College and Community use. Include at areas to promote activity, and in locations that offer respite to the bustle of busy streets.
- Plantings and trees that create a defined "palette" to reinforce the college "district".
- Use of stormwater detention features for street trees and paved areas.
- Multilevel lighting (General frontage illumination, Pedestrian oriented lighting, Security lighting select building façade/site development lighting).
- Signage that supports definition of the College "district" Examples include banners, flags, and/or gateways/sculptures.
- Building and Site materials that are of a pedestrian scale. Palette of materials should that support the definition of the College "district"
- Engage will local artists, arts organizations, and community services to enhance the pedestrian environment thought inclusion art, societal, and other placemaking features.
- Consider design features that visibly represent and promote the diversity of the Capitol Hill community.



1 • Create a palette of paving materials for use throughout campus



5 • Create an implied boundary/threshold between the college and the street with art, sculpture, or an open gateway



12 • Use similar plantings, trees, and other landscape elements to reinforce the campus identity/boundary as well as for stormwater treatment/control



2 • Seams and patterns imply paths of travel



7 • Low-level lighting specifically for pedestrian paths



3 • Use different types of paving to imply different uses of space



8 • Site furnishings with integrated lighting



15 • Use large scale seating elements to define spaces



17 • Use changes in grade to create seating areas, planting edges, opportunity for pedestrian lighting. Avoid creating "walls" that isolate



4 • Use seating elements of different materials/scales for different users



10 • Bollard and sidewalk mounted lighting for pedestrian paths



16 • Use floating canopies to both define space, activities, and provide weather protection.

Funtional art.

Stormwater management as a district wide strategy - a holistic approach to site conditions

Greenify the environment of campus -

rainwater cisterns and flows. Incorporate with art.

pollinator pathway.

create independent Greenscaping guidelines.

consider defined palette of plants, trees, bushes, landscaping that helps to brand/define the college - use throughout the public openspaces

Look at Bothell stream/creek daylighting

OHSU Rood Pavilion rooftop park - rainwater re-use

[Pint Defiance Regional stormwater park](#)

Look at Buster Simpson' work in Belltown (Growing Vine Street, Beckoning Cistern)

Copenhagen, Denmark: [Enghaveparken - Climate Park](#)

Northgate Thornton Creek development and OHSU Rooftop Pavillion + Seattle USPS Garden for successful water features



Vine street rainwater management. <https://www.migco.com/work/vine-street-cistern-steps>

Comments from Previous Charrettes:

Student walkways vs. using the sidewalks: Inclined to support efficient pathways for students (including pedestrian bridges) to move about the campus, even if that takes away from the number of people on the sidewalks.

encourage and support intentional space for street art

Placemaking through art (paving, walls)

Gates/arches to identify space as being a campus

incorporate greenscape wherever possible within the pedestrian experience - to soften new AND existing hardscape

provide a continuity of experiences with similar features, materials, amenities, art, etc. throughout the Broadway walk frontage with specific goals of tying the Howell open space to the south open space/green space.

use concrete creatively with irregularly scored areas to define walk routes, public gathering spaces - all combined with colored/limited and textured concrete to be a public space material in place of brick.

opening up cafes and culinary restaurant to seem more public - whether with physical glass/ resurfacing or signage

Street/Pedestrian Area-Activating College Uses

Comments

Image 3:

- Umbrella Walkway art found in many European cities good example of how this can look better

Image 5:

- We don't want features to make the Howell Street passageway feel more narrow and cramped than it really is

Design Standards - Street Activating College Uses

Street/Pedestrian Area-Activating College Uses - Integrate new structures with existing street patterns to maintain a cohesive streetscape

- Structures with street frontage facing Pike, Pine, Broadway, or Howell Street Passage shall orient active street-level uses abutting pedestrian areas. The uses should be transparent with visibility into and out of, the structures. Uses should include highly activated functions that bring energy and interest to the streets/walkways. Area-activating uses may include:
 - Campus Retail (bookstore, coffee shop, bakery, bistro)
 - Food services
 - Student lounges
 - Gathering spaces
 - Meeting spaces (student, college, community)
 - Academic Program Exhibition (makerspaces, digital sandboxes, art gallery, etc.)
 - Fitness Centers
 - Public Safety Offices
 - Performing Arts Venues
 - Community Service Centers
- Provide a strong 2 to 4 story street wall along frontages except where structures are pulled back at major building entrances.
- At major building entrances, provide active pedestrian transition areas between the street frontages and building entrances.
- At minor building entrances (student-only entrances) provide site furnishings to encourage student-ownership and presence.

A grand statement at the corner of Howell and Broadway

An opening in the building to expand the building into the public realm (Broadway/Howell/B oth



1 • Display student work in street-facing windows



4 • Student space protected from weather
• Create exterior space for students to occupy



2 • Interior activity - dance studios - celebrated and visible to the exterior



5 • Canopies with lighting to provide additional visibility



8 • Brightly lit social spaces visible to street



11 • Ground floor facade with stem wall and mixed transparency and opaque surfaces



3 • Protected exterior space directly connected to interior space
• Opportunity for outdoor learning



6 • Closed-off sidewalk seating area



9 • Food service that opens to the street

Comments from Previous Charrettes:

- Love the micro-retail opportunities
- Student work highlight opportunity - behind glass - like a showcase wall
- See public plaza and buildings surrounding El Centro de la Raza - restaurant. Indoor spaces for public meetings at ground level right off of the plaza with rolling garage doors to easily open up to the plaza
- It'd be nice to see a large glass curtain wall at grade for a mixed use indoor space that could easily be combined with adjacent outdoor space (Howell) to provide a larger public venue for school functions, public use and/or indoor/outdoor food services functions.
- provide a rhythm of whimsy in public features along the streetscape - could be art, could be creative landscaping, hardscaping or building features that make you stop and go hrrm
- consider alcoves adjacent to street - catering to bikes/bike cafe
- closed off sidewalk seating areas should only be used sparingly, as they break up the larger, public space and there's usually a high volume of peds on Broadway

Existing Conditions - Diagram

Comments

1. Poor existing site lines
2. Establish a visual connection to Cal Anderson and to the west

Existing Images

Comments

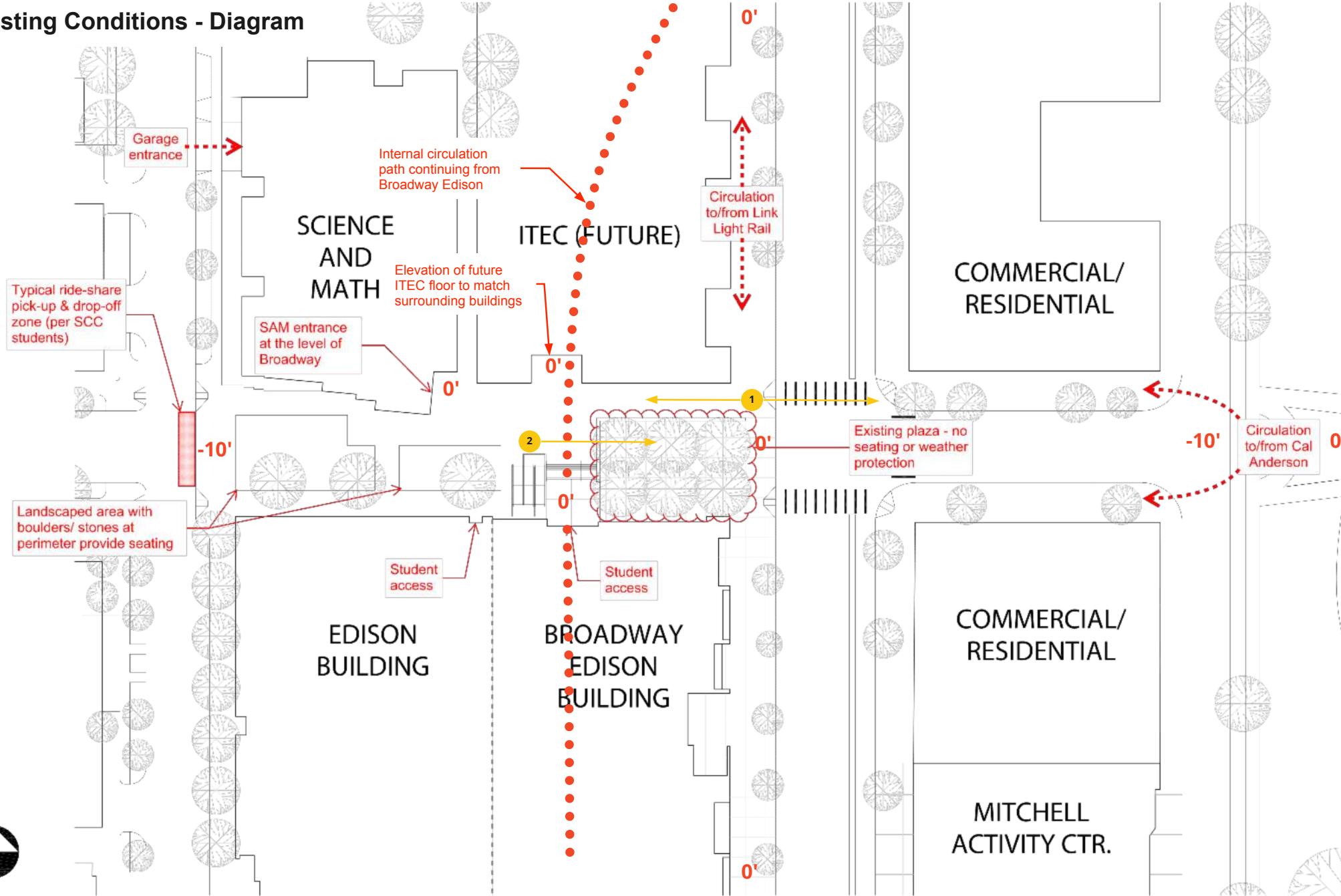
Image 1:

- Rounded building entrances increase visual interest and provide meaningful social space. Example: SW corner of Central Park in NY
 - When used across from open space corners*

Image 2:

- The large tree (behind the motorcycle) is out of scale with the pedestrian space and blocks any view through the passage. There may be corners of undefined space that would benefit having a large tree like this, but in the middle of the space, a tree 20'-50' tall would be better.

Existing Conditions - Diagram



Garage entrance

Internal circulation path continuing from Broadway Edison

SCIENCE AND MATH

ITEC (FUTURE)

Circulation to/from Link Light Rail

Elevation of future ITEC floor to match surrounding buildings

SAM entrance at the level of Broadway

Typical ride-share pick-up & drop-off zone (per SCC students)

COMMERCIAL/RESIDENTIAL

-10'

2

1

Existing plaza - no seating or weather protection

-10'

Circulation to/from Cal Anderson

Landscaped area with boulders/stones at perimeter provide seating

Student access

Student access

EDISON BUILDING

BROADWAY EDISON BUILDING

COMMERCIAL/RESIDENTIAL

MITCHELL ACTIVITY CTR.



Existing Conditions - Images



Concept 1

Conceptual Narrative:

- Provide a mix of student and commercial/public activity where Howell Passage meets Broadway.
 - Cafe with outdoor seating in ITEC.
 - Active Student use (such as a lounge or study space) in Broadway Edison.
 - Provide open space with seating, landscaping, and art.
- Connect the entrances of Broadway Edison, Science and Math, and ITEC with a continuous plaza.
- Create small-scale outdoor gathering space for students away from the noise and activity of Broadway
 - Provide canopies, bike lockers, and site seating.
- Use an straight ADA-accessible ramp to make-up the grade change between Harvard and Broadway (~10').
 - Ramp can also be used for service vehicle access to Broadway - something the College does not currently have.

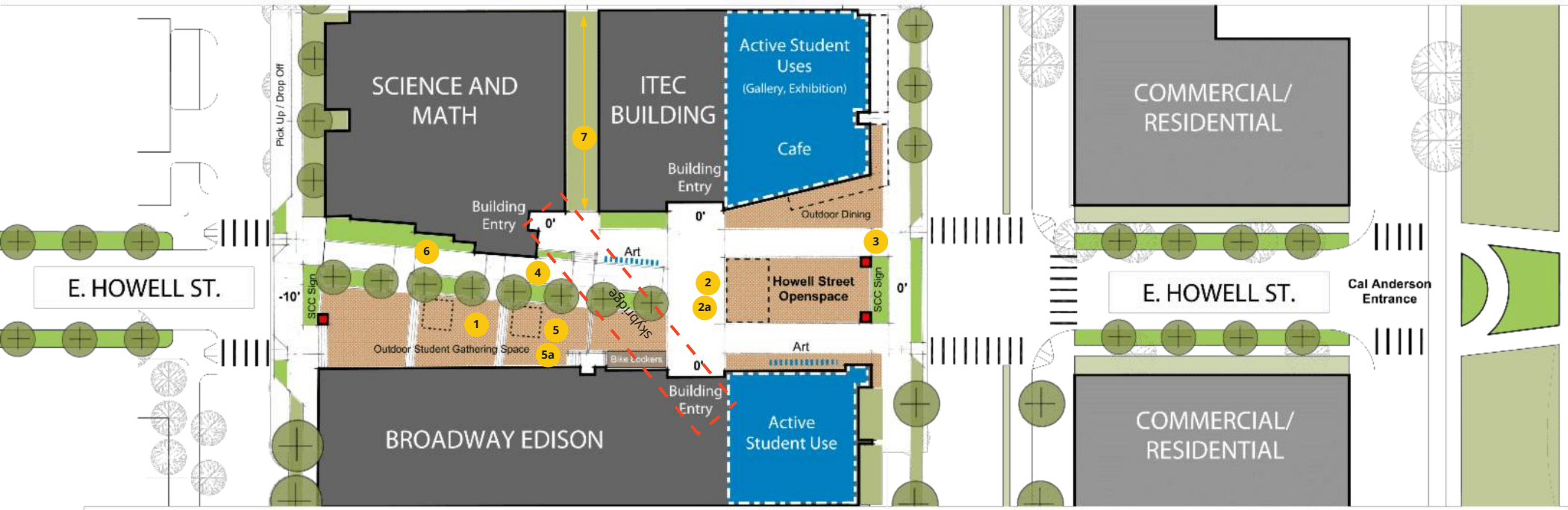
Comments

1. Worried that if the space is too segmented and broken up into different areas aren't connected smoothly, it might feel too cramped.
 - a. Especially with the overhead features like the rain shelters and skywalks.
2. A value-statement earlier was that there's great value in having the open space focused on Broadway. The more that the space can be oriented to Broadway and be maintained as one-large open space, the better. Stay away from sub-dividing it too much.
 - a. This concept as shown feels very broken-up - better to have one large at-grade area.
3. Soften the edges/thresholds with smooth or organic shapes.
4. There is more value for the public and the college in creating a larger at-grade plaza with a switch-back ramp than having a plaza with many levels and a long, continuous ramp.
5. Not sure how student would use this space - very segmented. Concerned that it wouldn't be used and would be taken over by an undesirable use.
 - a. Agreed. Engage the college and students. Ask what they would like that space to be, how it could be used, what activities could happen there.
6. Lots of lines and angles. I'd look at Cal Anderson with it's segmented arches, and curved concrete paths as a reference to soften the hard edges and lines as shown. Could come through in the paving or signage as well.
7. Possible to reclaim this space between Science and Math & ITEC as interior building space, an art walk, a path to light rail, other?

Discussion

- Create Landscaping Guidelines
 - Address how heritage trees will be dealt with. I would support the removal of heritage trees for the sake of defining new space and encourage you to make that statement in the guidelines.
 - Create a brand/identity for the entire campus
 - Language for landscaping in different outdoor spaces that could inform how the spaces are used.
 - Stormwater mitigation, rain garden features.
- Adding a well-designed service enclosure could be an option if it can add other positive attributes to the space (better views, better public space)
 - Service enclosure discussed would be on the west-end of Howell Passage and public space above it would be at the same elevation as Broadway. Alternate location discussed is the stairs between the Broadway Performance Hall and Broadway Edison. If those stairs are closed removed, could a service enclosure be added there.
 - Currently, college has more garbage than they have interior storage for. The garbage area in the loading/receiving area is at capacity which is why dumpsters are commonly seen on Howell and Harvard.
- A larger, more unified open space at the elevation of Broadway is more desirable than a terraced space.
 - Make the space feel as wide as possible - especially if there's a service enclosure accessed from Harvard, don't want the path/space to bottle neck.
- Skybridge;
 - Maximize transparency of any bridge
 - Make it as high as possible so it doesn't loom/dominate over Howell Passage - don't want it to block visual connections and site lines.
 - Push the bridge to the west/ mid-block as much as possible. Don't want a skybridge to feel like a continuation of the Broadway Edison elevation - want to preserve the break in massing provided by Howell Passage.
 - Making a skybridge wide enough to hold lounge space for students or host activity is a positive.
 - A diagonal bridge connecting Broadway Edison and Science And Math may provide a bridge with less visual weight than a bridge connecting Broadway Edison and ITEC.

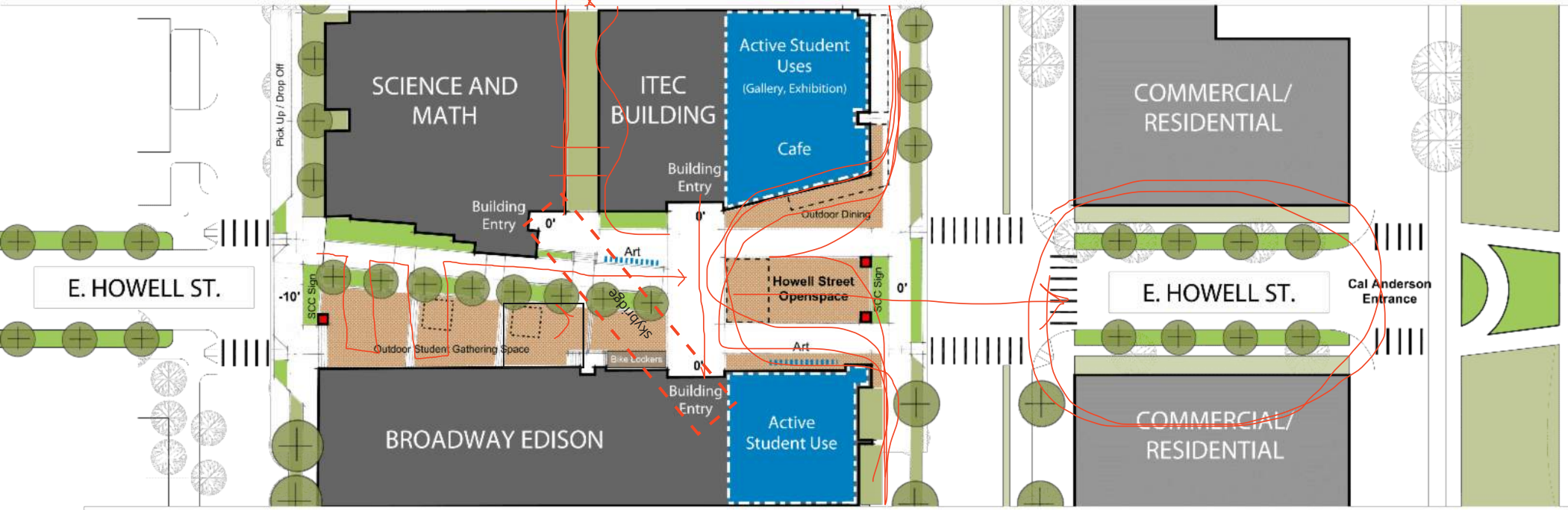
Concept 1



Concept 1 (w/ markups)

Provide landscape guidelines

Stormwater/Raingarden



Skybridge Precedents

I think they need to be tall so as to not cause claustrophobia to pedestrians underneath. Having them be tall and wide with student space is an opportunity to add more student spaces AND is more aesthetically pleasing.

Concern is increasing shadows so it needs to allow for natural light through it and presents an opportunity to have eyes on the street.

Great example: Allen Library skybridge connection to Suzallo Library (bridge uses a similar material palette as adjacent buildings)
 Poor example: Green River College satellite campus at Kent Station.

Don't like the massiveness of this skybridge - the space below looks/feels dark and cold. Want our space to be more bright & open

