

Colorado College Master Plan

February 28, 2015



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I. LETTERS

I. LETTERS

LETTER FROM THE PRESIDENT, JILL TIEFENTHALER

DEAR CAMPUS COMMUNITY,

I am pleased to introduce this plan for the future built environment of Colorado College. I would like to thank Tony Atkin, Shawn Evans, and Chloe Hanna Korpi of Atkin Olshin Schade Architects and Susan Weiler and Josh Leaskey of Olin Architects who have done masterful work helping Colorado College develop a coherent, thoughtful, and forward-looking campus master plan.

Trustee leadership is critical to the prioritization, development, and implementation of campus planning. I am extremely grateful to Trustee Brian Thompson, chair of the trustee Strategic Planning Team, for his commitment to this process. I also want to thank all of the trustees on the Strategic Planning Team: Sue Allon, Neal Baer, Bill Campbell, Heather Carroll, Dan Cooper, Manuel Martinez, Karen Pope, Tony Rosendo, and Andy Stenovec.

The input of the students, faculty, and staff who know and love our special place is also critical to creating a master plan. Senior Vice President for Finance and Administration Robert Moore did extraordinary work on this project and I am grateful to him and the dedicated members of the Master Plan Action Team including, Andrea Bruder, Assistant Professor of Mathematics and Computer Science; Samantha Albert, student '15; Don Davidson, Director of Administrative Services; George Eckhardt, Campus Planner; Jan Edwards, Director of Accessibility Resources; Tim Fuller, Professor of Political Science; Isaac Green, student '14; Darrell Killian, Assistant Professor of Biology; Ruth Kolarik, Professor of Art; John Lauer, Senior Associate Dean of Student Life/Director of Residential Life; Lisa Lister, Public Services/Collections Librarian; Andrew Post, student '16; Ken Ralph, Director of Athletics; Alejandro Salazar, student '16, and David Wright, student '14. I also thank all of the students, faculty, and staff whose comments, questions, and creative ideas contributed enormously to the excellence of this final product.

This work joins our Building on the Block strategic plan, and is informed by it. Indeed, our strategic plan calls for the development of a campus master plan.

To ensure coherence in campus design as related to aesthetics, sustainability, and the educational mission, we will develop a master plan for the physical campus to help guide and shape each new project in the coming decades. Guided by this campus master plan, we will enhance our identity through development of a beautiful, sustainable landscape and built environment that embodies our regional and historical identity and fosters our collaborative approach to teaching, learning, and community building. In keeping with our liberal arts

aspirations, an aim for the master plan is the design and creation of aesthetically adventurous places and spaces that encourage formal and informal learning, traditional and technology-enhanced educational experiences, curricular and co-curricular activities, intercollegiate and intramural athletics, and spontaneous intellectual encounters, along with personal reflection.

Of course, most campuses do master plans. Master plans often follow strategic plans but they don't need to be developed as often. Our strategic plan is a 7-10 year plan. Our campus master plan is a 30-year plan. Of course, it is not written in stone and it should not be. But it also should not be changed or diverted from impulsively.

The purpose of the campus master plan is to ensure that our built environment aligns with what we intend to accomplish, pursuing our mission to offer the finest liberal arts education. Developing a plan helps us identify our highest strategic priorities, and ensures that we hold space for needs that we have yet to identify. It also allows us to make room for our dreams, should a donor embrace those dreams as their own.

A master plan is most beneficial not for the "wow" big capital projects, but for the little things – the plantings, pathways, parking, and benches. These are the things that will help to provide coherence for the Colorado College campus. They won't cost a lot or make anyone stop in their tracks, but bit-by-bit as they are added, they will make a tremendous difference in the beauty and continuity of this special place.

In conclusion, given the broad input that was contributed to the development of this plan, I want to stress that our campus master plan is only as useful as our shared ownership and stewardship of it going forward. The process for implementation and change is as important as this, its announcement. I have charged the Design Review Board to continue its stewardship of our campus as the day-to-day point of contact for the plan. They will work with the Buildings, Grounds, and Infrastructure Committee of the Board of Trustees, which will hear annual reports on what we have done to achieve the plan and will review recommendations for any changes. Only a vote by the full board of trustees can change our master plan.

I invite you to stay involved and engaged, and to invest in our shared future. Already, the CC Board of Trustees is hard at work to execute our highest priorities articulated in this plan, students continue to embrace projects that enhance their experience on our residential campus, teams of faculty and staff are leading on projects that enhance academic excellence. Our work moves the whole plan forward, as Colorado College reaches new heights in the decades ahead.



President Jill Tiefenthaler

LETTER FROM THE PLANNING TEAM, ATKIN OLSHIN SCHADE AND OLIN

DEAR FRIENDS,

Colorado College is known as one of the premier liberal arts institution in the country and greatly benefits from two factors: its' innovative and incisive educational programs, and its sense of place in the Rockies, with an historic and strikingly beautiful campus. From Palmer Hall to the Gaylord Arts Center, the college has continually supported substantial buildings and projects by first rate architects and planners. However, it is the quality of the campus green and mature surrounding landscape with commanding views of the mountains, that leave an indelible impression of the region and an extraordinary academic environment. This is an extremely significant legacy for any college.

In taking on the challenge of the 2015 Campus Master Plan, Atkin Olshin Schade Architects and OLIN have worked together and cooperated with others to bring continuing life and vitality to one of America's premier campuses. We have been pleased to bring this study to Colorado, building on the form and fabric and past accomplishments and at the same time recognizing exciting new developments and significant new programs and uses. Founding partners of their firms, Laurie Olin and Tony Atkin, along with their colleagues, share an overwriting sensibility of the combination of architecture and landscape design that make successful and meaningful places. Both firms have decades of experience with ecology and culture in contemporary college campus design. During the course of our studies, we have been extremely pleased to find a powerful sense of academic achievement at Colorado with fresh and vital perspectives.

The long range development plan and the strategic master planning following it proved very helpful in guiding our studies and our interaction with the faculty, students, and academic community – truly inspiring us to look at the quality of individual and group achievement and what has supported its development in this special place.



TEAM MEMBERS

ATKIN OLSHIN SCHADE ARCHITECTS

Tony Atkin, FAIA
Shawn Evans, AIA
Chloe Hanna-Korpi

OLIN STUDIO

Susan Weiler, FASLA, RLA
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II. INTRODUCTION

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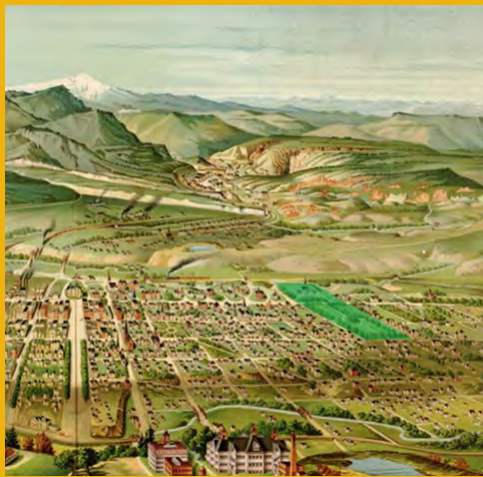
PURPOSE

First and foremost, the campus master plan aims to foster Colorado College’s mission of providing the “finest liberal arts education in the country”. During the past several years, the College has taken great strides towards achieving its mission by introducing an ambitious strategic plan whose effects can be seen in the new programs and projects underway throughout campus. The idea for an updated campus master plan grew out of one of the strategic plan’s goals of enhancing the distinctive place of learning – the campus – to support the engaged, globally connected academic community while embodying the regional and historic identity that is so unique to Colorado College. The purpose of the master plan is to lend coherence to the ideas, desires, and vision of campus community in the form of a living and breathing, flexible document which helps guide and shape new projects in the decades to come.

The master plan also seeks to bridge and incorporate existing efforts, particularly the previous master plans of 1995 and 2008 which have paved the way for much of the development on campus today. Both plans set forth various recommendations for projects and campus improvements that have been incorporated into the College’s development an ad-hoc manner. Some projects moved forward while others were left behind, disputed or ignored. Part of the master planning team’s charge was to understand the foundations of these plans, their shared vision for Colorado College, and how that vision might be folded into the new plan that respects the past endeavors that the College has undertaken to create a truly unique and inspiring environment while fostering the current ambitions of a changing student body to move boldly into the future.

PROCESS

The master planning team utilized a methodology that places at its forefront an understanding of the campus, the city of Colorado Springs, and the needs of the College. The first step was to form a deep understanding of the community’s shared set of values and its highest aspirations. We held early workshops with faculty, staff, and students to understand the successful principles, values, and aspects of previous campus plans and the areas where new directions are called for by the evolving ambitions of the College. This base of information allowed us to move into defining the long-term vision for Colorado College and identifying catalytic and implementable projects. Through roughly thirty meetings with the various members of the College community and extensive cataloging of the campus character and patterns of use, our process provided a series of opportunities for the College to redefine and articulate their mission for the campus environment, bringing to life specific goals for the physical fabric, and creating appropriate spaces that also fulfilled the strategic plan. The master plan document translates this vision into a cohesive framework for the campus that compliments the College’s goals.



Pikes Peak Panorama



1995 Master Plan Conceptual Plan



2008 LRDP Rendering

CAMPUS MASTER PLAN TIMELINE

March 11, 2014	Consultants initial presentation to the Campus Master Plan Committee in response to the RFP
May 12, 2014	Consultants held initial forums with faculty, staff & students
May 14, 2014	Consultants walked the campus
May 22, 2014	Consultants conducted a workshop with Campus Master Plan Committee
June 2014	Consultants conducted formal telephone conversations with four campus administrators
July 15, 2014	Consultants held a workshop with the Campus Master Plan Committee. They also held a workshop with Board of Trustees Campus Master Plan Committee
Late September and early October 2014	Consultants presented the interactive model in Worner Center for several hours a day with staffing by students. This gave students and visitors an initial look at the plan and encouraged feedback.
October 7, 2014	Consultants presented an interim report and the first look at the interactive model to the SPT Board of Trustees Campus Master Plan Committee; the Campus Master Plan Committee; and held an open forum for faculty & staff and separate open forum for students
November 6, 2014	Consultants presented an interim report to the Campus Master Plan Committee
November 7, 2014	Consultants presented an interim report to Board of Trustees Campus Master Plan
January 23, 2015	Consultants presented initial draft of the plan
February 12, 2015	Consultants presented the final plan the Board of Trustees Campus Master Plan committee; and, the Campus Master Plan Committee
February 27, 2015	Consultants presented final plan to the Board of Trustees

III. VISION, PRINCIPLES, AND GOALS

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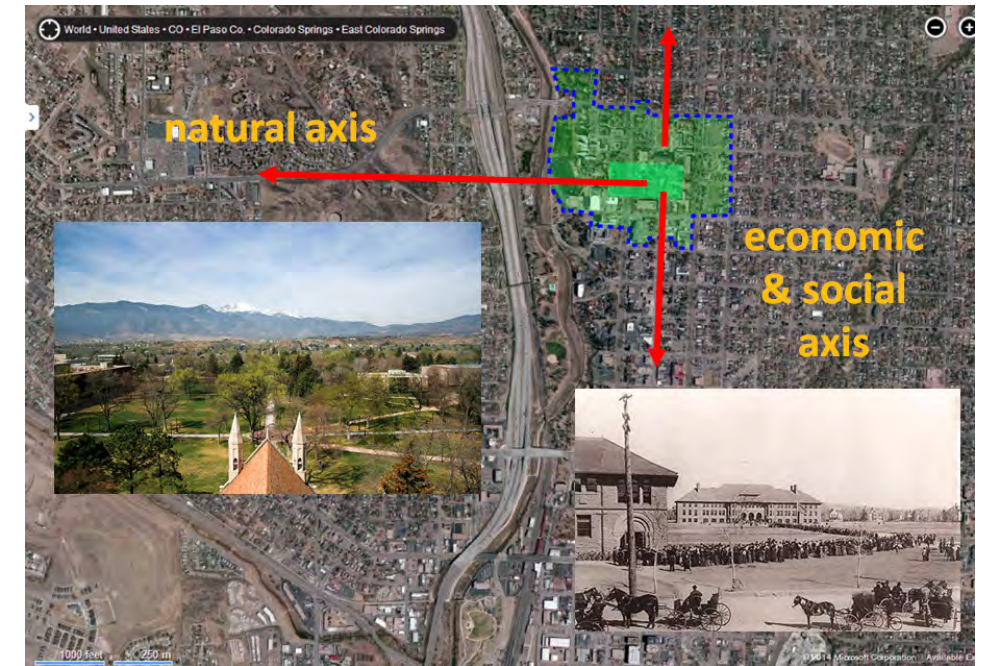
MASTER PLAN VISION

The current Colorado College strategic plan, Building on the Block, calls for the development of this campus master plan as one of its primary recommendations. The vision for this plan is laid out succinctly in the strategic plan:

To ensure coherence in campus design as related to aesthetics, sustainability, and the educational mission, we will develop a master plan for the physical campus to help guide and shape each new project in the coming decades. Guided by this campus master plan, we will enhance our identity through development of a beautiful, sustainable landscape and built environment that embodies our regional and historical identity and fosters our collaborative approach to teaching, learning, and community building. In keeping with our liberal arts aspirations, an aim for the master plan is the design and creation of aesthetically adventurous places and spaces that encourage formal and informal learning, traditional and technology-enhanced educational experiences, curricular and co-curricular activities, intercollegiate and intramural athletics, and spontaneous intellectual encounters, along with personal reflection.

“At Colorado College our goal is to provide the finest liberal arts education in the country. Drawing upon the adventurous spirit of the Rocky Mountain West, we challenge students, one course at a time, to develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.”

- Colorado College Mission and Vision



2013 STRATEGIC PLAN

THE COLORADO COLLEGE PLAN: BUILDING ON THE BLOCK

This master plan follows on the heels of a bold strategic plan that provides a critical and ongoing examination of how to best prepare students for global change and technological innovations, while keeping abreast of new approaches to engaged learning, continued economic challenges, and increased competition for the very best students and teachers. The strategic plan focuses on the three strengths of Colorado College – the Block Plan, the college’s distinctive place of learning, and the college’s national reputation.

The strategic plan makes five primary recommendations. The impact of each on this master plan is summarized below.

1. Provide additional support to realize the potential of our pioneering Block Plan.

This recommendation focuses on the creation of a Center for Immersive Learning and Engaged Teaching, which will be housed in a reimagined, fully renovated, and expanded Tutt Library. Planning and design for this important project is underway.

2. Build both a nationally recognized summer program and an inventive half-block program for a new generation of learners.

This recommendation will take advantage of underutilized campus classrooms and other campus spaces between the typical block

schedules. One critical space need that will arise from realization of this recommendation is the need for air-conditioned residential space, something currently in short supply.

3. Create an innovation institute.

This recommendation requires a new state-of-the-art facility for cross-disciplinary programs. The building will showcase innovative sustainable planning and design and will provide students, staff, and faculty with “a place that supports their efforts to forge discoveries that make a difference in the world.”

4. Enhance our distinctive place of learning — our campus — to support our engaged, globally connected academic program and embody our regional and historical identity.

This recommendation leads to this campus master plan – a plan that aims to refine a unique and beautiful campus appropriate to the uniqueness of the block plan and the extraordinary setting of the College at the foot of Pikes Peak.

5. Focus on workplace excellence to foster an organization that is as innovative and dynamic as the CC academic experience.

This recommendation recognizes the contributions and needs of the extraordinary college staff. This master plan also seeks to honor the staff through the creation of wonderful new and renovated spaces that provide staff with the spatial and environmental resources they deserve.

At the heart of Colorado College’s strategic plan is a focus on being ourselves — but even better. That means focusing on our strengths, especially the Block Plan, our distinctive place of learning, and our national reputation, while rising to the challenge of educating students in this era of global change, keeping pace with technological innovations, discovering new approaches to engaged learning, and continuing to recruit and retain the very best students and teachers.

- 2013 Strategic Plan



MASTER PLAN PRINCIPLES

At the beginning of the planning process, the planning team and committee reviewed the planning principles of the 1995 Master Plan and the 2008 Long Range Development Plan and identified the following planning principles for this new plan.

- 1. Support the block plan**
One of the most unique aspects of the College, the Block Plan allows students and faculty to delve deeply into one subject at a time. The effect of this structure on all aspects of the campus must be understood and accommodated when considering future development.
- 2. Reinforce Colorado College’s sense of place and unique position in the West**
Students flock to the College to experience a one-of-a-kind education that is rooted in the rich and adventurous mountain west environment. Exploring and embedding this sense of place into the buildings, landscapes, and everyday experience of College life is important.
- 3. Support a creative and innovative staff, faculty, and student body**
The caliber of those who choose to be a part of the Colorado College community is extraordinary. The diversity of talents, interests and expertise must be showcased as one of the College’s finest assets by creating venues for powerful expression of creative education.
- 4. Build community**
Colorado College is an urban campus, nestled into the grid of Colorado Springs. Fostering the relationship between the city and campus builds a strong sense of place within and provides opportunities for creating new bonds with the city.
- 5. Foster the finest liberal arts education in the country**
The robust academic programming and quality of faculty, staff, and students are the foundation of Colorado College’s prestigious position as one of the leading liberal arts colleges in the country, supporting and celebrating them is essential.



MASTER PLAN GOALS



As identified in the vision statement, the primary goal of this master plan is to guide implementable and prioritized projects through an established process and agreed upon design principles. This master plan provides tools to the College to protect the quality of its current buildings and open spaces and to ensure a similar or better quality for the buildings and open spaces of the future. The plan is focused on circulation, buildings, and landscapes. Although the planning team believes strongly that a successful campus cannot easily separate consideration of buildings and landscape, both our analysis of the existing campus and our design principles for recommended changes do distinguish between these three aspects of the campus. Implementation of each of the recommended projects contained within this plan, however, will require a comprehensive look at these aspects. The primary goals and sub-goals for this plan are as follows:

Create coherent circulation strategies

- Mitigate vehicular / pedestrian conflicts to improve safety
- Provide a comprehensive strategy for consolidated and peripheral parking
- Develop strategy for effective servicing of buildings

Create cohesive framework for building improvements

- Guide key programmatic needs from strategic plan
- Provide strategies for building reuse and expansion
- Define opportunities for new development

Create cohesive campus landscape identity

- Define and reinforce the campus character
- Provide open spaces with a diversity of uses, sizes, and character
- Develop materials palette and planting strategies that reinforce campus cohesiveness

IV. ANALYSIS OF CURRENT CAMPUS

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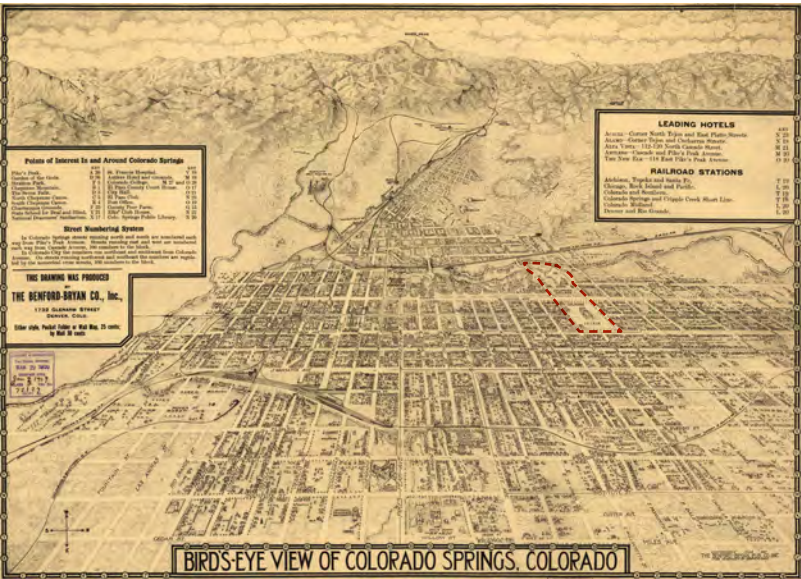
CIRCULATION

HISTORICAL PATTERN

Colorado College exists within the urban street grid of Colorado Springs which the college founder, General William Jackson Palmer, laid out in the late 19th century. This pattern forms the basic framework of the campus, with the major north-south boulevards of North Cascade Avenue and North Nevada Avenue piercing through the campus. The iconic Cutler Hall, located to the west of North Cascade Avenue, is the first building of Colorado College and sits at the head of the predominant east-west axis formed when Shove Memorial Chapel was constructed to the west of North Nevada Avenue. An east-west foot path connects Shove to Cutler Hall and visually to Pikes Peak on the western horizon beyond. The siting of Palmer Hall on the north-south axis of North Tejon Street suggests another predominant axis, although the parking lot between Armstrong Hall and Slocum Hall makes this less coherent today. The aforementioned historic buildings frame the main quadrangle where the highest volumes of foot traffic occur.

IMPACT OF THE BLOCK PLAN ON CIRCULATION

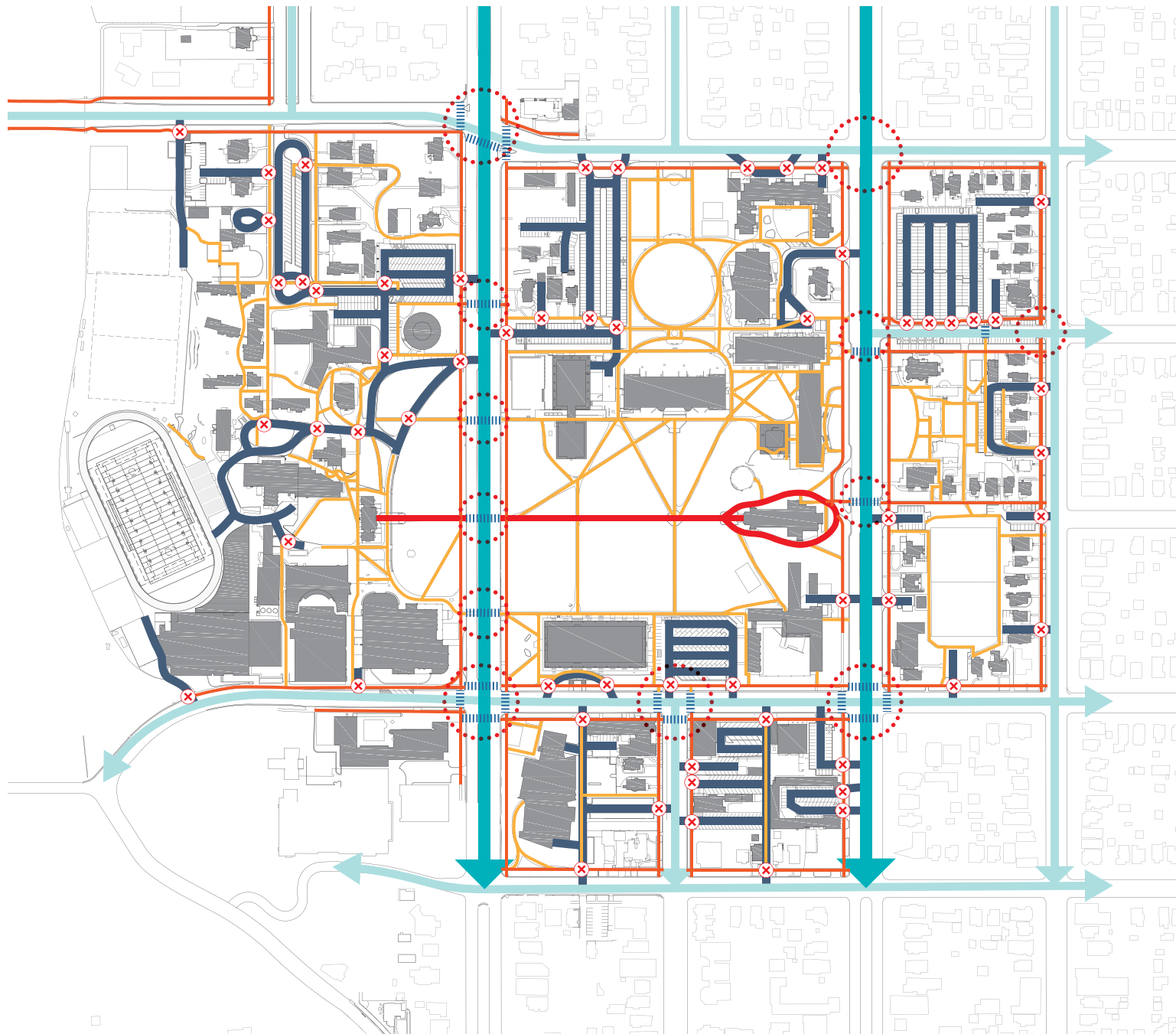
The Block Plan, unique to Colorado College, has a profound influence on the physical form of the campus. The culture of life and learning necessitates mixed-use buildings and open spaces throughout the campus as opposed to the traditional distinct zoned development. A sense of community is central to the idea of the Block Plan, which is exemplified by one-class-at-a-time, themed residential life, intramural athletics and recreation. Thus the village-like atmosphere and numerous secondary and tertiary paths are prevalent.












1909 BIRD'S EYE VIEW OF COLORADO SPRINGS



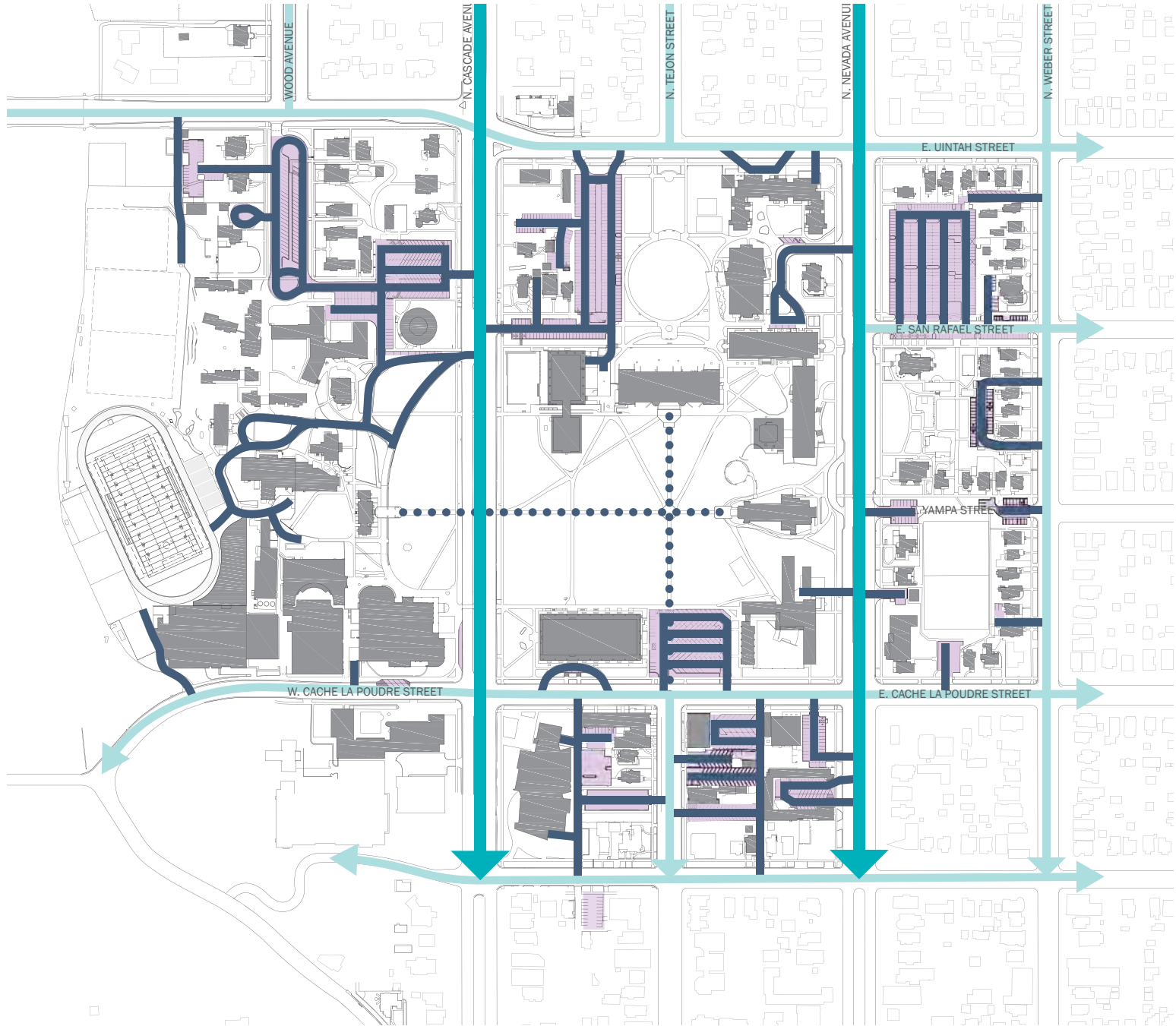
1904 PALMER HALL & MAIN QUADRANGLE



COMPOSITE CIRCULATION ANALYSIS

-  PRIMARY STREETS
-  SECONDARY STREETS
-  CAMPUS INTERNAL ROADS
-  PRIMARY WALKS
-  SECONDARY WALKS
-  STREET SIDEWALKS
-  CROSSWALKS
-  VEHICULAR-PEDESTRIAN CONFLICTS
-  CROSSWALK CONFLICTS





- PRIMARY STREETS
- SECONDARY STREETS
- CAMPUS INTERNAL ROADS
- LIMITED VEHICULAR ACCESS ON PEDESTRIAN PATHS
- PARKING

EXISTING VEHICULAR CIRCULATION



PRIMARY STREETS (E.G., NORTH NEVADA AVENUE)



SECONDARY STREETS (E.G., NORTH TEJON AVENUE)

VEHICULAR CIRCULATION

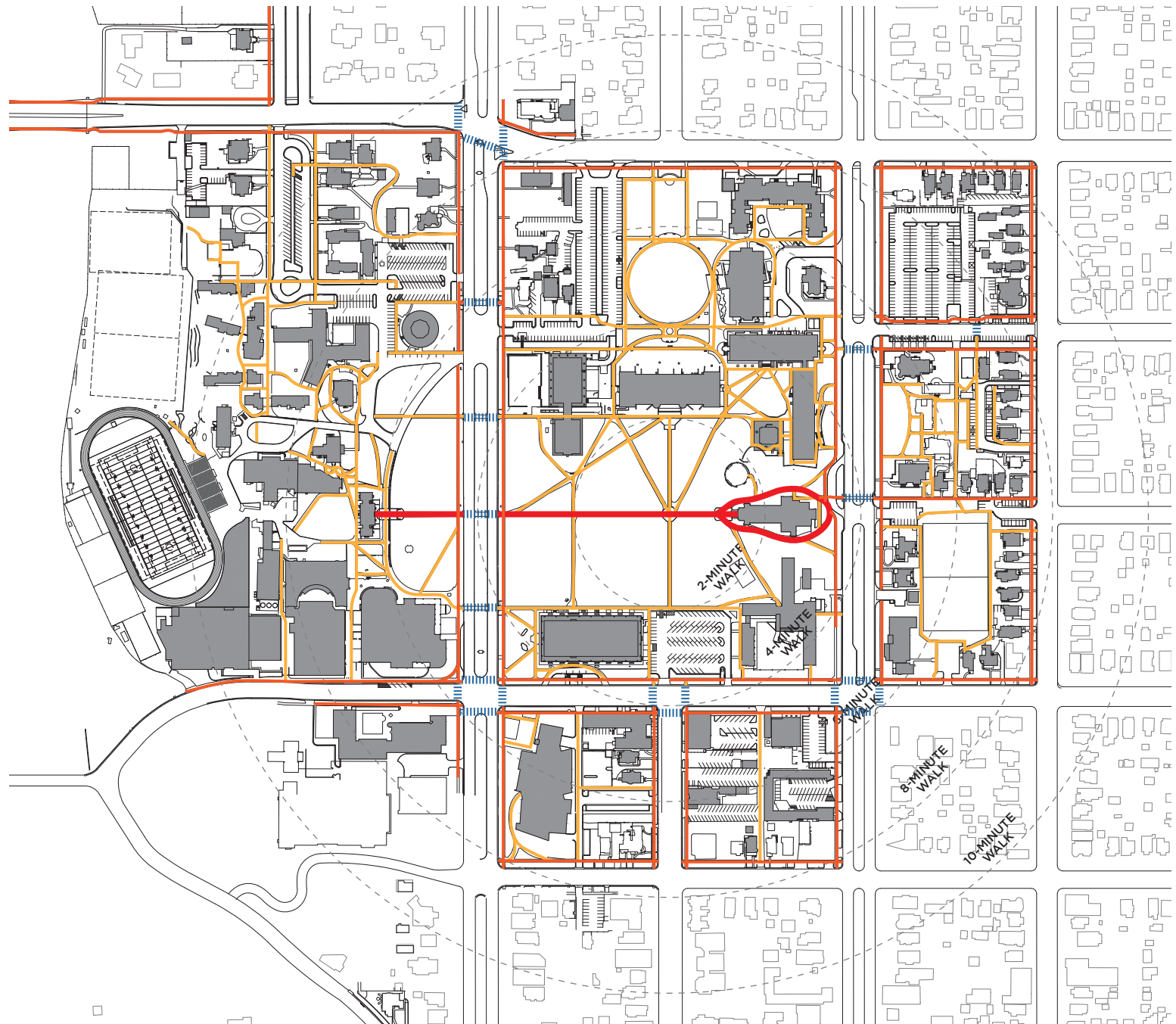
Since the campus is located within the urban context, roadways pierce through the campus. The college has a balanced approach to the vehicular access within the campus. The access is limited to large parking lots adjacent to roadways and the required service roads and fire lanes. This arrangement successfully makes the college predominantly pedestrian-oriented.

However, roadway crossing is a major concern for pedestrian safety. The boulevards on North Cascade Avenue and North Nevada Avenue are spatial dividers of the campus and present a high risk of pedestrian-vehicular conflicts. Recent improvements on North Cascade include push buttons and motions sensors for pedestrians that trigger flashing lights notifying vehicular traffic to stop. Similar improvements should be considered for Nevada Avenue. The medians, which the College maintains along their portion of the boulevards, do not have a distinct character to impart the sense of arrival on campus and present an opportunity for improvement.



CAMPUS INTERNAL ROADS





- PRIMARY WALKS
- SECONDARY WALKS
- STREET SIDEWALKS
- CROSSWALKS

EXISTING PEDESTRIAN CIRCULATION



PRIMARY WALK



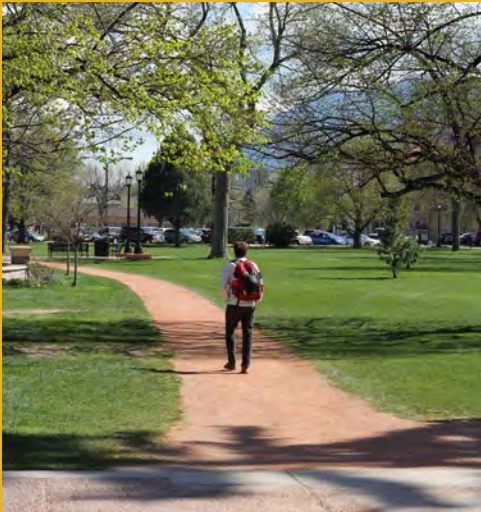
SECONDARY WALKS

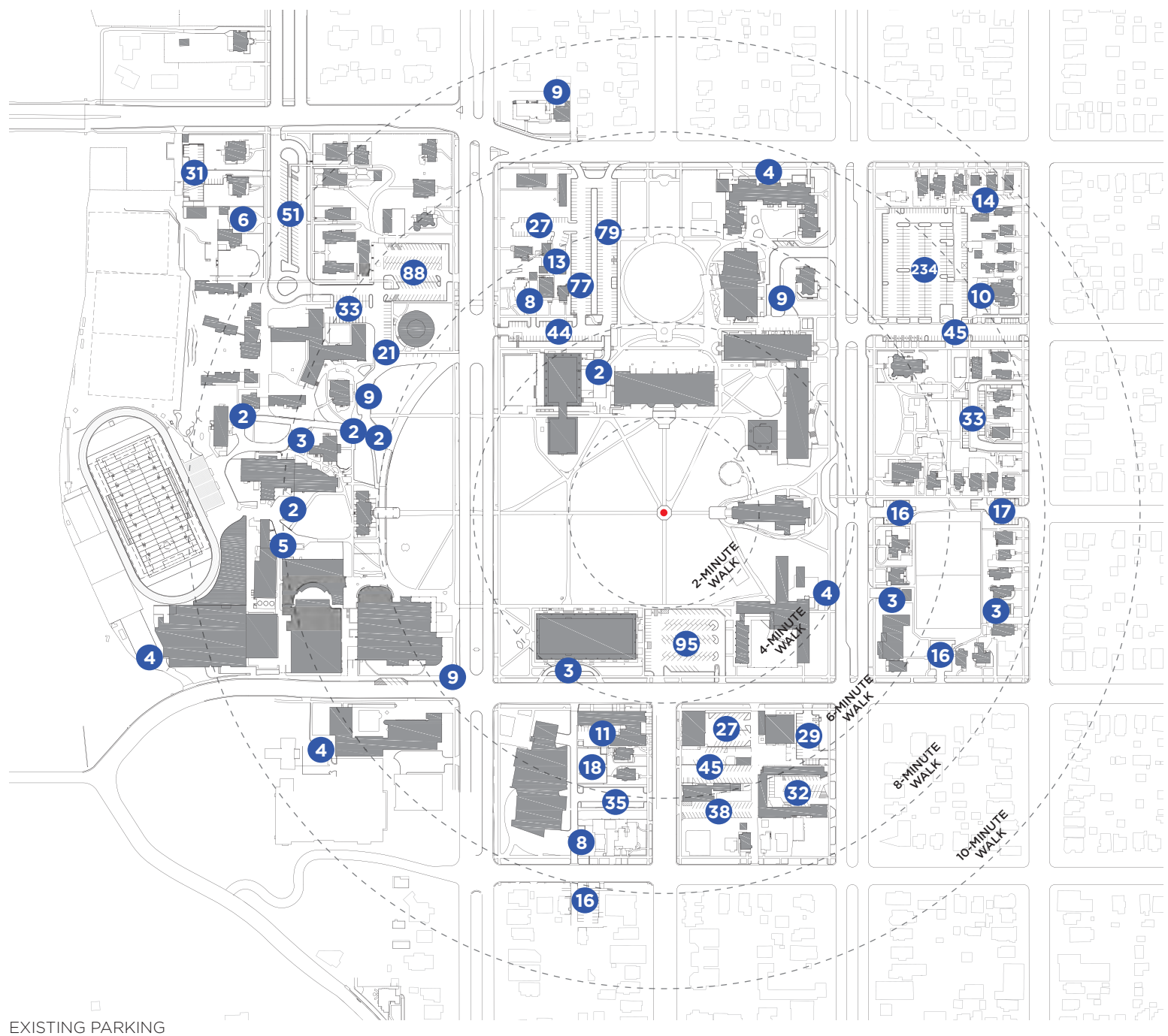
PEDESTRIAN CIRCULATION

The College’s attitude toward village-like development helped form a pedestrian-oriented framework that extends throughout the campus. This pattern has led to a loose hierarchy of paths and inefficient cross-campus connections. Several desire paths have worn away the landscaping in areas such as the north quadrangle. The master plan should consider reconfiguration of paths based on these issues.

WALKING DISTANCES

The College’s compact development is one of the greatest attributes to the village-like atmosphere of campus. Most campus facilities are accessed within a five minute walk from the main quadrangle.





CIRCULATION

PARKING

Parking lots are found in numerous parts of the interior campus. The large parking lots in the main quadrangle, north quadrangle, and northeast residential area create unsightly voids on campus. Significant conflicts among pedestrian and vehicular circulation systems are found. Smaller parking spaces throughout the campus are more problematic. The connecting roadways frequently conflict with pedestrian circulation. To enhance Colorado College’s compact and walkable campus, parking should be further consolidated.

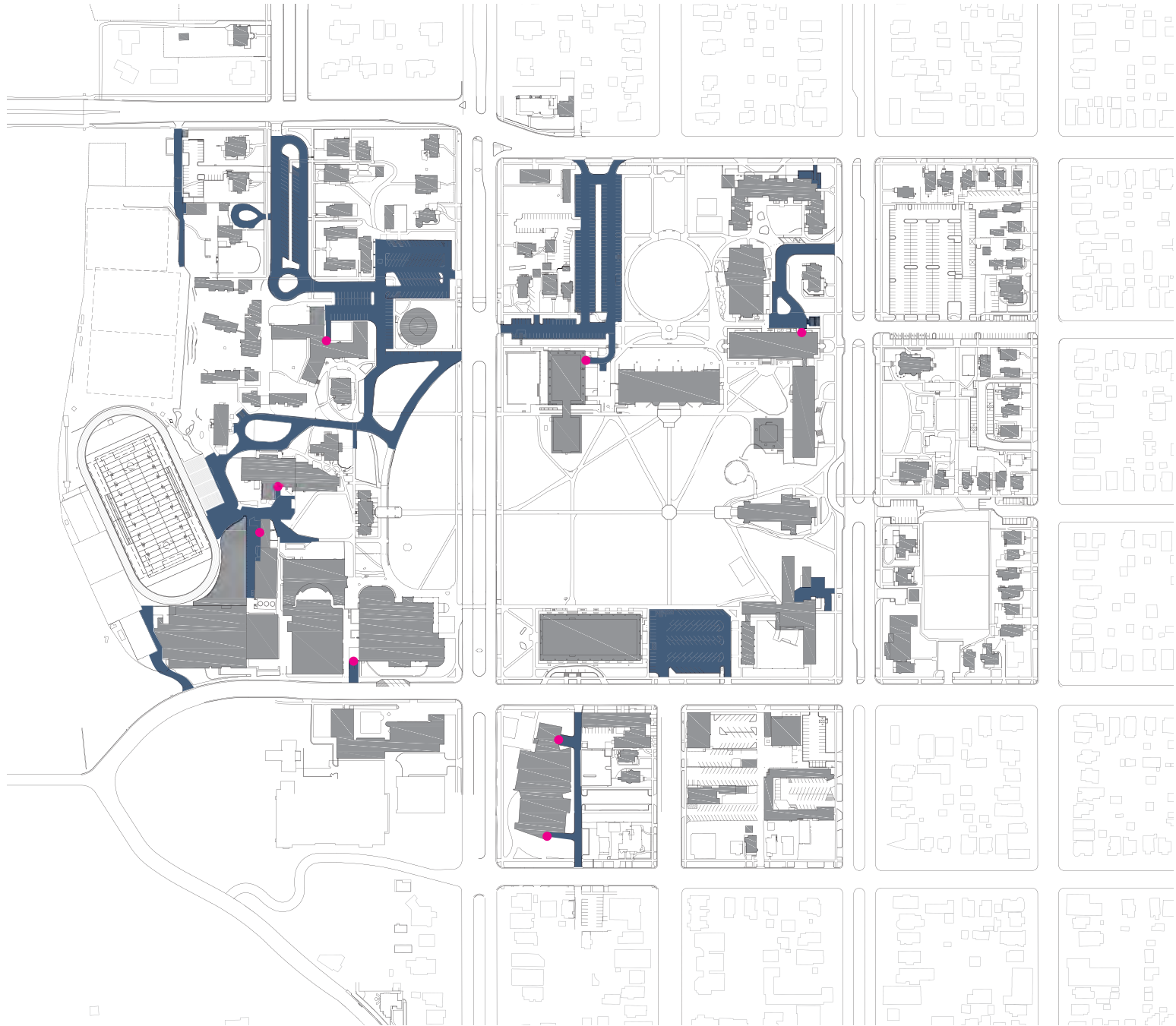


ARMSTRONG LOT



NORTH QUADRANGLE LOT





- SERVICE ACCESS AREAS
- LOADING DOCKS

EXISTING SERVICE ACCESS

SERVICE ACCESS

Service access is the necessary for functional activities that support the College's mission. The nature of service involves delivery and service vehicles, waste and materials handling and building and site maintenance. The service access at the Colorado College is typically located close to roadways, minimizing the pedestrian-vehicular conflicts. The access to the remote area of Western Ridge presents a significant pedestrian-vehicular conflict as well as visual disturbance at the west side of main quadrangle. Service areas should be visually integrated to or isolated from the pedestrian experience. The service function should be shared with multiple buildings if possible to minimize the overall footprint.



SERVICE AREA AT BEMIS HALL



SERVICE AREA AT TUTT LIBRARY



STREET MEDIAN: NORTH NEVADAE AVENUE



STREET MEDIAN: NORTH CASCADE AVENUE



STREET MEDIAN: NORTH NEVADA AVENUE IN OLD NORTH END

CIRCULATION

CAMPUS GATEWAYS, EDGES AND STREETSCAPES

The campus has an internal focus and lacks clear demarcation offered by gateways. Although the eastern and northern edges successfully blend into the adjacent residential neighborhoods due to the scale of buildings, the College does not physically indicate the campus boundary. The lack of demarcation may cause confusion to visitors and neighbors. Streetscapes are not coherent.

Streetscape

- Streetscape is inconsistent; tree species and spacing are random.
- The medians within the campus along North Nevada and Cascade Avenues are cluttered with coniferous trees and plant beds. The median on North Nevada Avenue in the historic Old North End, just north of the campus, better exemplifies the simple and coherent median with deciduous trees and turf.

Edges

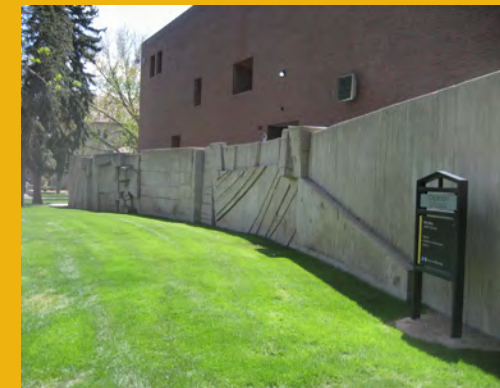
- The siting of existing buildings loosely suggests wider setbacks along the Primary Streets and narrower setbacks along the Secondary Streets. Although consistent setbacks appear to exist, buildings are not sited to form effective edges. The tall site wall such as the one in front of Olin Hall along North Nevada Avenue creates undesirable not only visual but physical barrier, especially when the face of the building is not located along a street.

Gateways

- No clearly identifiable gateways exist on campus. The historic axis of Palmer Hall and North Tejon Street is interrupted by unsightly parking lot. The lack of safe crosswalk in front of the pedestrian gates along East Uintah Street makes the North Quadrangle area a less prominent gateway into the campus.



Streetscape: Sidewalk at North Cascade Avenue



Edge: Wall at Olin Hall



Gateway: Armstrong Parking Lot at North Tejon Street

ARCHITECTURE

Colorado College has a distinguished faculty, a super charged student body, and a beautiful campus in a spectacular setting. The purpose of the master plan is to build upon past achievements to reach the School's fullest potential in building and maintaining the highest level of liberal arts education in the country.

ACADEMIC/CLASSROOM

Excellence in learning and teaching is the College's highest priority, and the quality and supply of its academic and classroom resources is critical to the College's continuing success. The College is currently designing and building a greatly expanded library in the heart of the campus, recognizing the continuing importance of receiving and storing knowledge by traditional means along with the most advanced methods of digitally based research and access. The library maintains its symbolic, operational, and social importance, supporting the Block Plan's inherently high demand on classroom and laboratory space, and the need to provide adequate office space for faculty and staff in critical support of the academic mission.

THE RESIDENTIAL CAMPUS

Colorado College is unique among colleges and universities in that the vast majority of its students live on campus. The nature of the Block Plan depends on the integration of academic and social needs in order to enhance the academic experience through all aspects of student life. The residential nature of the campus places great importance on a high quality pedestrian environment and safety, while reducing the presence and importance of the automobile both practically and symbolically in the everyday lives of the campus community.

THE BLOCK PLAN

Colorado College has chosen to support a relatively unique method of learning and development based on the Block Plan, where professor and students make in depth studies of a single topic in relatively short terms. Prior Master Plans have explored some of the physical changes that may be required in classrooms, lounges, and departmental offices to effectively serve the needs of the Block Plan. The need is for a dedicated space for a full morning session, with smaller and more divisible spaces allocated for impromptu work sessions and private or small group study. The Block Plan supports in depth learning and discovery as a part of the academic





mission and requires a more open and flexible plan than the standard classroom. Since the Block Plan was instigated at Colorado in 1970, many institutions of higher education have instigated at least aspects of this curriculum and academic organization. An aspect of this kind of study is the need for well-developed traditional academic resources in balance with more fluid and discovery-based resources.

These needs also extend to residential requirements, with a strong need for community life in apartment-style units across the campus, and possible grouping of students with similar academic and social interests. These needs extend into the landscape, where intimate outdoor spaces must be balanced with the major axes that define the campus and its rich, physical environment. Future planning and development can further support the Block Plan in physical form, providing an easy flow between structured spaces. Goals must include the reduction of the automobile as a major shaper of the campus environment.

The Block Plan works best with centralized office suites, lounges of varying sizes, and breakout spaces that can accommodate differing activities and groups. The Block Plan includes intense study of singular subjects and works best with alternating physical activities. Arts and Crafts, swimming, dancing, farming, and yoga, for example, provide a contrast to the singular activity of the classroom.

The original layouts and geometry of the classrooms in the older structures of the campus do not allow for pedagogies that provide support for different ways of learning and teaching.

PALMER HALL AND TUTT SCIENCE

In the course of our work, we have asked students and faculty which buildings embody a Colorado College ethos for them, and many have responded that Palmer Hall and the more recently completed Russell T. Tutt Science Center carry a strong sense of place and the special character of Colorado College. What is it that makes these buildings of different character and eras emblematic and attractive? The qualities that give these buildings a special sense of place can and should be pursued in new construction.

Palmer Hall’s position on the Tejon Street axis not only makes it central to the campus, but it also powerfully receives and extends this axis into the larger Colorado Springs community. The scale, proportions, color, and texture of the building add to its presence as a significant place maker on this part of the quad. The extensive and skillful use of Colorado red sandstone on an otherwise Romanesque structure gives a strong sense of nearby geology and the building’s location at the foot of the Rockies. The well-proportioned spaces with high windows provide a sense of order and hierarchy that mark the building as emblematic of a long academic tradition enhanced by the use of a beautiful local building material.

The Tutt Science Building, loosely organized like Palmer but taller, and with a more active and lively interior, makes up for the lack of extensive exterior stone facing (now considered too expensive) with views out to the surrounding mountains with lots of glass and a much more open plan. The mix of classroom and social spaces is more responsive to the needs for individual and small group study that support the Block Plan and provide a sense of open inquiry and exchange that support the innovative curriculum of the College. The extensive glass, open levels, color, and open ended corridors provide natural light and joy in the academic pursuit. Set alongside the prominent north/south axis through the middle of campus, the building begins to provide shape and character to the North Quadrangle. Its exterior design is highly successful at being respectful of its historical context and contemporary construction.

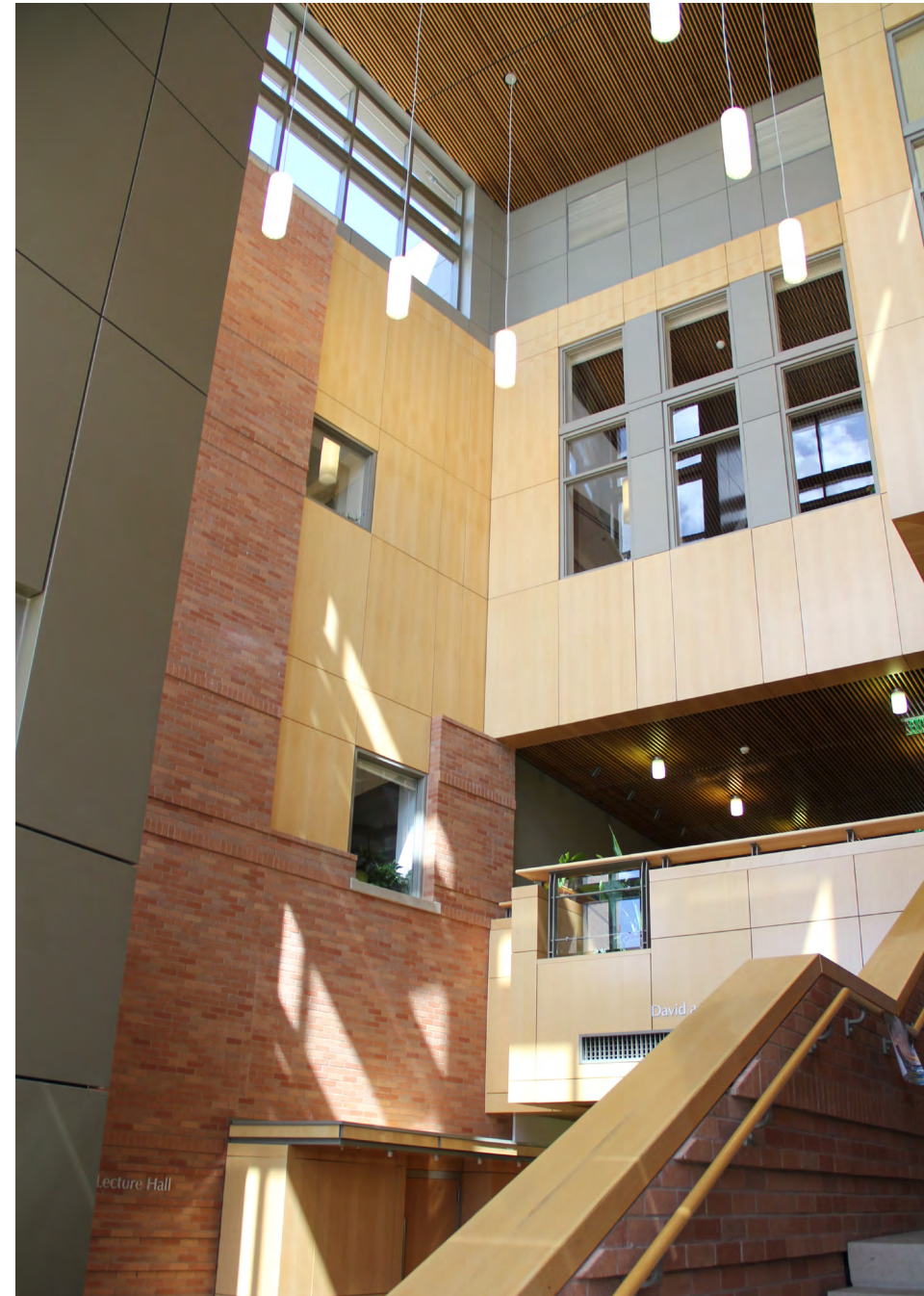
HISTORIC CHARACTER OF CAMPUS ARCHITECTURE

Buildings at the College have grown from the circumstances and times of their making, not from a predetermined style. The program, adjacency, views, massing, and materials of each structure tend to be unique. At their best, they demonstrate singular authenticity and purpose. The major buildings surrounding the quad demonstrate a community of academic interests and aspiration over time. This varied character should be continued with new buildings proposed in this master plan. Buildings should be designed with consideration of their neighbors, minimizing blocked views to Pikes Peak in particular. Continued use of Colorado red sandstone should be explored. Other colors of stone should be avoided to retain the specialness of this place. Designs can look to Tutt Science as an example of utilizing this characteristic material as an accent. Where brick is utilized, its color should harmonize with the red sandstone. New buildings should not be designed in historicist styles, rather they should be demonstrative of our current time with didactic elements showcasing sustainability measures in order that the buildings continue the tradition of architecture and campus as a teaching tool.



KEY FINDING: BUILDING CHARACTER

Buildings at Colorado College have grown from their surroundings, not from a predetermined style. The program, adjacency, views, massing, and materials of each structure tend to be unique. This tradition should be continued.



LANDSCAPE



1889 VIEW OF CUTLER HALL (CONSTRUCTED IN 1880)



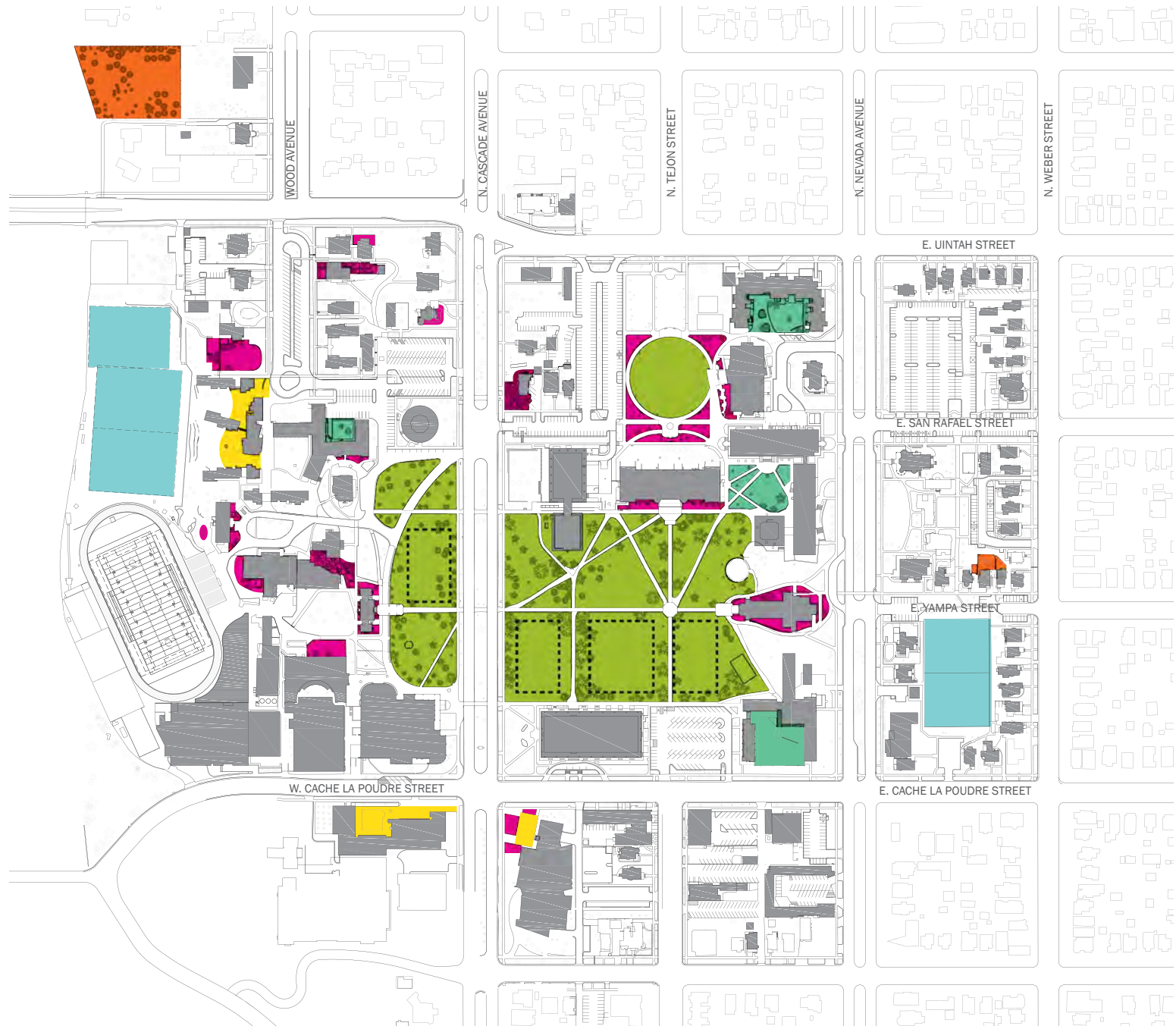
1927 VIEW OF PALMER HALL (CONSTRUCTED IN 1904)



1890 COLORADO SPRINGS

CURRENT CAMPUS

LANDSCAPE



- QUADRANGLES
- COURTYARD
- PLAZAS
- GARDENS
- EXPERIMENTAL SPACES
- RECREATIONAL FIELDS
- INFORMAL FIELDS

LANDSCAPE

OPEN SPACE TYPES

The campus landscape is quite diverse in its overall character and use. In many cases the character of a campus open space reflects its location, size and use. While diverse in character and type, the Colorado College campus landscape is heavily used and well maintained.

The Colorado College campus has a significant amount of open space that can be categorized into five landscape types. These spaces, while not well connected physically or visually, do provide the landscape in which the life of the College takes place and are vitally important. The Master Plan has identified the following open space types:

Trees and Lawn

The Colorado College campus character is predominantly defined by a collegiate landscape of large canopy and coniferous trees, open lawns, and pedestrian walks which form the underlying fabric that connects and shapes the campus experience. College buildings and facilities are grounded within this campus fabric, framing campus open spaces, streets, and pedestrian corridors.

Quadrangles

The quads act as open-air, central gathering spaces for the academic and residential community. They also add a coherent setting for a stylistically diverse range of surrounding buildings. They are a remarkably flexible form of space carefully laid out to convey a strong sense of the whole, while subtly forming subdivisions that allow a multiplicity of uses.

The most prominent, enduring, and emblematic is the Main Quadrangle. Its particular sense of permanence, high visibility, and use are not attributed to its size and central location alone, but also to the academic buildings framing the gracious lawn and mature canopy and coniferous trees. A central promenade and multiple crisscrossing walks carry some of the highest levels of campus pedestrian movement. The predominant axis of Cutler Hall and Shove Memorial Chapel make the Main Quadrangle the physical and symbolic heart of campus. The essence of the Main Quadrangle landscape, that of a classic American college campus of the 1800's that Palmer used as precedent, should be preserved and enhanced through priority maintenance regimes to protect the vitality of trees and lawn. Open views along the central axis between Cutler Hall and Shove Memorial Chapel should also be preserved.

The North Quadrangle lacks the enduring qualities of the Main Quad and

has a more contemporary feel to it. It is also somewhat underutilized, except as passive playfield bisected by an unpaved pedestrian desire line. The surrounding planting of small trees and grasses is one of the few native xeric landscapes on campus. The North Quad has the potential to embody similar qualities to the main quad, such as generosity of size, a higher quality of materials, and a design reflective of its unique use and campus context.

Plazas

A plaza is a paved space, framed by buildings or planting, that is robust and capable of serving a variety of uses by virtue of its surface and design for flexibility. There are few paved areas which serve as gathering spaces, although many small building forecourts exist.

Gardens

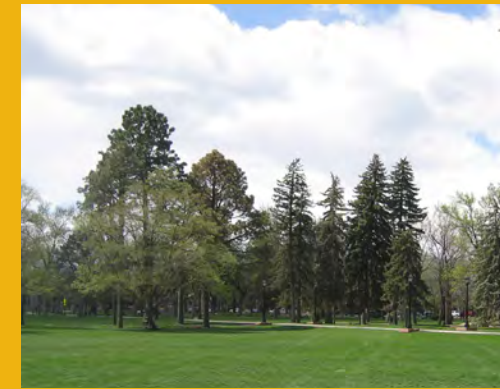
The primary characteristic of a garden is its abundance of planting. It tends to be a more reflective place for individuals or small groups. There are many small thematic gardens equitably distributed throughout the campus. Gardens have a significant value as a source of restoration to the campus community.

Fields

Fields are found campus-wide and are intended for athletics and multiple recreational uses that support student life. Athletic and recreational land-uses are designed within a park-like setting with canopy trees and walks that surround playing fields. The park-like setting recalls the character of the Main Quadrangle with canopy trees at the perimeter and open fields in the center. Large playing fields preclude dense development but buildings are sited in ways that optimize the use of available land and create orderly and purposeful patterns of playing fields, paths and roads. The high maintenance of natural turf is a concern of the College. The College is considering the use of artificial turf.

Experimental Spaces

Gardens on the east campus and the Colorado College Farm behind the President's House provide an opportunity for students to directly engage the landscape and experiment with small-scale agriculture. These spaces provide a welcome relief from the intensity of the block plan for many students.







Trees and Lawn



Quadrangles (Main Quadrangle)



Quadrangles (North Quadrangle)



Plaza (Cossitt Hall)



Plaza (Labyrinth)



Gardens (Tutt Science Center)



Gardens (Xeric Garden)



Experimental Spaces
(Colorado College Farm)



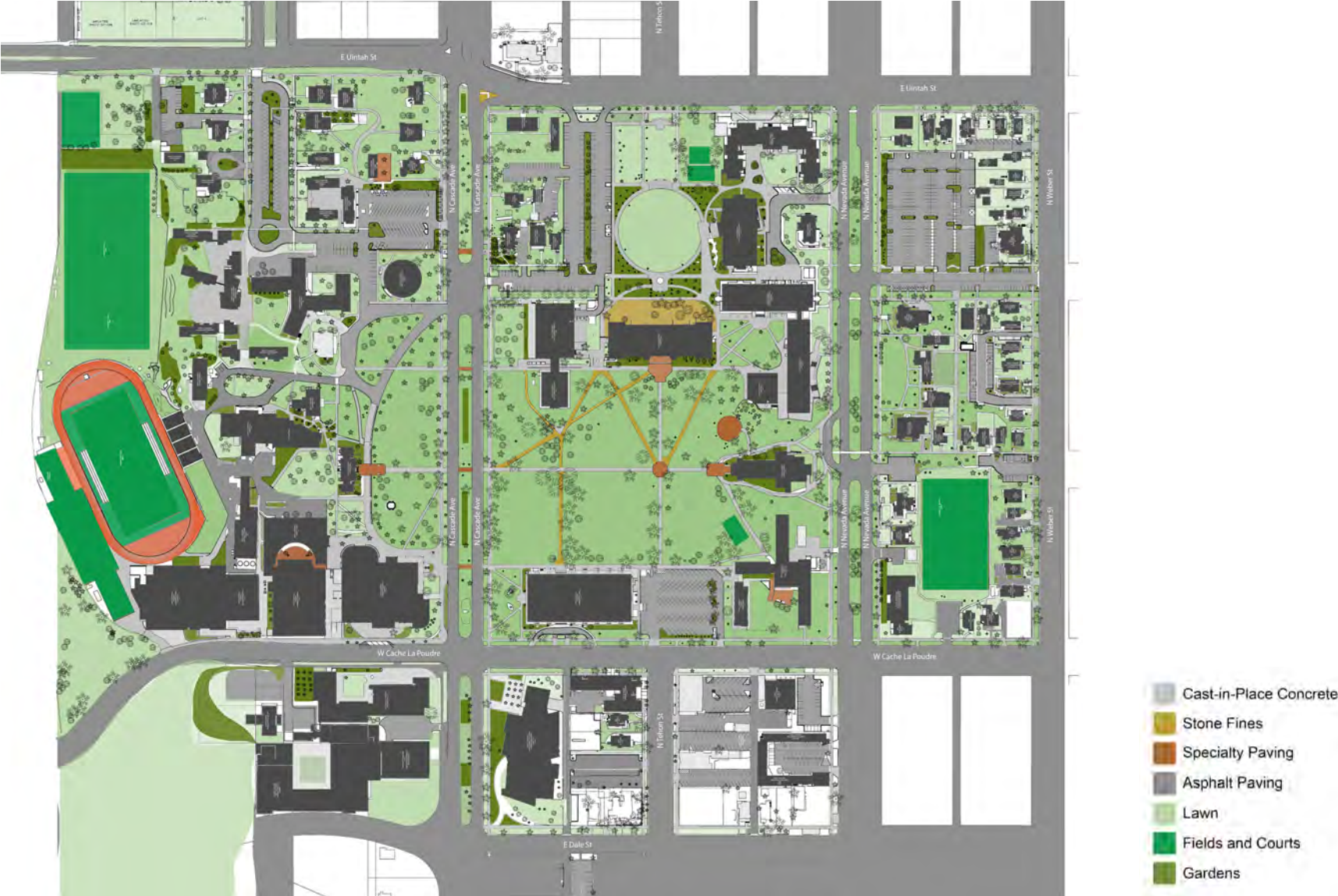
Experimental Spaces
(East Campus)



Fields (Autry Field)



Riparian Corridor



EXISTING SITE MATERIALS

PAVING MATERIALS

The campus has numerous paving materials and applications. This wide palette produces a visual incoherence campus-wide. The following paving materials were observed on campus:

Cast-in-place Concrete Paving

Broom-finish concrete is the predominant paving material across campus. Some prominent plazas and corridors have sandstone bands integrated to the paving. Stamped and colored concrete that resembles natural stone paving is also found in the Main Quadrangle. Although it is economical, the maintenance and repair of such concrete could be challenging.

Stone Fine Paving

The looseness of stone fines is ideal in areas that desire softer appearance. They are suited for light foot traffic since over-compaction

could be an issue for stormwater infiltration. The lack of edging or curbing often results in erosion, rutting and deterioration of the adjacent turf particularly in high foot traffic areas such as the Main Quadrangle, compromising accessibility and imparting an informal and less refined appearance.

Specialty Pavers

Wide variety of natural stone pavers are used in limited quantities. The paver materials are often associated with the adjacent buildings.

Asphalt Paving

Asphalt paving is used in parking lots and roadways. Although asphalt paving is durable and economical, there are wide range of finishes, colors and aggregate sizes on campus resulting in additional inconsistency of the campus character.



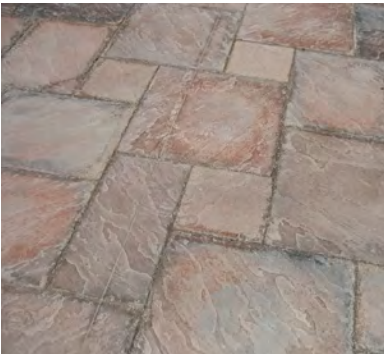
Cast-in-Place Concrete (Some are tinted to match adjacent building)



Cast-in-Place Concrete with Sandstone Bands



Cast-in-Place Concrete with Exposed Aggregate Finish



Cast-in-Place Concrete with Stamp Finish



Specialty Pavers: Clay Pavers at Crosswalk Curb Cut



Stone Fines



Specialty Pavers: Sandstone Pavers



Specialty Pavers: Granite Pavers



Specialty Pavers: Brick Pavers



Asphalt Paving

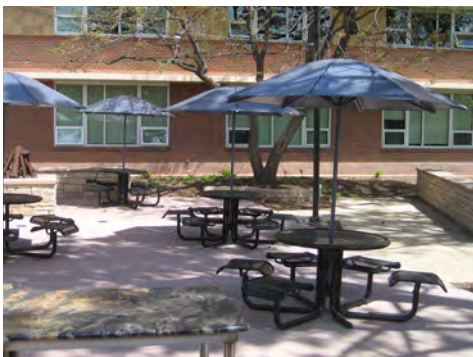
PAVING



Benches - Metal



Bench - Concrete



Picnic Tables



Picnic Tables



Movable Tables & Chairs



Trash / Recycling Receptacles



Bike Racks



Planters



Removable Bollards



Fixed Bollards



Bollard Light



Pole Light

SITE FURNISHINGS

The campus has a fair variety of site furnishings across campus. The following site furnishings are observed on campus:

Benches

Black metal bench is the predominant furnishing on campus. Some concrete benches are also prevalent. Metal bench is desirable for the longevity. However, wood seating should be considered for the user comfort. Benches are often set in various ways. A large concrete pad in lawn and stone fines is excessive and unsightly. Such an installation of footing should be avoided.

Picnic Tables

Picnic tables have a wide variety on campus. Black metal picnic table with a parasol, as seen at Slocum Hall, is a durable and comfortable picnic table. Metal and composite wood picnic table appears artificial and does not complement the natural beauty of the site. Picnic tables have a greater opportunity to be site-specific and complement the surrounding architecture and landscape. Custom tables with local materials should be considered.

Movable Tables and Chairs

Black metal tables and chairs are not stylistically coherent with the rest of furnishings.

Trash / Recycling Receptacles

Black ribbon style receptacles have consistent appearance across campus. Where high volume of waste is expected adjacent to food service areas, BigBelly style trash compactor should be considered.

Bike Racks

The majority of bike racks are made of galvanized steel pipe and set on various types of surfaces. Black-painted racks are visually subtler than the galvanized finish. Bike racks should be located on hard surfaces where pedestrian circulation is not obstructed.

Planters

Terra cotta planters appear too bright in comparison to the building materials. Planters need intense care and maintenance. They should be avoided if unnecessary.

Removable / Fixed Bollards

Bollards have a consistent appearance across campus.

Bollard Light

Bollard lights have a consistent appearance across campus. Bollard lights are less efficient for light distribution and less durable than pole lights. They should be replaced with pole lights if possible.

Pole Light

Numerous pole lights are set on a sandstone base which gives a unique local character. The light fixture should be examined whether more energy efficient light source such as LED could be replaced on the existing fixtures.

Signage



The campus has a good consistency of physical appearance. However, the graphic design is not user-friendly. Signage and Wayfinding should be studied in a separate project.

A more unified campus landscape can be achieved through the consistent use of site furnishing from a more limited palette of manufacturers, designs, and finishes. The visual distinction of campus ceremonial public spaces from the more informal or semi-private spaces can be enhanced through the use of coordinated groups or “families” of site furnishings.

The dark and metallic palette of existing site furnishings is visually cold. They should be replaced with more refined, visually warm and durable furnishings that represent the local character and a leading liberal arts college.

Placement of site furnishings is of particular importance to ensure that they enhance social gathering spaces and do not impede the visual and physical connections within the campus.



-  DECIDUOUS TREES
-  EVERGREEN TREES

EXISTING TREES



DECIDUOUS TREES



EVERGREEN TREES

PLANTING

The campus has a diverse collection of trees, some planted over a century ago. Two thirds of the trees are Colorado natives and the other third is equally divided amongst U.S. native and introduced species. They are one of the greatest assets to give the College the impression of longevity and the history of academia in Colorado Springs. They should be well taken care of for the future generations.

Many trees have reached maturity and younger trees have been added over time to supplement the declining trees. The grounds maintenance department has recently identified the declining health of coniferous trees in particular. This decline may be due to a number of factors: reclaimed water use for irrigation, competition between coniferous trees and turf grasses for irrigation water or some pathological cause. Further study is warranted.

The campus utilizes the municipal recycled water for irrigation. Although trees and lawn contribute to the collegiate character, they require a large amount of water to sustain their life. The campus planting should expand water-conserving landscapes since the local ecology is more adapted to xeric environment.



NO	Common Name	Botanical Name	Native Status	Quantity
91	White Fir	Abies concolor	CO Native	14
14	Western Bigtooth Maple	Acer grandidentatum	CO Native	2
15	Boxelder	Acer negundo 'Sensation'	CO Native	2
72	Sienna Glen Maple	Acer x freemanii	CO Native	1
69	Saskatoon Serviceberry	Amelanchier alnifolia	CO Native	5
22	Western Catalpa	Catalpa speciosa	CO Native	4
42	Hackberry	Celtis occidentalis	CO Native	18
12	Autumn Purple Ash	Fraxinus americana	CO Native	5
8	Ash	Fraxinus pennsylvanica	CO Native	114
57	Patmore ash	Fraxinus pennsylvanica'Patmore'	CO Native	
43	Honey Locust	Gleditsia triacanthos	CO Native	33
76	Sunburst Locust	Gleditsia triacanthos inermis	CO Native	2
85	Upright Junipers	Juniperus	CO Native	130
28	Crabapples	Malus	CO Native	53
17	Brandywine Crabapple	Malus Brandywine	CO Native	6
13	Becktel Crabapple	Malus ioensis	CO Native	0
49	Crabapple,Louisa	Malus 'Louisa'	CO Native	4
61	Crabapple,Prariefire	Malus 'Prariefire'	CO Native	3
63	Crabapple, Profusion	Malus 'Profusion'	CO Native	2
66	Red Barron Crabapple	Malus 'Red Barron'	CO Native	2
68	Crabapple, Sargent Tina	Malus 'Sargent Tina'	CO Native	3
74	Crabapple, Spring Snow	Malus 'Spring Snow'	CO Native	9
34	Engelmann Spruce	Picea engelmannii	CO Native	3
25	Colorado Blue Spruce	Picea pungens	CO Native	118
60	Ponderosa Pine	Pinus ponderosa	CO Native	173
18	Bristlecone Pine	Pinus aristata	CO Native	5
59	Pinion Pine	Pinus edulis	CO Native	182
48	Limber Pine	Pinus flexilis	CO Native	6
27	Cottonwood	Populus deltoides	CO Native	7
64	Aspen	Populus tremuloides	CO Native	0
21	Canadian Red Cherry	Prunus virginiana	CO Native	3
31	Douglas Fir	Pseudotsuga menziesii	CO Native	41
39	Gamble Oak	Quercus gambelii	CO Native	4
2	American Elm	Ulmus americana	CO Native	66
86	Valley Forge Elm	Ulmus americana 'Valley Forge'	CO Native	1
10	Autumn Blaze Maple	Acer freemanii	US Native	7
73	Silver Maple	Acer saccharinum	US Native	48
75	Sugar Maple	Acer saccharum	US Native	3
56	Ohio Buckeye	Aesculus glabra	US Native	4
11	Autumn Brilliance Serviceberry	Amelanchier x grandiflora	US Native	21
32	Eastern Redbuds	Cercis canadensis	US Native	14
82	Thornless Cockspur Hawthorn	Crataegus crus-galli inermis	US Native	16
87	Washington Hawthorn	Crataegus phaenopyrum	US Native	39
92	Winter King Hawthorn	Crataegus viridis 'Winter King'	US Native	10
83	Toba Hawthorn	Crataegus x mordenensis 'Toba'	US Native	10
46	Kentucky Coffee Tree	Gymnocladus dioicus	US Native	2
84	Tulip Tree	Liriodendron tulipifera	US Native	1
1	Alberta Spruce	Picea glauca	US Native	2
62	Princess Kay Plum	Prunus nigra 'Princess Kay'	US Native	3
58	Pin Oak	Quercus	US Native	0
77	Swamp White Oak	Quercus bicolor	US Native	5
19	Burr Oak	Quercus macrocarpa	US Native	13
24	Chinkapin Oak	Quercus muehlenbergii	US Native	4
53	Red Oak	Quercus rubra	US Native	48
7	Aborvitae	Thuja occidentalis	US Native	1
3	American Linden	Tilia americana	US Native	40

5	Amur Maple	Acer ginnala	Introduced	8
44	Japanese Maple	Acer palmatum	Introduced	4
55	Norway Maple	Acer platanoides	Introduced	14
29	Crimson Sentry Maples	Acer platanoides	Introduced	2
30	Norway Maple	Acer platanoides 'Debra'	Introduced	2
33	Emerald Queen Maples	Acer platanoides 'Emerald queen'	Introduced	2
81	Tatarian Maple	Acer tataricum	Introduced	10
80	Tatarian Maple	Acer tataricum	Introduced	
65	River Birch (Asian White Birch)	Betula platyphylla	Introduced	5
89	Weeping Siberian Peashrub	Caragana arborescens 'Pendula'	Introduced	7
26	Contorted Filbert	Corylus avellana	Introduced	3
67	Russian Olive	Elaeagnus angustifolia	Introduced	1
40	Golden Raintree	Koelreuteria paniculata	Introduced	18
88	Weeping Mulberry	Morus alba	Introduced	2
9	Austian Pine	Pinus nigra	Introduced	36
70	Scotch Pine	Pinus sylvestris	Introduced	4
79	sycamore	Platanus acerifolia	Introduced	1
90	Weeping Snow Fountain Cherry	Prunus 'Snow Fountain'	Introduced	0
6	Apricot	Prunus armeniaca	Introduced	2
52	Newport Plum	Prunus cerasifera	Introduced	4
23	Cherry	Prunus cerasus 'Montmorency'	Introduced	3
50	Cherry	Prunus cerasus 'Montmorency'	Introduced	3
54	Northstar Chery	Prunus cerasus 'North Star'	Introduced	1
4	Amur Chockcherry	Prunus maackii	Introduced	4
20	Callery Pear	Pyrus calleryana	Introduced	17
16	Bradford Pear	Pyrus calleryana	Introduced	0
36	English Oak	Quercus robur	Introduced	1
35	English Columnar Oak	Quercus robur 'Fastigiata'	Introduced	2
51	Mountain Ash	Sorbus aucuparia	Introduced	5
78	Swedish Whitebeam	Sorbus intermedia	Introduced	2
45	Japanese lilac tree	Syringa reticulata	Introduced	37
37	European Linden	Tilia europea	Introduced	22
38	Frontier Elm	Ulmus 'frontier'	Introduced	2
71	Sibrian Elm	Ulmus pumila	Introduced	19
41	Ash	duplicate		
47	Duplicate-tree lilac-45			2
				1557

KEY FINDINGS

The key findings identified during the analysis of the campus landscape reveal the best qualities of the campus as well as the areas that need improvement.

	QUALITIES TO BUILD UPON	AREAS NEEDING IMPROVEMENT
CAMPUS CONTEXT	<ul style="list-style-type: none">• An urban campus within a metropolis• Abundant natural ecosystems in surrounding area• Historical character• Views to Pikes Peak ground the campus to its unique location	<ul style="list-style-type: none">• Enhance campus frontage on East Cache La Poudre Street and North Tejon Street corridor.
CAMPUS ORGANIZATION	<ul style="list-style-type: none">• Clearly defined campus center• Smooth transition to the neighboring residential neighborhood through the college’s residential cottages in East Campus	<ul style="list-style-type: none">• Lack of clear cross-campus pedestrian corridors• Need for smaller intimate outdoor spaces
CAMPUS INFRASTRUCTURE	<ul style="list-style-type: none">• Historically significant architecture e.g. Cutler Hall• Quality of new buildings e.g. Tutt Science Center	<ul style="list-style-type: none">• Pedestrian and vehicular conflicts within circulation• Too much surface parking within the campus
CAMPUS LANDSCAPE FABRIC	<ul style="list-style-type: none">• Robust underlying landscape structure• Excellent backbone for an arboretum• Abundant Open Space• Mature specimen trees; diverse, well maintained collection	<ul style="list-style-type: none">• Limited utilization of the existing open space• Inconsistent campus character – lack of seamless blending of historic and newer buildings
MATERIALS, FURNISHING & SIGNAGE	<ul style="list-style-type: none">• Consistent pedestrian lighting in Main Quad• Variety of building styles and materials is a poetic representation of the diverse academic pursuits of the college	<ul style="list-style-type: none">• Diverse, inconsistent paving materials and furnishings throughout campus contributes to lack of cohesion and clarity• Signage and wayfinding lacks consistency and coherence
CAMPUS AND COMMUNITY	<ul style="list-style-type: none">• Diversity of edge conditions along campus perimeter allows access to various communities• Autrey Field and the surrounding cottages provide an ideal transition from gown to town	<ul style="list-style-type: none">• Edge enhancement, ceremonial gateways, engage community in campus landscape

V. WHAT WE HEARD

V. WHAT WE HEARD

CAMPUS ENGAGEMENT

Engaging the lively student body, faculty, and administrative staff in a conversation about their vision of campus was a high priority for the Campus Planning Team from the outset. Throughout the 10 months that our team worked on the project, we held roughly 30 meetings with various stakeholders and gathered a considerable amount of information to move our work forward and make sure we were focusing on all aspects that needed future development and improvement. In attempts to get an array of responses and to get people looking at and thinking about Colorado College in a different way, we used several types of engagement, including drawing, mapping, open discussion and hands-on interaction. The endlessly creative and articulate students, faculty and staff with whom we spoke rose to the occasion and provided insightful and useful input that we have incorporated into our recommendations for the campus master plan.

STUDENTS

Student input was key to understanding the nuanced function of Colorado College. Using a variety of activities to elicit their responses proved both fruitful and fun.

Mapping

During our first meetings with the students we asked them to draw a campus map that showed their typical daily path. Several students then presented their drawings. Each student expressed how much their path changes throughout the year, particularly winter versus spring. Although each student had a unique way of getting to their classes there were several similarities that all of the paths shared; most students made an effort to walk through the main quad to get to their destinations, since this was such an enjoyable and efficient thoroughfare. Every student's path also passed through Worner at some point during the day. One student described Worner as a "slingshot" which he would fly in and out of at several points during the day.

Themed discussions

We asked students to consider several questions that related to the master plan principles. We posed these in an open discussion and recorded the students' answers and observations.

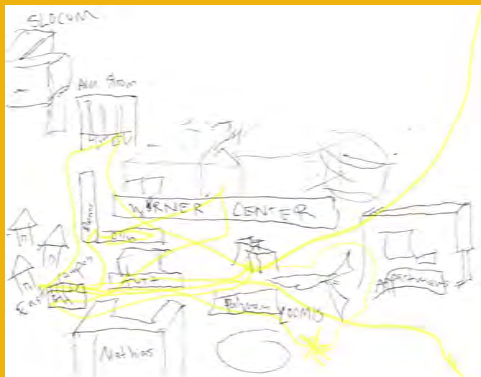
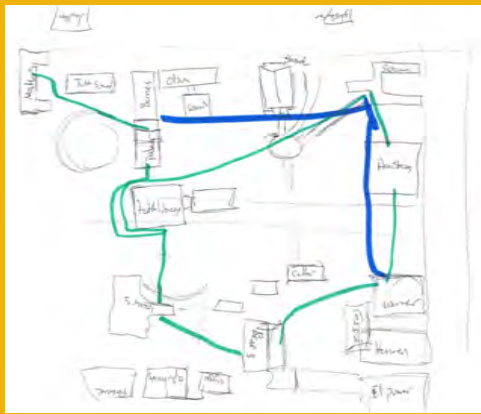
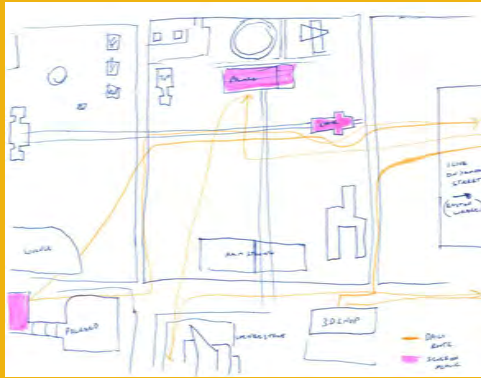
Sense of Place - When asked "How can campus build on its particular "sense of place?", the students first identified the locations on campus which resonated most with them. These were the front of the Preserve and Alumni Plaza, the upper floor of Slocum Hall, Palmer Hall and the



Students mapping their paths



Student maps overlaid on one another



Student Cognitive Maps

East/West corridor through campus, because of its historic nature. They further described the qualities of Palmer, Shove and Cutler, the red local rock, their feeling of permanence and solidity as historical and regal. The students like the way that these buildings in particular connected them to the students before them, they reminded the students of the history of Colorado College. Students also agreed that the academics at the College emphasized a sense of place by focusing on geology, sustainability and ecology of the surroundings. The students felt that the visibility of parking lots throughout campus was one thing that detracted from the sense of place they felt.

Block Plan - When asked what aspects of campus reflected the block plan, students initially struggled a bit more to describe how this was embodied by physical aspects of campus. Several students mentioned the Tutt Statue was a good example, others mentioned the mass migration to Worner at the lunch hour as a unique pattern of activity that is a direct response to the block plan schedule. Outdoor spaces for recreation, such as Autrey Field, are critical to the block plan.

Innovation & Sustainability - Most students that we spoke with felt very strongly about promoting and celebrating innovation and sustainability on campus. The student body is keenly aware of the sustainability movement and wish to incorporate meaningful and long term methods into the buildings and landscapes of campus. The students suggested making initiatives already in place much more visible, as many do not know all the steps the College has taken to become a more environmentally conscious campus. Signage that describes these projects was one suggestion for increasing visibility. Several students felt that Tutt Science was a good contemporary example of a building that incorporated LEED strategies effectively however they felt that Cornerstone, even though it is a LEED certified building, does not embody the economy of space and use that defines a truly sustainable building. Honnen Ice Rink, which is responsible for a large chunk of the College's electric bill was seen by several students as a counterweight to moving the College toward a more sustainable future. A student also reminded the group that economic and social sustainability were important aspects to consider as well. In terms of innovation, the students all wished to foster an environment where accidental social interactions were encouraged, where impromptu discussion was promoted to enhance the inquisitive nature and rigorous imagination of the student body. They wanted campus to be fun and thought by encouraging innovative thought through playful engagement it could lessen the "gravitas" of the school.



WHAT WE HEARD

STUDENT ENGAGEMENT



24 Hour Campus - The students described Colorado Springs as the city that always sleeps. For this reason, they wanted a place on campus that was open 24 hours. While the Library is the center of nighttime activity, it is mostly a quiet refuge for studying and doesn't support some of the social activities that students are searching for. They wanted more places to eat and study, to hang out in groups or have a space to themselves. They mentioned a bar and fire pits for hanging out and encouraged weekend activities that would bring the different dorms together. When asked if Worner fit this need the students said that it was a place for waiting, coming and going, that it was too quiet and felt somewhat cave-like or corporate. The students wanted a place that reflected their fun and adventurous spirit and mentioned that there were few 24-hour outdoor spaces where they could gather.

Social Interaction - When asked how the campus might encourage social interaction, the students were full of ideas. Several students pointed out how active the Western Ridge has become, referring to the table behind McGregor where students can gather to study or just hang out. The patio outside of the Preserve is also a favorite destination where students can eat, study, chat or watch a soccer game on the field below. While Worner is the center of daytime activity and acts as the nucleus of campus, the students again agreed that it could be improved to foster the serendipitous social interactions that spur the transfer of ideas. The Library is the center of nighttime activity and students were very excited that this aspect of the Library addition and reprogramming would be enhanced.

PLACES

In order to get a better sense of the students' impressions of the physical aspects of campus, the planning team brought out a large campus map and asked them to answer questions by placing colored dots on specific places and spaces. The questions were as follows:

- Which campus places do you like the most?*
- Which campus places do you like the least?*
- Which campus places best reflect the sense of place?*
- Which campus places best reflect the block plan?*
- Which campus places offer the most opportunity?*



STUDENT ENGAGEMENT

WHICH CAMPUS PLACES DO YOU LIKE MOST?

Students identified The Preserve and Palmer as favorite places, they also identified a couple of language houses, the trellised table behind McGregor, El Pomar and Cornerstone among some of their favorite spaces. These dots were the most spread out and showed less consensus than the other responses.



WHAT WE HEARD

STUDENT ENGAGEMENT

There was more consensus with these spaces and places. Among the least liked were Olin, Armstrong, Boettcher, Mathias and CC Inn. Almost every parking lot was identified with a red dot, particularly the Armstrong lot.

WHICH CAMPUS PLACES DO YOU LIKE LEAST?



STUDENT ENGAGEMENT

WHICH CAMPUS PLACES BEST REFLECT A SENSE OF PLACE?

The iconic buildings surrounding the quad, and including the quad were all identified as reflecting sense of place, namely Palmer, Shove Chapel, and Cutler. The Flagpole outside of Worner, Tutt Science, the Farm and the Preserve were also identified.



WHAT WE HEARD

STUDENT ENGAGEMENT

Worner Center had the most votes for reflecting the block plan with Yampa field in close second. Students seemed to identify more outdoor spaces as reflections of the block plan than they did with the other questions.

WHICH CAMPUS PLACES BEST REFLECT THE BLOCK PLAN?



STUDENT ENGAGEMENT

WHICH CAMPUS PLACES OFFER THE MOST OPPORTUNITY?



Specific opportunities for improvement identified were:

- Better views without additional stories on buildings
- Pikes Peak as “fourth wall”
- More use of local materials in buildings and landscapes
- Landscaping as versatile and unique ecosystem, cultivate a sense of place, reduce water usage
- More formal and informal venues to showcase student work in accessible and non-threatening environment
- Opportunities for accidental collaboration, more outdoor classrooms
- Northeast block of campus could be better utilized
- More community involvement, possibly through student organizations
- View from West trail to campus could be improved, metal fence to separate city from school not best solution
- More all campus event space
- Parking lots could be minimized
- Lots of great non-academic programs that are not advertised or visible, could be more cohesive
- Better utilize open space (circle) at Uinta
- Perimeter of campus could be improved and blended with city
- Improve connection to downtown
- CC Inn is run down and not respected
- Armstrong, Olin, and Boettcher are in need of improvement

INTERACTIVE MAP

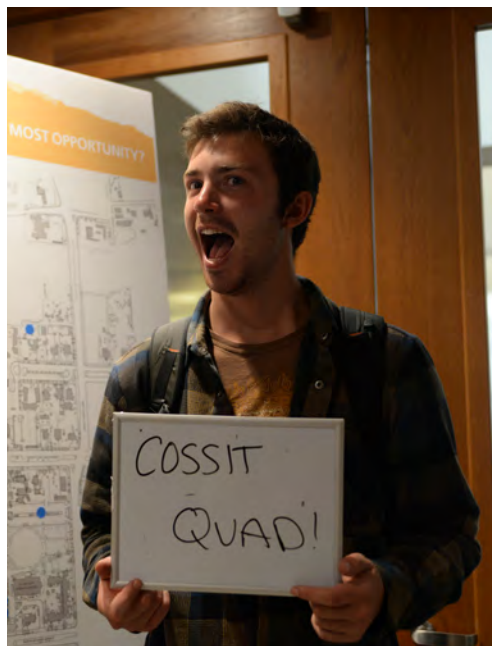
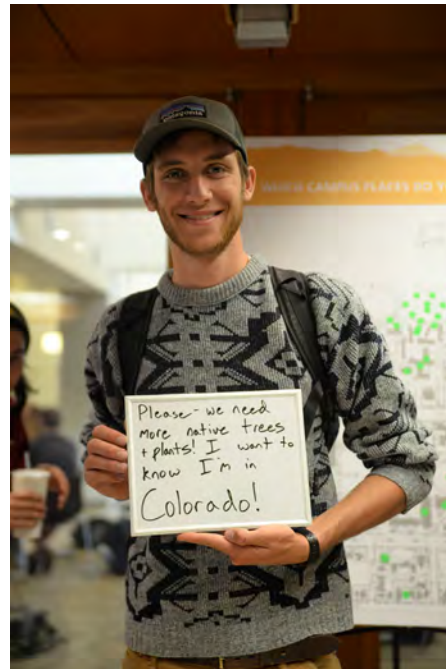
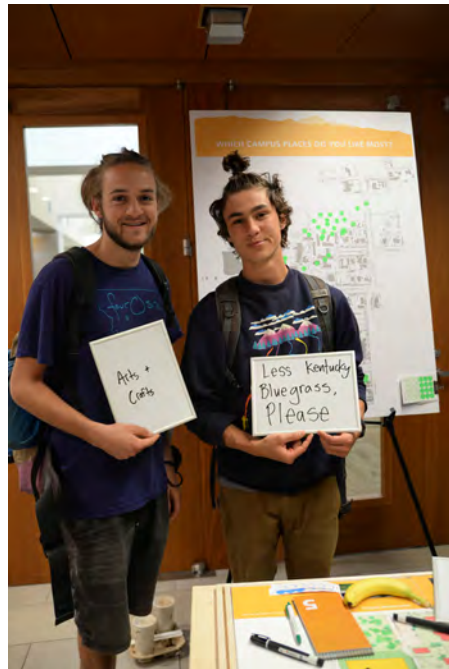
Once the team had begun sketching out ideas for the Master Plan, it was important to us that we bounce future thoughts and plans off of the campus community. We decided that a great way to do this was through an interactive map, something that people could gather around, touch, move, and discuss at their leisure.

We divided the campus up into 10 smaller sections, each section was a piece in the puzzle that when placed next to each other, created the whole campus. One side of each piece showed the existing campus with several questions regarding future development, to get people thinking about the opportunities of that area of the College. When flipped over, the pieces showed a sketch proposal for that same area with explanations for the proposed initiatives paired with inspirational images to get people's imaginations going. Several exceptional members of the Student Government helped organize, install, and oversee the interactive installation in Worner Student Center, ensuring that students, faculty and staff were able to engage in hearty discussions regarding the master plan.

Along with the 4.5ft x 6.5ft map which was laid on a table that could be accessed on all sides, easels with campus maps were placed around the map, each with the questions about places and sticky dots from earlier meetings. Notebooks and dry erase boards were provided as well, allowing people multiple options for recording their thoughts and opinions. We were happy to see that the students added their own board to elicit feedback, asking the question "What were you surprised by when you came to CC?". Once we had dropped off all of the materials, the students took control of the process, setting the table up for several hours during lunch for four consecutive days. As people began to gather and ask questions, the students running the installation described the master planning process and asked for input. One student even filmed the buzz of activity and conversation generated by this interactive installation that had popped up in one of the most highly trafficked areas of campus - right in front of the Dining Hall.

This activity allowed students, faculty, and staff the opportunity to view the proposals and give their feedback on their own time without the pressure of the planning team looming over them. We believe this helped to create a more visible, campus-wide master planning process, and we received valuable comments from a broader cross-section of campus than we could have otherwise captured through meetings alone.





WHAT WE HEARD

FACULTY ENGAGEMENT



FACULTY

Several meetings with faculty early in the process helped the planning team to hone in on some of the shared concerns of those teaching at Colorado College. Several key topics arose during our conversations that the faculty could all agree were goals that the master plan could build upon.

DESIGN AND EDUCATION

Several faculty members articulated the need to embed education into daily life. As one member said “Good design educates the campus everyday”. As professors, the participants in our meetings strongly believed that the physical campus could help to impart knowledge to all those at the College. They were complimentary towards the varied nature of building typologies and styles on campus, expressing that some buildings required contemplation in order to be understood, such as Packard Hall. They also expressed concern about several buildings that may have outlived their educational purpose and needed some attention or demolition, such as Olin Hall. The faculty expressed a desire to see future development that balanced function with aesthetics, development that contributed to the education of both the school and the greater community. In this vein, the faculty felt that the edges of campus could be places where the College engaged more with the community, siting the filling station that was repurposed into a gallery as one good example.



CREATIVE EXPRESSION

Faculty also agreed that the student body needed places on campus where they could express themselves creatively. They described the system of information exchange at Colorado College for both students and faculty as being primarily one of word of mouth. Encouraging venues where lively exchanges could occur would bolster this social network and faculty members felt that additional space that could be dedicated to temporary and changing activities and programs could support this endeavor. The Armstrong parking lot was discussed as a place that could become grounds for advertising student activity to the larger community.

DESIGN REVIEW

The faculty, several of whom sat on the Design Review Board, felt strongly that the process for reviewing design decisions needed to be addressed in order to improve future implementation of projects. The current board has the ability to make recommendations, however they are often in an ad-hoc manner. Several faculty members felt the board needed to be reorganized to include outside professional advisors such as architects, planners, and engineers for additional oversight. They were concerned with accountability and adhering to a well-understood process as a means of ensuring that the proposals and recommendations of the master plan be considered and implemented. The faculty would like to a process that clearly outlined when the board should get involved in the project process and how to most effectively support the master plan moving forward.



STAFF

Meetings with staff gave the planning team insight into the functioning of campus outside of the classroom.

SENSE OF PLACE

The staff present in the early meetings felt strongly that Colorado College’s unique location and deep connection to place were key components of the overall image of the school and believe it should be fostered and celebrated, that the campus should be a reflection of its surrounding beauty. Suggestions for achieving this were to include roof gardens and outdoor spaces with views to the mountains and using the campus as an educational botanical garden. The staff agreed that small interventions such as these would improve the way campus is perceived by visitors, parents, and guests.

ACCOMMODATING ALL PROGRAMS, NOT JUST ACADEMIC

In order to support the multitude of programs outside of the academic realm, the staff expressed a need for additional space on campus. They would like the College to provide a variety of meeting, gathering, and event spaces to accommodate 25-75 people that were separate from classroom spaces, so that they could run concurrently with the academic schedule if needed. Staff would also like more informal outdoor meeting spaces that encourage interaction. In addition, those who worked on fundraising pointed out that the College lacked a large event space or ballroom that

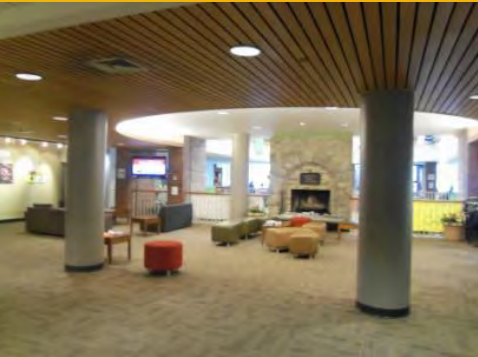
could hold up to 500 people with views to the mountains. The staff also noted a need for a central gathering space for students. While Worner is clearly the heart of social gathering on campus, staff felt that it didn’t have the natural pull that a student center should embody.

CONNECTING TO DOWNTOWN

Staff also agreed that strengthening the connection to the community, particularly downtown, would greatly benefit the College. They felt that the College could take more pride in the urban center that they are physically so close to. Tejon could be improved to act as a prominent entrance into campus, there was even talk of a trolley line that could run from campus to downtown, connecting to the Ivy Wild School, or some other interesting program within the city. They mentioned bringing the community closer to campus by creating a mixed-use street along south campus.

CAMPUS CIRCULATION

Pedestrian safety, vehicular conflicts and issues with parking were also addressed by the staff. Several staff members expressed concerns about pedestrian crossings along the streets bounding campus, Nevada, Cascade, and Cache La Poudre which are busy and do not provide sufficient lighting for crossing at night. Additionally, staff suggested improving signage throughout campus to better indicate and explain significant events and aspects of campus. The scattered parking lots were viewed as unsightly, inconvenient, and lacking a coherent system. Staff suggested consolidating some parking into structures with useable spaces on top.



IDENTIFICATION OF PROGRAM NEEDS

ACADEMICS

Colorado College clearly and simply states that its academic goal is to “provide the finest liberal arts education in the country”. The Block Plan system, adopted in 1970, has been perfected throughout the years and is the cornerstone of the CC mission. This unique academic structure provides students with the opportunity to immerse themselves in a single subject at one time, often allowing them to cover more material in greater depth than a traditional semester system. The spaces, buildings, and landscapes on campus must have the capacity to support the rigorous and specific coursework of each block.

Tutt Library, a striking example of modern architecture and anchor to the main quad’s Northern edge, has been identified as one of the primary academic buildings that has struggled to meet the unique needs of the block plan. In attempts to meet the College’s needs, the library was expanded in 1980 with an addition that projects into the main quad of campus, cutting off vital campus axes and conflicting with the historic geometry of the quad. A complete transformation of the library is one of the highest priorities called out in the 2013 Strategic Plan and is supported by the campus community. Central to the remaking of the library is the Center for Immersive Learning and Engaged Teaching, which will act as a central hub of academic support for students and faculty.

Key to the goal of providing the finest liberal arts education in the country is being on the cutting edge of academic advances. From conversations with the College, it is clear that this does not mean just plugging into a completely digital environment, but celebrating the rich history and untapped potential of Colorado College’s natural surroundings through innovative learning landscapes and curriculum which encourages the curious and creative talents of the student body. The 2013 Strategic Plan also calls for the creation of an Innovation Institute, new signature building that will showcase the innovative work of students and faculty and provide an inspiring space for collaboration and discovery. The College would like the building and surrounding landscape to acts as a bold and exciting statement and gateway into campus.

Another major concern that was voiced early in the process by faculty, administration, and students alike, was the need for improved and expanded Science facilities. This has become especially apparent since the 2003 completion of the Tutt Science building. Olin Hall and Barnes Hall are



FACES OF INNOVATION

Charity Haygood
teaching children how to 'fish'

Shane Lory
it's food, not waste

Jane Hilberry
the revelatory nature of poetry

Marc Webb
modern-day mythologist

David Phillips
rethink everything

Shawn & Laura Sears
promoting educational equity

Beza Taddess
driving global health equity

Azeem Solaz
saving small business from disaster

Rebecca Tucker
making the museum the classroom

Paul-miki Akpabli
enabling more reliable communications



the two older buildings on campus designated to Science classrooms and laboratories. Olin Hall, completed in 1962 is no longer suitable for the state-of-the-arts needs of contemporary science facilities. Faculty complains of inadequate classroom and laboratory space, cramped and dark interior corridors, as well as poor ventilation. A preliminary examination of the building by the master planning team finds the HVAC system to be insufficient for lab use and options for renovating the system - which is housed in the exterior walls of the building - to be limited and expensive. The Olin auditorium, surrounded by the “Fishbowl”, a beloved study and performance space on campus, should be able to be retained, however it is the only space on campus which is not ADA accessible. Through multiple conversations regarding the aspirations of the science program and in comparing the facilities of similar institutions, the College has decided that a new building that can support the current and continually advancing technology of the sciences is of high importance to the College’s academic goals.



STUDENT LIFE

Colorado College’s student life is one of the biggest draws for prospective students and it is clear after spending only a couple of hours on campus that the intelligent, welcoming and enthusiastic image of the student body is not a myth. Along with this image comes high expectations for the residential accommodations, student services, and social amenities available to those attending the College. Parents and students expect not only a unique, top-notch education but a unique and supportive environment in which they can find their passions, nurture their talents, and grow into responsible and capable adults.

RESIDENTIAL LIFE

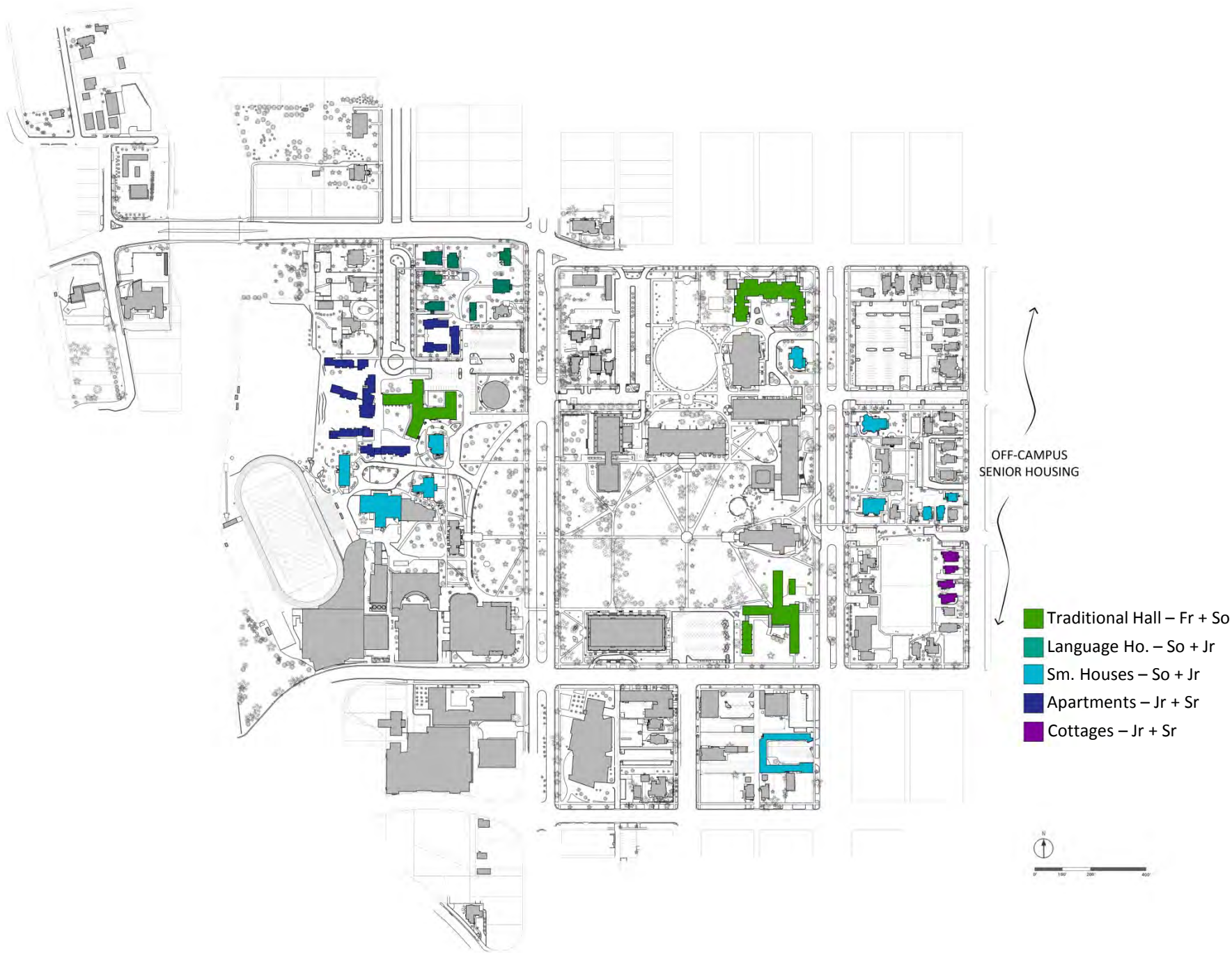
A very visible and appealing aspect of many college campuses is their residential life program and accommodations. Colorado College has an array of housing types ranging from traditional dorms to stand alone cottages. This variety not only provides options but helps usher students through an increasingly independent living arrangement, preparing them for life beyond campus.

Upon entering as a freshman, the majority of students are placed in one of the three traditional residence halls, Loomis, Mathias, or Slocum. These residence halls require a meal plan and house a combination of roughly 70% freshman and 30% sophomores. Due to incoming class size and housing availability, there are typically 25-30 extra students that must be housed

in temporary triples spread throughout the dorms. Most sophomores live in the small houses on campus, Bemis Hall, CC Inn, Arthur Hall or one of the language houses. As opposed to the 250+ beds in the traditional dorm, small houses range from 10-70 beds. The small houses also require students to be on a meal plan. The majority of the junior class lives in the student apartments. These apartment style residences are furnished with kitchens and do not require a meal plan. Most of the student apartments include the Western Ridge buildings along with Breton Hall, a smaller building with only 12 beds that houses students with special requests and some faculty. Some juniors and seniors, though encouraged to stay on campus, chose to live off-campus, however the many seniors chose to live in the senior cottages. Located on East Campus, these are smaller houses with 4-7 beds and kitchens which do not require meal plans. The cottages are comprised of several fraternity houses, the Synergy houses and a handful of non-programmed smaller houses that line the western edge of Weber Street. Several of these cottages have been renovated and the rest are in varying stages of disrepair.

The residential system is working quite well and remains well-liked by the student body, but there is insufficient capacity to provide on-campus housing for the number of students who would like to be living on campus. In recent years, the College has been forced to set up some rooms as triples. Other pressures make new housing a necessity, including





TYPOLOGY OF EXISTING RESIDENTIAL BUILDINGS

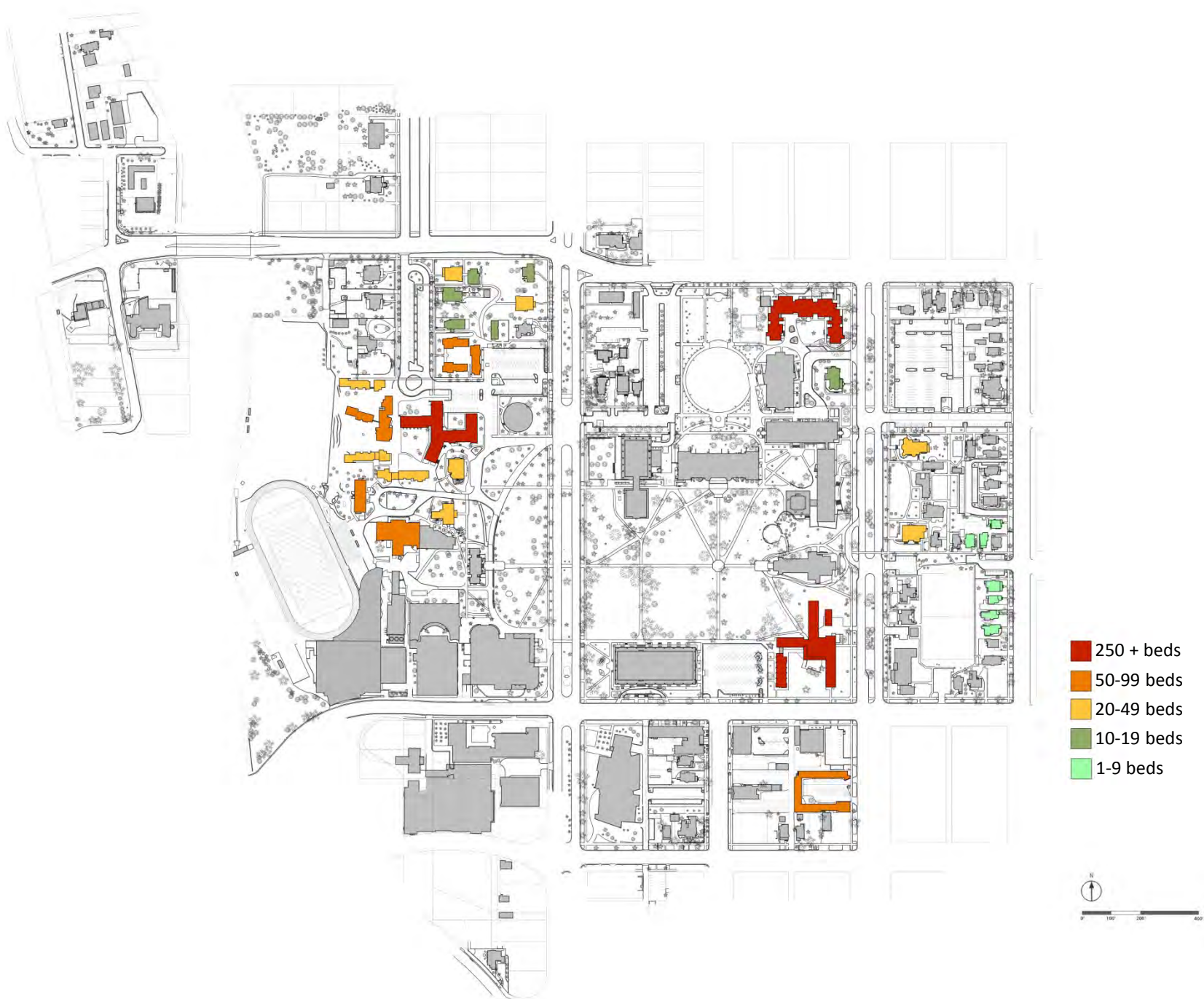
the need for continued renovations to Mathias and a comprehensive renovation of Loomis. Additionally, the 2013 Strategic Plan has as one of its primary recommendations, the creation of robust summer block courses, which brings the need for a substantial increase in the availability of air-conditioned residential spaces. The College has identified a need for approximately 100-125 beds mainly for juniors and seniors. The addition of contemporary apartment style accommodations will not only alleviate some of the temporary triples by redistributing students, but will also attract upperclassmen back to campus, keeping more of the student community on campus. Keeping upperclassman housing focused on the East Campus has proven very successful, particularly surrounding Autrey Field. The renovated cottages provide appropriately scaled and contextually appropriate boundary between the neighborhoods beyond. Autrey Field, where social gatherings can extend late into the night, is buffered by the surrounding housing, keeping campus activities contained.

Improvement to the existing residential buildings is also a priority for the college. Slocum Hall has been extensively renovated and updated with much needed shared kitchenettes, light filled living spaces and large community gathering areas. While mechanical systems and windows have been replaced in Mathias, similar improvements to those at Slocum are needed for both Mathias and Loomis.

An important aspect to the continued improvements in residential buildings and construction of new facilities is the College's participation in the 21st Century Project of the Association of College and University Housing Officers - International. This initiative to re-imagine the future of campus housing was launched in 2005 and has included a number of summits, design competitions, and the publication of books and resources. Colorado College was selected as one of three campuses selected by ACUHO-I to pilot the transformation of housing according to five tenants: community, flexibility, sustainability, technology, and innovation. The ACUHO-I has further refined these as four defining concepts: community, flexibility, sustainability, technology, with innovation integrated into each concept. These concepts are summarized below. The ACUHO-I website, <http://www.acuho-i.org/21stcentury/concepts>, provides much additional detail.

Community - "No matter how one classifies community - be it by age, interests, geography, areas of study, gender, etc. - the need for increased intentionality in the design of the residential community is clear. Student housing must promote a heightened experience of community life for





CAPACITY OF EXISTING RESIDENTIAL BUILDINGS

the student body, faculty, and staff within the residence hall.” Further guidance on location, mixed use of space, and security is provided online.

Flexibility - Guidance on flexibility is provided through notions of adjustable boundaries, stowable furniture, modification of space, resident identity, and accessibility.

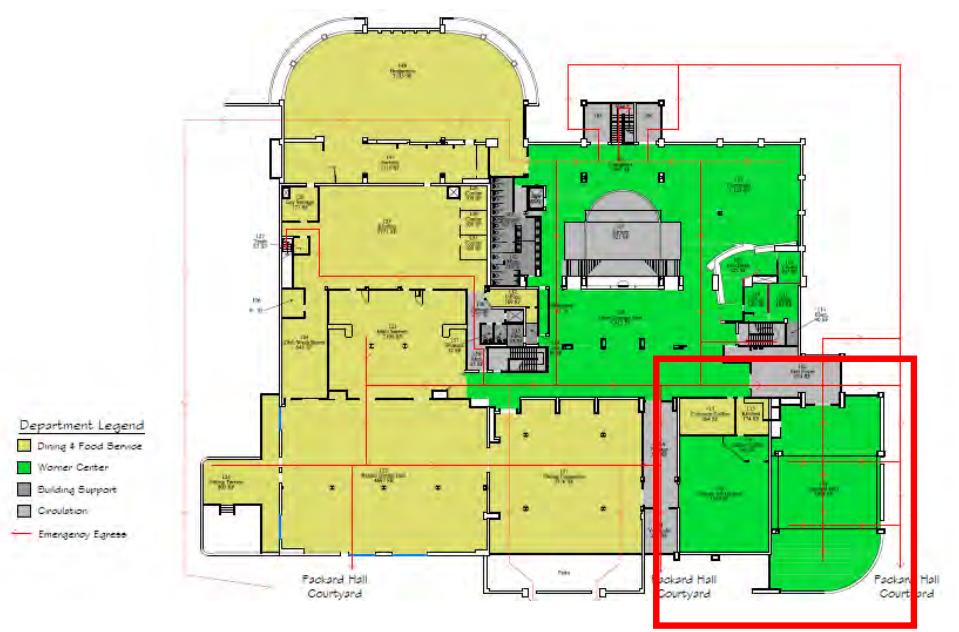
Sustainability – “Sustainability has been defined broadly as a means of meeting ‘the needs of the present without compromising the ability of future generations to meet their own needs.’ What was once an interesting, if optional, feature of some projects on some campuses has become a deeply embedded expectation for campus operations and buildings.” Further guidance on building materials, building management systems, adaptive re-use, alternate energy sources, recycling, technology, materials and supplies, energy management, and efficient water use is provided online.

Technology – “Today’s students have been using computers their whole lives. One can only imagine what students will expect a generation from now. While concern has been expressed that all the technology available to students such as cell phones and PDAs – which they use about as often as pens and paper – can cause human isolation, others would argue that the technology merely facilitates the formation of different forms of community. Regardless, it appears certain that technology will play a large part in shaping the residence halls of the future.” Further guidance on personalization of space, connectivity of devices and media, intranet systems, and virtual classrooms is provided online.

The tenants and concepts of the 21st Century Project were put to the test in the completed renovations of Slocum Hall and to a lesser extent in Mathias. Future renovations of Mathias and particularly Loomis, as well as the new residential buildings contemplated will provide new testing grounds for Colorado College to be a national leader in the future of residence halls.

STUDENT CENTER

The Worner Center is the beating heart of student life on campus. At noon everyday there is a sudden wave of student movement coming from various classrooms around campus and rushing into Worner for lunch at Rastall Dining Hall or Benjis. Student groups set up tables to announce their upcoming activities and invite student participation, projects are displayed in glass cases, fliers abound announcing student initiatives,



new classes, outdoor excursions and furniture for sale. The student group offices, student council, mailboxes, bookstore and arts and crafts facilities are also prime destinations that ensure a continuous ebb and flow of activity throughout the day.

Although several aspects of the student center work well, the overall planning and layout of the various spaces does not take full advantage of the buildings location on campus and significance as a hub of social life. The bookstore is tucked away in the basement and has very little campus presence. The college has expressed a desire to bring the bookstore into the public view, making it more of a destination for students and visitors alike. Students and faculty have also expressed a need for a more prominent gallery to showcase student artwork. Incremental changes to the main floor of the Worner Center could help open up building to the campus community, announcing its place as a thriving and exciting center for student life.

DINING SERVICES

Colorado College has multiple types of dining facilities for the campus community to enjoy. Rastall Dining Hall, the main dining hall on campus housed in Worner Student Center, has most of the daytime dining traffic and was recently updated and improved and seems to suit its purposes quite well. Benji's, the Preserve and the Cafe are also frequently used

establishments that stay busy throughout the day. Local Goods, the convenience store located in Mathias, is an important destination for students, and parents enjoy the selection and availability of everyday items for their children to purchase. There is a faculty lunch kitchenette that hosts lunches once a week in Palmer Hall. Tucked behind the large lecture hall, this room is relatively hidden and could be utilized more often. The Chaz Coffee Cart currently located in Tutt Library will soon be updated and expanded into a library cafe that will provide students a respite in their studies.

The main kitchen facilities are in Worner Hall and Bemis. Worner is used for larger catering events and all meals prepared in the Dining Hall. Bemis Hall is also equipped with a kitchen that provides all of the prepared grab and go foods and does some of the smaller catering events.

Bon Appetite, the service that provides all food services throughout campus is generally happy with the facilities on campus and has very few problems. The only upgrade that they see as important would be ventilation in the Preserve, as there is no exhaust hood for preparing foods. Bon Appetite also expressed a desire, as did other administrative staff that works in fundraising, for an additional space on campus for catering large events, such as a ballroom space that could accommodate 500 people.



ATHLETICS

Colorado College is at heart an active and engaged community. Students pour themselves into the rigorous academic curriculum but know how to balance learning with creative expression and active release. The athletics department understands the importance of this balance and seeks to provide the best facilities possible. The College is home to two Division I and 15 Division III sports teams and roughly 75% of the student body participate in intramural or club sports. The El Pomar Sports Center was recently expanded to accommodate a lot of the essential indoor needs of campus athletics and Washburn Field has been upgraded to withstand frequent use. Given the amount of students who are involved in sports, the department is still in need of additional facilities, such as more field space, additional basketball courts, outdoor tennis courts and indoor field or tennis courts.

The need for adequate field space is the highest priority. The soccer team needs a field measuring 130-140 yds by 80-85 yds with lighting so that they can hold evening practices. Autrey Field is not big enough to allow anything but club sports. There are also no field lights, so hours of use





are limited. Use of the College's main field, Washburn Field, is limited to the soccer and lacrosse teams, which means that only 75 students utilize the largest and most durable (Washburn is AstroTurf) field on campus. Currently, the sports that get turned away most because of a lack of facilities are indoor court sports, such as basketball and volleyball, and soccer. If students want to organize small pick up games, they tend to use the Main Quad instead. The Athletics Department suggested a multi-use building on Olshin Field to house some of the indoor need and double as a venue for large campus events.

One of the priorities for the Athletics Department is to consider replacing or relocating the pool and ice arena. The pool was built in 1963 and renovated in 1997 and while it supports a lot of community programs, it is not ideally sized for the swim team, who would like to have a full Olympic sized facility. Both the pool and ice arena consume large amounts of energy as their mechanical systems cannot take advantage of the current technology. The ice arena, also built in 1963 is not adequately sized to house a Division I hockey team, and it is almost never used by the team, who practices elsewhere. In order to be used more efficiently, the College needs a bigger rink, locker rooms, and more seating in order to host games and events. The Athletics Department is not opposed to relocating these facilities in particular to the periphery of campus and feel that it would not be an inconvenience, in fact, the facilities could act as gateways into campus.

PROGRAM NEEDS

The athletic department recently studied peer colleges and their athletic facilities in attempts to see where Colorado College falls in its athletic facility offerings. The table below shows the top US News and World

Report ranked liberal arts colleges and the number of each facility type that the campus contains. Highlighted in yellow are schools of similar size to give a better indication of how Colorado College compares to its peers.

Facilities											
US News & World Report Rank	Fields	BB Courts	Indoor tennis	Outdoor tennis	Pool(s)	Indoor Track	Outdoor track	Squash/r-ball	other	campus size	undgraduate enrollment
1. Williams	10+	7	4	22	50m	200m	400m 8 lane	12	rink	450 ac	2052
2. Amherst	12	6	3	20	25y+	160m	400m 8 lane	7	rink	1000 ac	1817
3. Swarthmore	10	6	7	18	25y x 25m	215m	400m 8 lane	6		425 ac	1552
4. Bowdoin	35 acres	6	4	12	40m x 25y	200m	400m 8 lane	13	rink	215 ac	1839
4. Middlebury	12	8	4	12	50m x 25y	200m	400m 8 lane	16	golf/ski/rink	1800 ac	2516
4. Pomona	9	5	0	8	50m x 25y	none	400m 8 lane	4		140 ac	1607
7. Carleton	50+ acres	8	5	18	2 x 25y	200m	400m 8 lane	8	outdoor rink (2)	1040 ac	2055
9. Davidson	5	5	6	8	40m stretch	200m	400m 8 lane	4	golf	665 ac	1790
9. Haverford	8	8	4	14	25m	200m	400m 8 lane	5	fencing lanes	216 ac	1205
9. CMS	5	3	0	12	40m x 25y	none	400m 8 lane	3		69 ac	1295
13. Vassar	7	8	5	14	25y w/well	120m	400m 8 lane	9	golf	1000 ac	2406
14. Hamilton	10	6	4	9	40m stretch	200m	400m 8 lane	12	golf/rink	1300 ac	1884
14. Wash & Lee	9	4	4	12	25y	none	400m 8 lane	6	indoor golf	415 ac	1838
17. Grinnell	6	6	4	6	50m x 25y	200m	400m 8 lane	4		120 ac	1674
17. Wesleyan	7	8	4	16	50m x 25y	200m	400m 8 lane	16	rink	316 ac	2940
20. Colgate	7	9	4	9	50m	200m	400m 8 lane	9	golf/rink	575 ac	2871
22. Bates	7	7	4	8	25m	200m	400m 8 lane	10	rink	109 ac	1753
22. Colby	10	6	2	10	25y x 25m	220m	400m 8 lane	6	rink	714 ac	1863
24. Macalester	6	6	4	6	25y x 25m	200m	400m 9 lane	2		53 ac	2070
25. Holy Cross	6	4	0	6	25y w/well	160m	400m 8 lane	5	rink	174 ac	450
25. Richmond	9	8	3	8	25y	160m	400m 8 lane	6		350 ac	3074
25. Oberlin	22	8	4	12	25y w/well	200m	400m 8 lane	11		440 ac	2930
32. Bucknell	10+	9	3	10	50m x 25y	200m	400m 8 lane	9	golf	445 ac	3536
32. Kenyon	8	6	4	8	50m x 25y	200m	400m 8 lane	6		1000 ac	1667
36. Lafayette	10+	5	0	6	25y	160m	400m 8 lane	6		340 ac	2488
36. Trinity (CT)	10	6	2	8	37m stretch	160m	400m 6 lane	10	rink	100 ac	2301
31. Colorado Coll	3	3	0	6	25y	none	400m 6 lane	2	rink	90 ac	2008

According to the report, the following are some of the facility needs that Colorado College lacks in comparison to its peers:

INDOOR NEEDS:

- The Indoor Racquet Sports Center (3 indoor tennis courts and 5 squash courts)
- New Natatorium
- New Outdoor Tennis Center (8 court facility with lights and a tennis shack)
- Additional Indoor Court Space (at least 2 indoor wood courts)
- Convocation Center/Indoor Track (200m running track with 4 indoor courts)
- Additional Yoga Studios/Group class area

OUTDOOR NEEDS:

- Northwest Campus Athletics Redevelopment
- Artificial Turf and lights on Stewart Field
- New Indoor Turf/Sports Practice Center on the current site of Olson Field
- New Press Box, scoreboard, dugouts and storage for Stewart Field
- Improved seating for spectators at Stewart Field
- Landscaping Upgrades
- Chairback Seats on Washburn Field
- Additional Storage for Washburn & Stewart
- Artificial Turf and lights on Autry Field
- Outdoor Basketball Courts/Sand Volleyball Courts



EXISTING ATHLETIC FIELDS AND FACILITIES

VI. MASTER PLAN CONCEPT

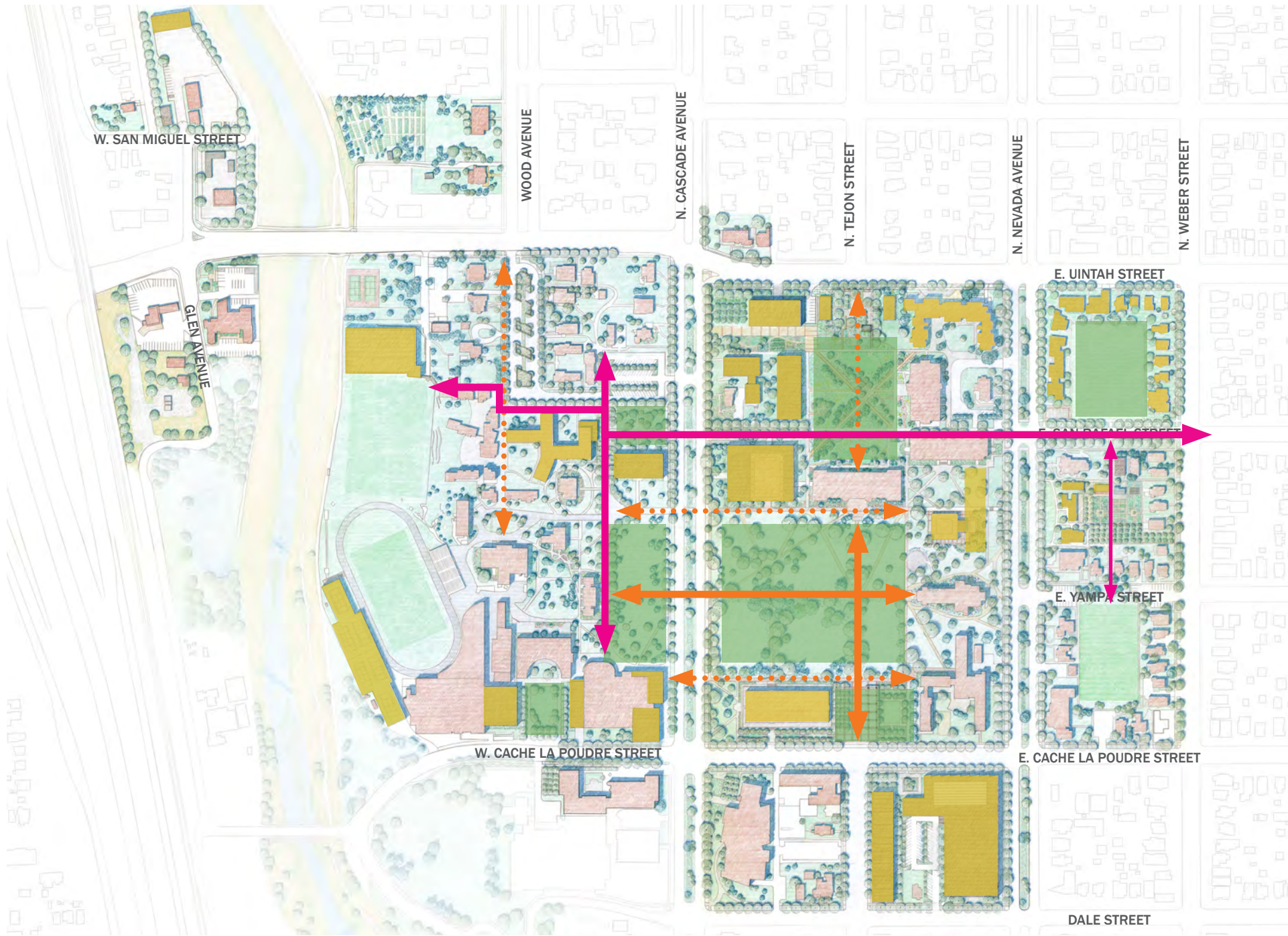
VI. MASTER PLAN CONCEPT

The construction of Cutler Hall established Colorado College, announcing its intention of anchoring a campus that aims to be the finest liberal arts college in the country. Palmer Hall extended that mission and began to physically shape the campus. Shove Chapel enriched campus life and created a boundary for the campus core. In isolation, these are three majestic and historic markers of the history and purpose of the College, when tied together by the historic campus allees and grounded by the main quad, the individual components become more; a coherent framework in which the College thrives.

Our team started out by acknowledging and honoring this history of integrating building, axes and landscape, and our concept for the master

plan seeks to build upon these relationships. First and foremost, the concept is to identify and reinforce the primary axes, both historical and new, throughout campus as a means of creating meaningful and strategic connections between the eclectic buildings that create Colorado College's unique sense of place. Locating new buildings or building sites that optimize the campus mission, enhance building relationships, and fulfill program needs while organizing and strengthening the network of pathways is our second goal. The result of this network of strong and purposeful buildings connected by lively primary and secondary axes is a variety of open spaces. Enhancing the open spaces throughout campus to embody their unique purpose is the third aspect of the master plan concept.

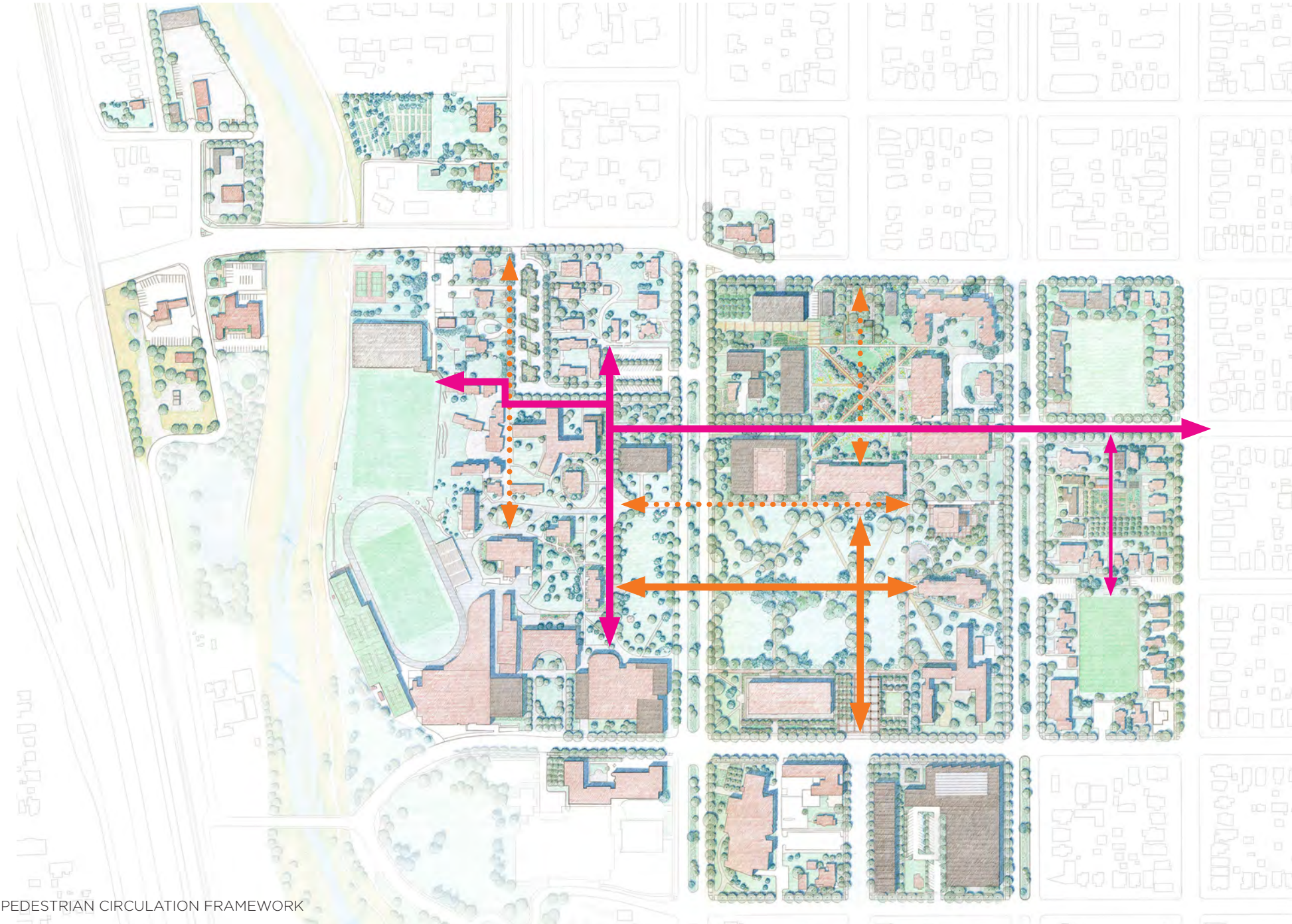




-  Primary Historic Axis
-  Primary Existing Axes that need reinforcing
-  New Axes
-  Buildings
-  Open Space

CIRCULATION AS FRAMEWORK

- Primary Historic Axis
- Primary Existing Axes that need reinforcing
- New Axes



PEDESTRIAN CIRCULATION FRAMEWORK

CREATE A CIRCULATION HIERARCHY

Creating clearly distinguishable path types will facilitate movement within and through the campus for all users.

WALKWAYS

New academic and admissions walkways, in addition to the historic walks, are primary pedestrian corridors that run across campus. They will create the framework for future campus growth and draws the historic heart of the campus into newly developed areas. These walkways will become the iconic college walks of the Colorado College.

Walkways serve to:

- Strengthen campus connectivity by linking the entire campus from Western Ridge to East Campus and from the Language Houses to Worner Campus Center.
- Form clear student circulation between residence halls, classrooms and athletic facilities through the center of campus. This will enhance safety during day and night, foster informal interactions and provide a place for student groups to advertise their activities. Future circulation routes can branch off the spine as the campus expands.
- Enhance the campus landscape by forming a sequence of diverse outdoor spaces, enriching the pedestrian experience on campus.
- Support a significant level of pedestrian traffic as well as occasional vehicular traffic along designated routes

Activate the Walkways: Varied Academic and Campus Buildings

The walkways link the many variously programmed facilities on campus, including athletic facilities, residential housing, academic buildings as well as administrative and cultural buildings.

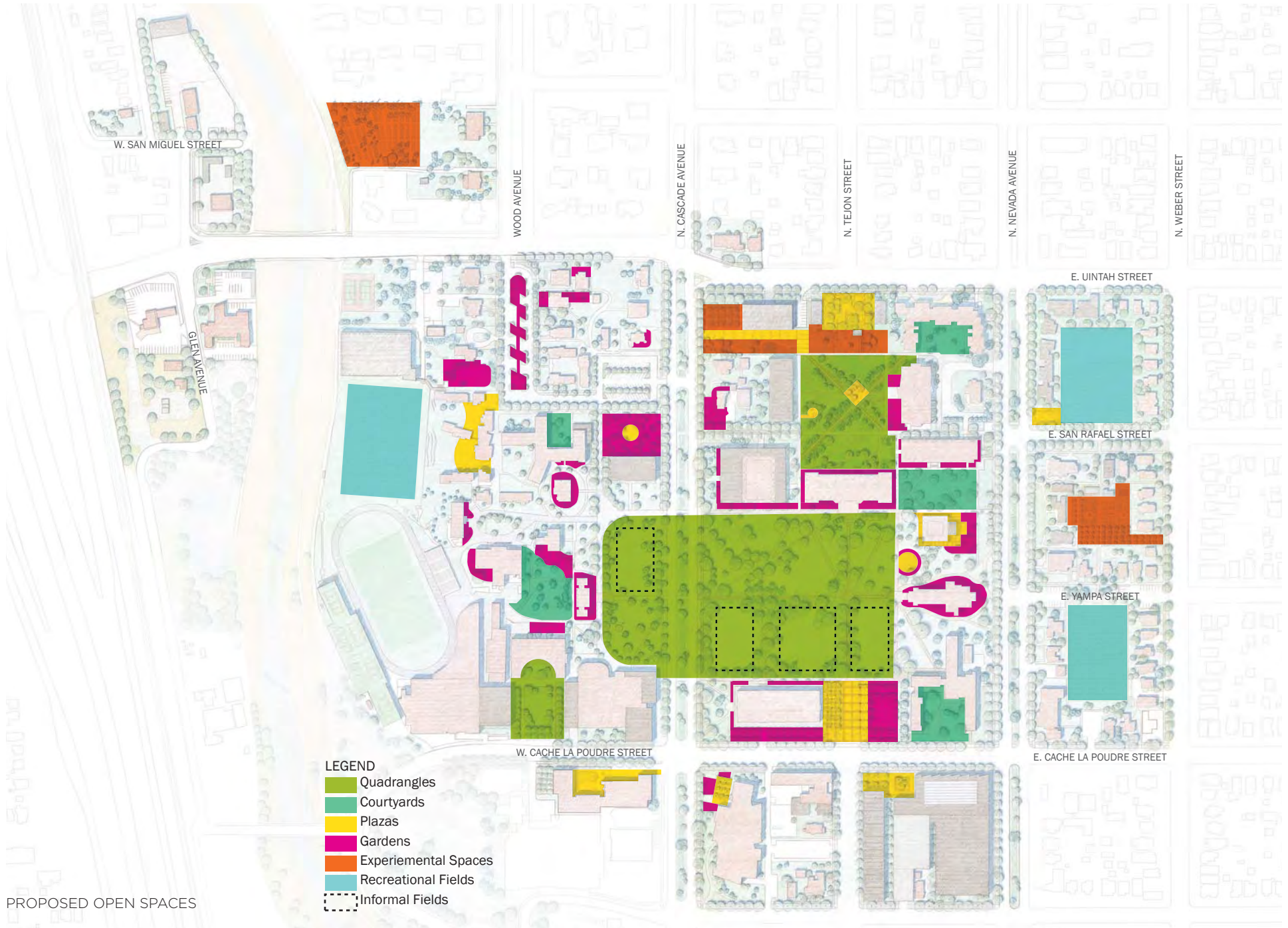
The walkways engage various plazas and places of interaction throughout their length. These plazas consist of areas of hard surface marked with durable, aesthetically pleasing paving materials and will be located at entry courts of buildings and circulation crossroads on campus. These connective, flexible spaces foster casual interaction among students, professional staff and faculty. They may include seating and planting, depending on the site.

Activate the College Walk: Diverse Landscape Spaces

The Walkways move through a sequence of new and enhanced landscape spaces. This creates varied experiences for students, faculty, professional staff and visitors.

The landscapes along the walkways create a rhythm of enclosed spaces and wide open areas.





OPEN SPACES

Building upon the existing open space amenities of Colorado College, the Master Plan strengthens the campus landscape through a diverse range of existing and proposed open spaces each reflective of and individual and overall campus character based on their location, size and use.

Quadrangles

The Main Quadrangle should remain the physical and iconic heart of the campus and should retain its historic and contemporary character of the quintessential campus green framed by buildings and criss-crossed with walkways. Large canopy and coniferous trees should be set within a generous and well maintained lawns that support passive recreation and ceremonial events. Further arboricultural study should be conducted for the maintenance and replacement of trees in the Main Quadrangle.

Plazas

A significant contribution of the Master Plan to the campus is the creation of Gateway Plazas on North Tejon Street axis. They will act as identifiable, formal entrances to the campus, highlighting the historic Cutler Hall, Palmer Hall, Shove Chapel and the Main Quadrangle.

Gardens

Proposed additions of gardens are built upon the existing garden framework and associated with significant entrances to buildings and the campus. The much-loved garden character in front of Palmer Hall should be emulated at the perimeter of the Main Quadrangle to frame Palmer Hall and provide a transition to the transformation of the existing North Quad into a major series of gardens representing the Colorado biomes interspersed with pockets of spaces for outdoor classrooms.

Experimental Spaces

The Colorado College's liberal arts education fosters individual expression. Experimental spaces allow the campus community to have dedicated sites for ongoing exploration. The Innovation Institute research gardens are closely associated with academic activities, while the Eco-Village gardens are more closely tied to the student residential life.

Fields

In order to meet the ever-growing demand of the athletic and recreational fields, an additional intramural field is proposed to be built in association with the east campus housing development.

LANDSCAPE STRUCTURE



Exemplary Quadrangle at Yale University



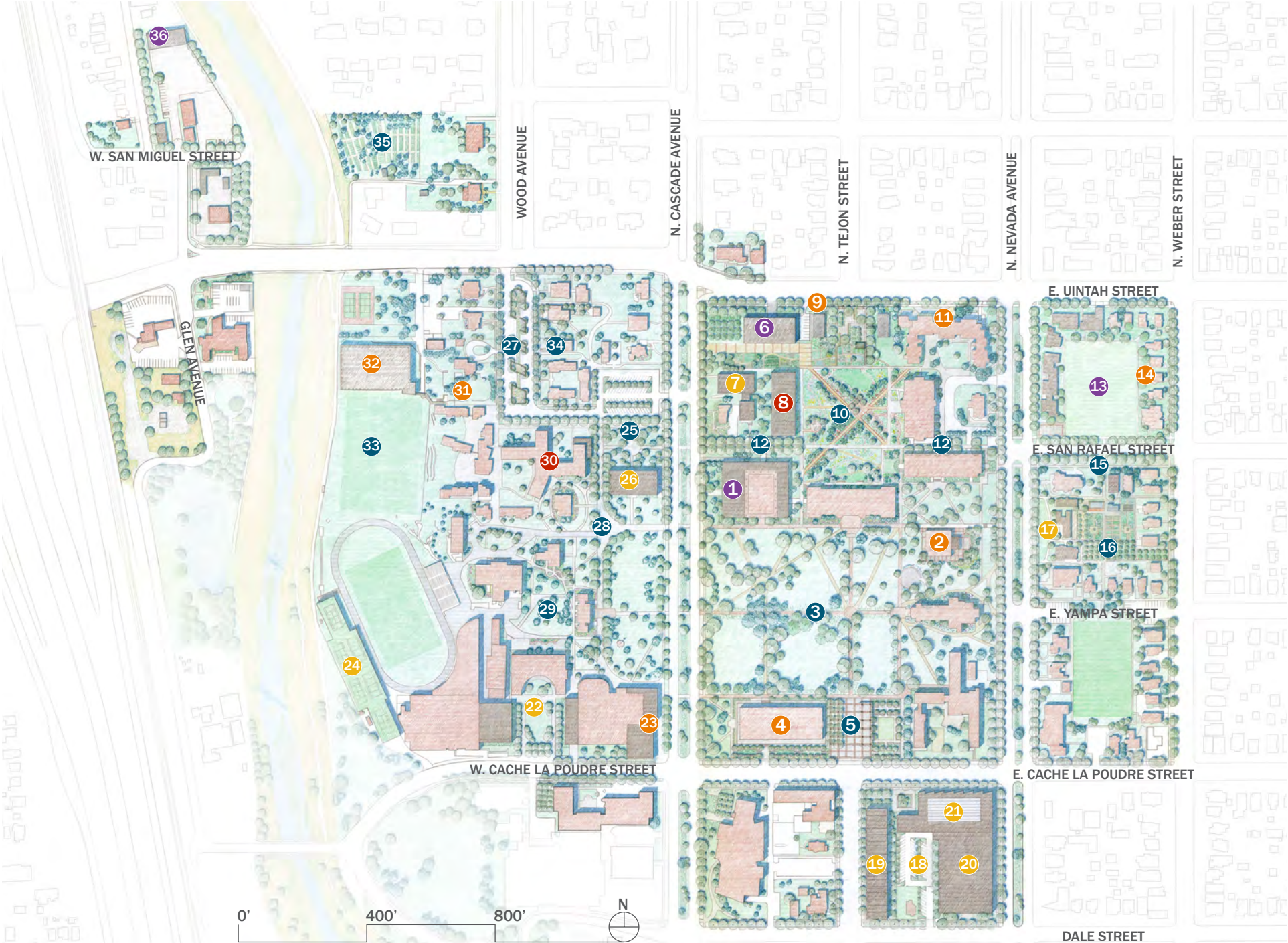
Exemplary Courtyard at Swarthmore College



VII. CAMPUS INITIATIVES

VII. CAMPUS INITIATIVES

OVERVIEW



Main Quadrangle

- 1 TUTT LIBRARY
Renovation and expansion of building and landscape
- 2 FISHBOWL PLAZA
New plaza with demolition of Olin Hall
- 3 MAIN QUAD
Reduced lawn, improved pedestrian walkways, and tree replacement
- 4 ARMSTRONG HALL RENOVATION
New facade and renovated office space with perimeter gardens
- 5 COLORADO PLAZA
Multi-use plaza with covered arcade and garden

North Quadrangle

- 6 INNOVATION INSTITUTE + SUBGRADE PARKING + RESEARCH GARDENS
Experiential learning classrooms and research gardens
- 7 NEW BUILDING SITE
- 8 NEW SCIENCE BUILDING
New science building and associated landscape improvements
- 9 INTERMODAL TRANSPORTATION CENTER + NORTH QUAD GATEWAY
Bicycle and car sharing, bike repair shop, and entry courtyard
- 10 COLORADO BIOMES QUAD
Transformation of lawn to Colorado Biomes Quad
- 11 MATHIAS NORTH LANDSCAPE
Renovation of landscape along Uintah St.
- 12 ACADEMIC WALKWAY
New East-West pedestrian walkway

East Campus

- 13 EAST CAMPUS HOUSING + PARKING + INTRAMURAL FIELD
Townhome style residential units, underground parking, and intramural recreation field
- 14 COTTAGE RENOVATION
Renovation of cottages on east side of block
- 15 ACADEMIC WALKWAY PLAZA
New plaza at terminus of East-West pedestrian walkway
- 16 ECO-VILLAGE GARDENS
Maximize internal block open space for production farm, orchards, and enhanced North-South pedestrian circulation
- 17 SORORITY HOUSE RELOCATION
Relocate sorority houses

Southeast Campus

- 18 STRUCTURED PARKING
- 19 NORTH TEJON PLAZA + MIXED-USE DEVELOPMENT
New Plaza, Commercial, loft spaces, and relocated 3D Arts Facility; streetscape improvements
- 20 NEW ICE ARENA
New ice rink and streetscape improvements
- 21 NEW NATATORIUM
New pool facility and streetscape improvements

Southwest Campus

- 22 COSSITT HALL QUAD
Relocate ice rink to expose and celebrate historic Cossitt Hall facade with new quad space
- 23 WORNER RENOVATION + EXPANSION
Relocate bookstore upstairs, enclose building arcade for art gallery display, and expanded outdoor dining terrace with connection to Cossitt Quad
- 24 NEW TENNIS COURTS + STRUCTURED PARKING
Structured parking with new tennis courts

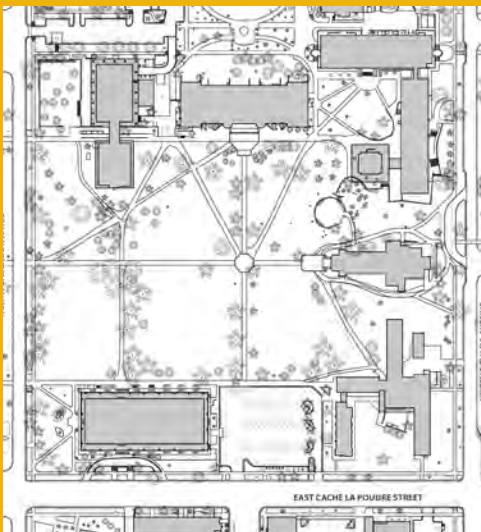
West Campus

- 25 ACADEMIC WALKWAY + VISTA GARDEN
New East-West pedestrian walkway and garden, and demolition of Boettcher Health Center
- 26 NEW BUILDING SITE
- 27 PARKING IMPROVEMENTS
Surface parking improvements
- 28 ADMISSIONS WALKWAY
Consolidated service, parking, and vehicular circulation with new North-South pedestrian walk for visitors to campus
- 29 CUTLER HALL WEST GARDEN + TAYLOR HALL DEMOLITION
Demolish Taylor Hall and improve landscape west of Cutler Hall
- 30 LOOMIS HALL RENOVATION
Renovation and expansion of Loomis Hall to include new social spaces
- 31 ACADEMIC WALKWAY
New East-West pedestrian walkway
- 32 MULTI PURPOSE CENTER
Flexible indoor space for athletics (tennis and soccer) and student life programs
- 33 STEWART FIELD
Renovate athletic field with artificial turf and lights
- RIPARIAN LANDSCAPE
Preserve and enhance riparian corridor
- 34 SPECIALTY GARDEN ENHANCEMENT
Invigorate existing thematic gardens

Northwest Campus

- 35 COLORADO COLLEGE FARM
Invigorate existing plots
- 36 LIBRARY REMOTE COLLECTIONS + CENTRAL SERVICES STORAGE

- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE



Existing campus

KEY INITIATIVES:

- IMMEDIATE PROJECT
 - 1. Tutt Library
- MEDIUM TERM
 - 2. Olin Fishbowl + Plaza
 - 4. Armstrong Hall
 - 5. Colorado Plaza
- INDEPENDENT LANDSCAPE
 - 3. Main Quad

CAMPUS PLANNING AREAS

MAIN QUAD

The Main Quad, the College's central open space, is an expansive and gracious lawn with mature deciduous canopy and stately coniferous trees framed by highly used academic buildings. The central paved and tree lined

promenade on the historic axis between Cutler Hall and Shove Memorial Chapel as well as the multiple crisscrossing paths carry the highest levels of campus pedestrian movement and make the quad the physical and





Interactive campus concepts plan



Library programming by MASS Design

symbolic heart of the campus. Proposed building initiatives include the renovation of Tutt Library; Armstrong Hall; renovation or replacement of Olin Hall; and associated landscape improvements.

Open views along the central east-west axis between Cutler and Shove Memorial Chapel should be preserved. The north-south axis between Palmer and Cache la Poudre entrance of the campus should be strengthened by the removal of the parking lot and construction of Colorado College Gateway Plaza as well as improvements to this north-south walkway. Additionally, the containment of the existing stone fines path through stone edging would strengthen the sense of continuity of materials in the Quad. The essence of the quad should be preserved and enhanced through priority maintenance and replacement regimes to protect the vitality of the trees and lawn. While the predominate character of the historic, aesthetically pleasing, and highly used lawns should be preserved, competition between tree and lawn feeder roots and significant reduction in irrigation could be effected by selective replacement of lawn with low-growing ornamental or native, drought resistant ground covers or a suitable organic, composted mulch.

Project 1
TUTT LIBRARY / CENTER FOR IMMERSIVE LEARNING AND ENGAGED TEACHING

The Tutt Library, located on the northwest corner of the main quad, was completed in 1962, eight years prior to the Block Plan that would radically alter the Colorado College experience. Designed by Walter Netsch, a partner and leading designer at Skidmore, Owings, and Merrill, the library is an excellent work of modern architecture, but it has always struggled to meet the unique needs of the college. The library was expanded in 1980 with an addition that projects into the main quad of campus. A complete transformation of the library is one of the highest priorities called out in the 2013 Strategic Plan, Building on the Block. The transformation will include removal of the southern addition, restoring the geometry of the quad and its sightlines to Pikes Peak, and creating a prominent entrance to the library, the only shared space on campus dedicated to intellectual discovery. Central to the remaking of the library is the Center for Immersive Learning and Engaged Teaching, a focal place for academic support for students and faculty. The 2014 programming study envisioned expansion of the library at the basement and first floors to the east and west, a new fourth floor over the original building, and a four story addition to the north. Designs for the transformation will be completed in 2015. As shown in Section VI, the Master Plan proposes major new east-west pedestrian



Tutt Library



Tuttlet



Tutt Library

MAIN QUAD



Olin Science



Olin Science



Olin Fishbowl

walkways just south and north of the library to strengthen connections across campus. To ensure success of these critical circulation paths, the south façade of the library should be restored to its original location in alignment with Palmer Hall and the north addition should project no further than 25'. Landscape improvements for the Library should include a clear sense of entry including appropriate gathering and seating spaces. Planting and paving should emphasize the importance of the Library's location on the Quad. (Priority: Immediate Project)

Project 2
OLIN HALL / FISHBOWL PLAZA

Olin Hall, the current home of the departments in Organismal Biology & Ecology, Chemistry & Biochemistry, and Physics, is a highly outdated facility no longer suitable for its occupants who require state-of-the-art laboratories. A preliminary examination of the building finds multiple problems with HVAC for lab use and only very expensive options for renovation and re-use. If the building were to be renovated for its current occupants, temporary quarters would be required resulting in great challenges to the faculty and students during construction. Alternatively, Olin Hall could be repurposed for non-laboratory space. The Master Plan envisions the replacement of Olin Hall with a purposeful new science building at another location on the campus (see project 8), while retaining the “fishbowl” auditorium, adding new staircases and an elevator for accessibility. The present location of the main Olin structure would be developed as a garden or a site for an eventual new structure programmed for future use. To complement the symbolic main quadrangle, the new plaza should be intimate in scale, but rich in texture with durable stone paving, and plants that provide year round interest and horticultural diversity. The plaza should accommodate movable tables and chairs for informal outdoor classes as well as social gathering. A new building would be a maximum of three stories for a total of 45,000 sf above grade. (Priority: Medium Term)

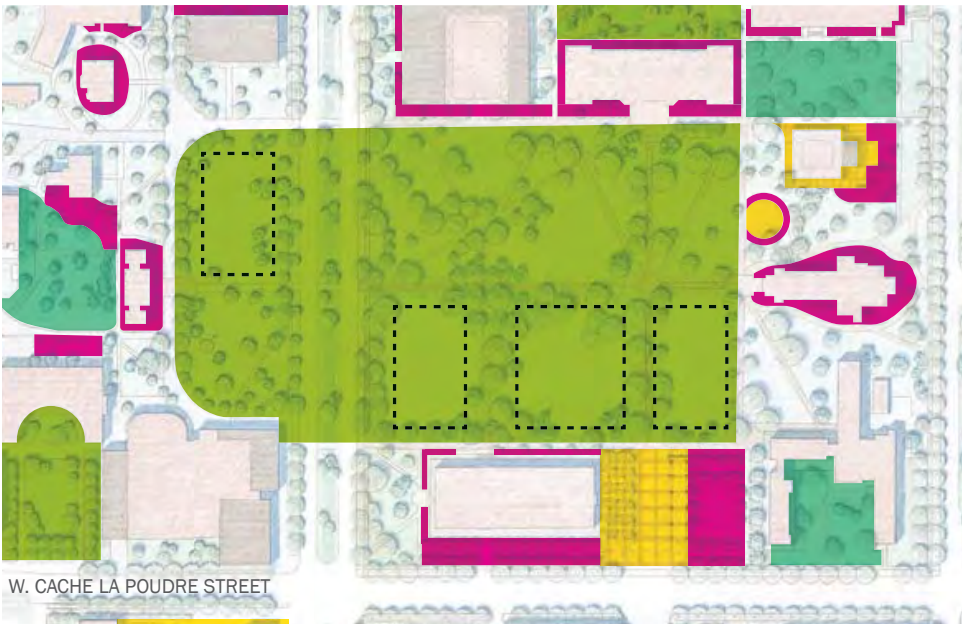
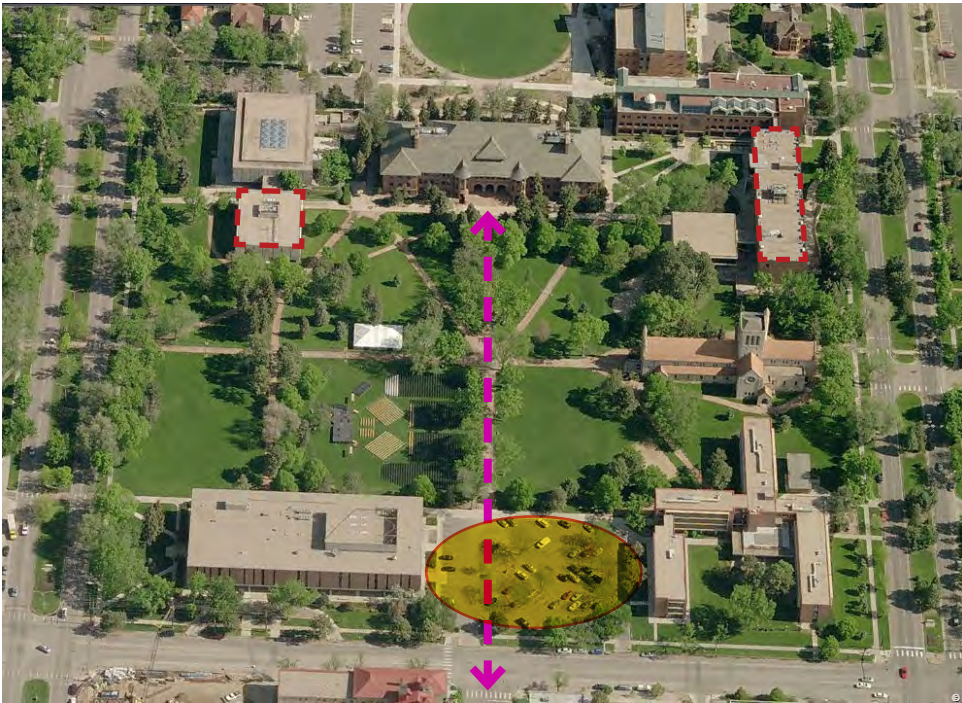


View of Olin Science from Main Quad



View across Nevada after Olin removal

MAIN QUAD



Project 3
MAIN QUAD

As the primary open space and heart of campus, the main quad provides the iconic image of Colorado College. The quad is surrounded by buildings representing the full history of the college. The pending transformation of Tutt Library will soon further expand the dynamic location, size, usefulness, and presence of the building into the heart of the campus into the twenty-first century. The declining health of coniferous trees is a major concern for preservation and enhancement of the historic setting. These coniferous trees are significant in their regional importance and winter presence. An expanded study of soil and tree health and irrigation sources and practices should be undertaken to fully investigate the reasons for the decline of the conifers. Immediate ameliorative practices might include removal of lawn (which competes for water and nutrients) under the conifers and replacement by organic mulch. If further decline is imminent, trees should be systematically replaced with tolerant coniferous trees or deciduous trees determined by a full tree maintenance and replacement plan. Tree placement should help form spaces rather than be sporadically planted throughout the quad. The existing stone fines paths should be contained with straight, hard like natural stone to give the quadrangle a more refined and continuous appearance. Areas of existing lawn that are either too small for informal play or heavily tree planted, should be replaced with low-growing native or ornamental, drought resistant ground covers and grasses to reduce irrigation demand campus-wide. A north-south path should be added in front of the Shove Memorial Chapel for better cross-campus connection. The landscape to the north of Armstrong should be redesigned to coordinate a future renovation of this building and provide a buffer between intramural play on the quad and Armstrong. The landscape south of Tutt Library should be redesigned to provide access to the library and create a planted edge that is consistent with the rest of the quad. (Priority: Independent Landscape)



Main Quad

MAIN QUAD



Armstrong Hall Exterior



Armstrong Hall Interior

Project 4

ARMSTRONG HALL RENOVATION

Armstrong Hall could benefit greatly from targeted renovations, opening up spaces within the building and providing for more exterior glass at the ends of the building, as well as both sides of the main lobby. It has been determined that the brick panels enclosing the upper floors of the building are not structural and could be removed and replaced by glass in key locations, dramatically invigorating the interior character of this dark and nearly windowless labyrinth. A new east lobby on the ground level would open the building to the proposed new plaza and greatly enhance the building's usability and attraction. The existing freight elevator should be renovated to make it useable by passengers as well, convenient to this side of the structure. Renovations could greatly extend the whole life and durability of spaces within the building. A feasibility study is needed to examine possibilities for greater functionality of the building, and a much more bright and friendly interior, transforming the exterior in ways that better connect to the spirit of the College. (Priority: Medium Term)

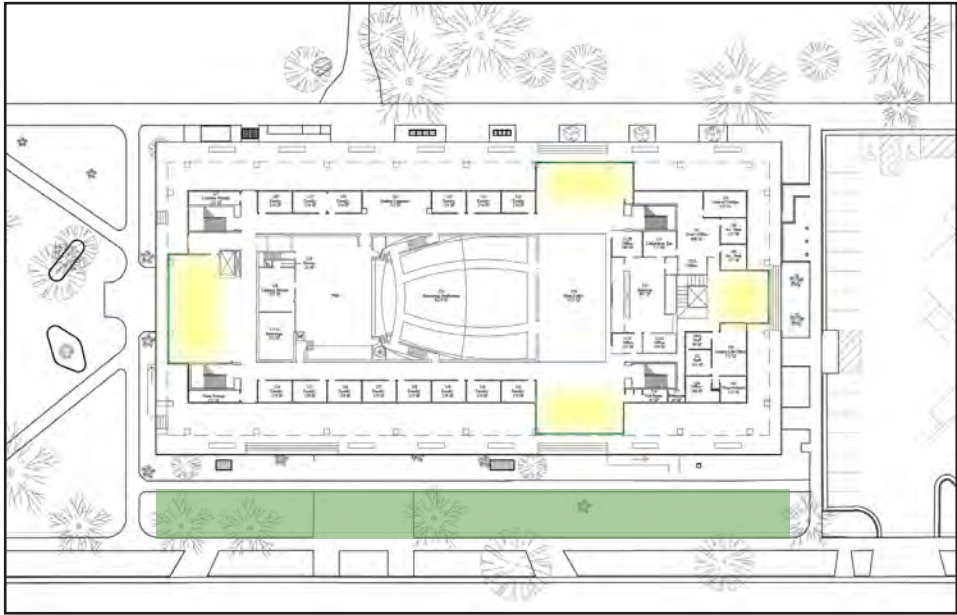
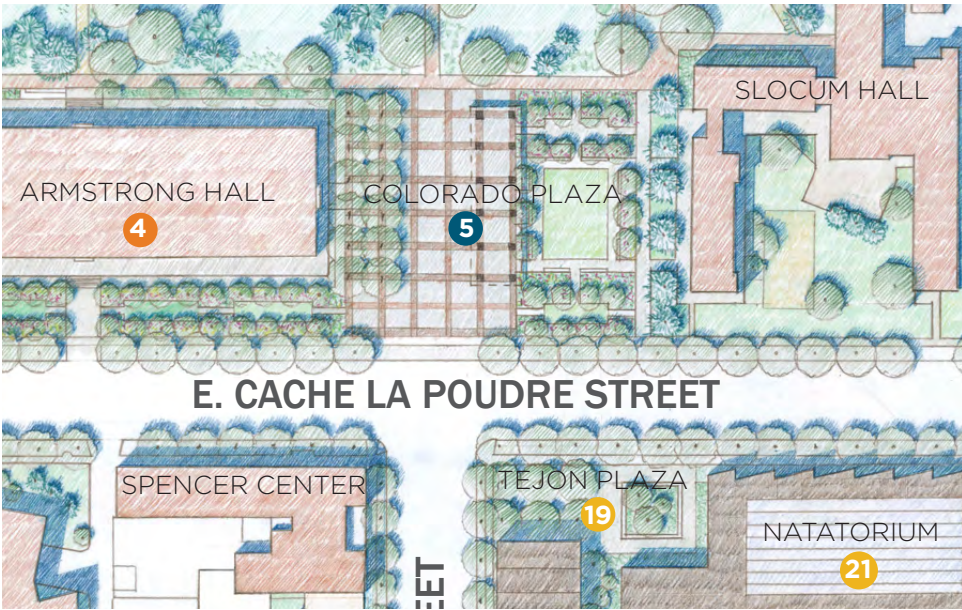


Diagram of enlarged light filled lobbies



Early facade concept collage

MAIN QUAD



Proposed Colorado Plaza at Tejon and Cache La Poudre



Proposed sketch of Colorado Plaza and colonnade

Project 4 cont'd

COLORADO COLLEGE GATEWAY PLAZA

The area between Armstrong and Slocum Halls was once the front door to the campus at the terminus of North Tejon Street. This axis was further reinforced in 1903 by the completion Palmer Hall. At some point in the twentieth-century, the once graceful setting became a parking lot. While certainly convenient, the unsightly lot creates an unpleasant first impression of the campus. This lot should be replaced with a generously paved plaza with a bosque of trees and a covered colonnade for student activities, framing the historic quad and leading people to the heart of the campus. A garden is planned for the area to the east, providing an intimate space for gatherings and contemplation. This transformation will make an active, new gateway to campus in combination with the newly renovated Spencer Hall and the proposed mixed-use development across Cache la Poudre. Challenges of this project include improving accessibility to Armstrong Hall, which is currently only accessible to the disabled on the north and east sides, and providing service access, which is currently part of the parking lot. The streetscape along Cache la Poudre to the south of Armstrong Hall will be renovated to eliminate the circular access driveway and provide a strong and clear and welcoming transition from Cache la Poudre to the building. The long expanse of Armstrong provides opportunity for a number of smaller and more intimate spaces while providing continuity along Cache La Poudre and appropriate transition to Colorado College Plaza. The College is currently pursuing the elimination of diagonal street parking adjacent to the Spencer Center, which will improve safety. (Priority: Independent Landscape)



Armstrong Parking Lot



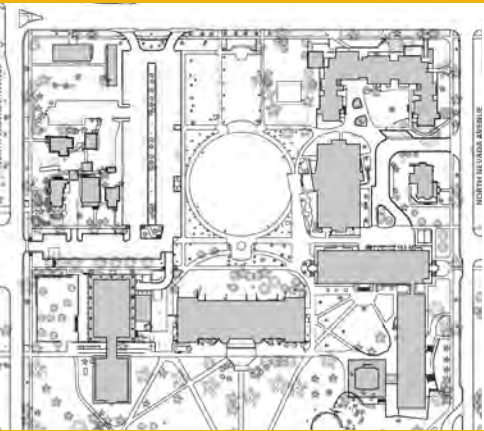
Cache la Poudre at Armstrong



Tejon terminus at Armstrong

KEY FINDINGS

The main quad is a constant buzz of student activity and represents to all those visiting that they have arrived at the center of campus. Preserving the grandeur of this core while ensuring its natural longevity and architectural significance is key.



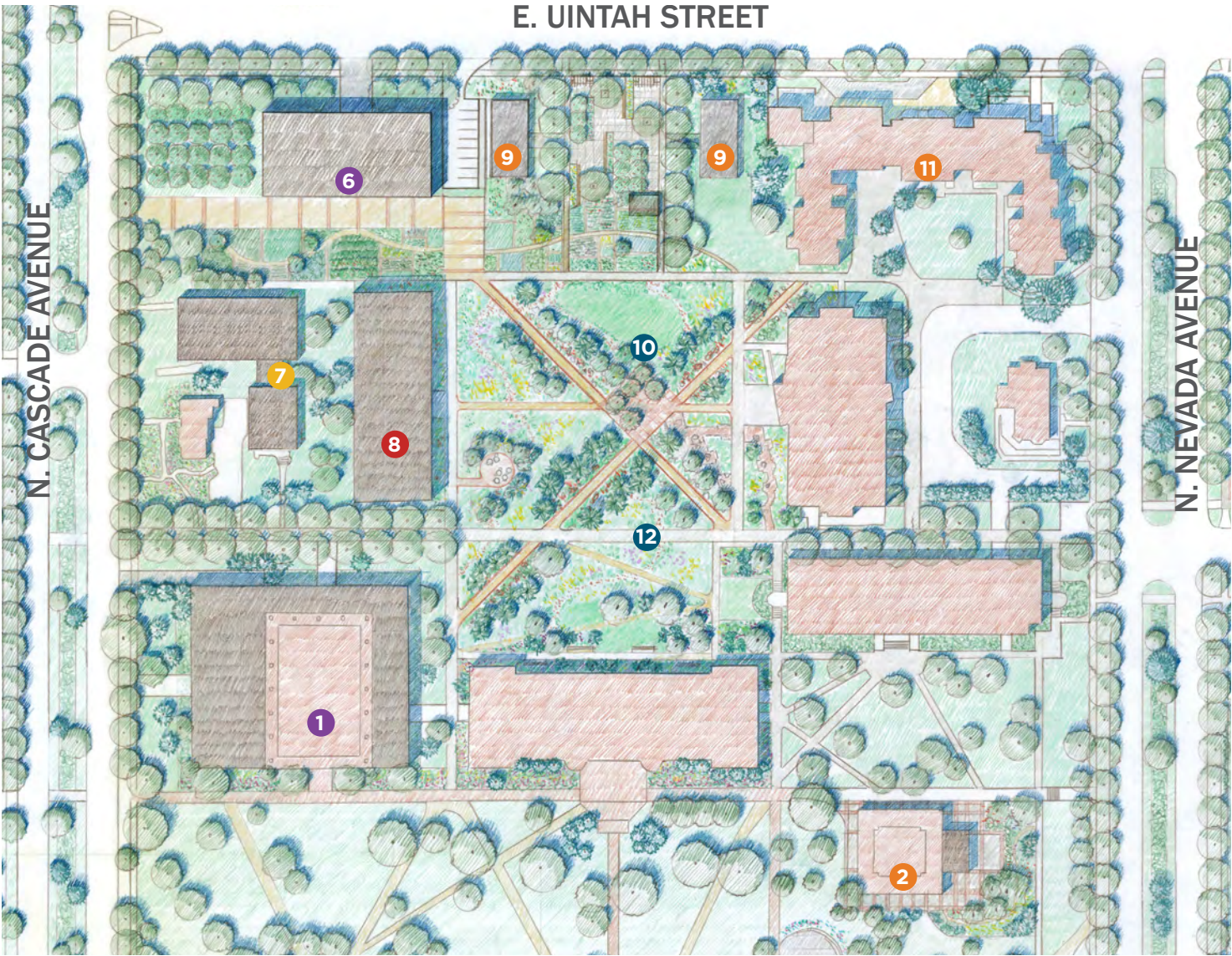
Existing campus

KEY INITIATIVES:

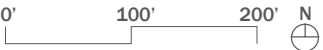
- IMMEDIATE PROJECT
 - 6. Innovation Institute
- SHORT TERM
 - 8. New Science
- MEDIUM TERM
 - 9. Intermodal Center
 - 11. Mathias Hall Renovations
- LONG TERM
 - 7. New Building Site
- INDEPENDENT LANDSCAPE
 - 10. Colorado Biomes Quad
 - 12. Academic Walk

NORTH QUAD

The North Quad is currently characterized by the strong presence of the north façade of Palmer Hall, the Science Building and circular lawn, and Mathias Residence Hall. A lack of continuity of building types and uses, unclear pedestrian circulation, mixed landscape typologies, and an underdeveloped campus entry and transition to the neighborhood and city along Uinta Street provides the opportunity for several major



Proposed campus initiatives





Innovation Showcase at Colorado College



Precedent for Experimentation Gardens - Yale School of Forestry and Environmental Studies

initiatives to make a significant positive impact to the physical campus and its connectivity and cohesiveness. These initiatives include the Innovation Institute with subgrade parking and associated research gardens; a new building site; a New Science Building; the Intermodal Transportation Center; Colorado Biomes Quadrangle; renovations to Mathias Hall and the implementation of the Academic Walk connecting the North Quad to the Northeast and Northwest Campus.

Project 6
INNOVATION INSTITUTE

A key initiative of the 2013 Strategic Plan, Building on the Block, the Innovation Institute is to be located at the current site of Breton Hall. Sited at the corner of North Cascade Avenue and East Uintah Street, the institute will be an additional new gateway building announcing arrival on campus. The new building should be a dramatic contemporary building, symbolizing the innovative work of Colorado College students and faculty. As stated in the Strategic Plan, “by offering students and faculty a place to go from theory to idea to practice, the Innovation Institute will bring together the skills of the liberal arts — creativity, collaboration, critical thinking, and communication — with our own innovative spirit and commitment to making the world a better place. This will position the college to do an even more powerful job of demonstrating the vital connection between doing good and doing well.” The Institute is currently envisioned to house the State of the Rockies Project, Keller Venture Grants, the Big Idea, and the Public Interest Fellowship Program, along with interdisciplinary studies such as Asian Studies, Feminist and Gender Studies, and Race and Ethnic Studies. The Innovation Institute will also provide office space for visiting faculty teaching at CC for single blocks. The building will be rich with technology and provide a variety of means of displaying the ever-changing work of the college. The building could set a national example of innovative sustainable design and reach certification as a net-zero structure through the Living Building Challenge. The Institute can be set back from North Cascade to provide space for a generous entrance plaza. The available footprint is approximately 11,250 sf – at three stories, the Institute could be as large as 34,500 sf. The building should be constructed over sub-grade parking for 80-160 cars (80 per level), that can be expanded in the future under the new science building (project 8). (Priority: Immediate Project)



Breton Hall - Then and Now



Future Innovation Site

NORTH QUAD



Interdisciplinary House



Dern House



Mierow House

RESEARCH GARDENS

Surrounding the Innovation Institute will be a series of research gardens which can further the innovative thinking through a constantly evolving series of experiments in environmental and social ecology. The gardens will utilize the by-products and runoff of adjacent structures to investigate and interpret water management and other key aspects of environmental stewardship in the region. (Priority: Immediate Project)

Project 7

NEW BUILDING SITE

Currently the location of the Interdisciplinary House, whose programs are envisioned to be relocated in to the Innovation Institute (project 6), this site could be appropriate for a small new building. Mierow House, located to the southeast of Interdisciplinary House could also be replaced. At two stories, a new L-shaped building could provide 20,000 sf of space for new programs not yet envisioned by the College. A new building should mediate the scale of the adjacent Innovation Institute to the north and the Dern House to the south. (Priority: Long Term)

Project 8

NEW SCIENCE BUILDING

As noted in the description of project 2 above, Olin Hall no longer meets the needs of Organismal Biology & Ecology, Chemistry & Biochemistry, and Physics Departments housed within. The 60,000 sf Olin Hall could be demolished or repurposed for non-laboratory use. A new purpose-built science building will be constructed opposite Tutt Science, providing important synergies with the Innovation Institute. The plan for the new building should be designed to provide social and academic spaces with views to the mountains and the north quad. At three stories, 45,000 sf of space is available above ground. Height should be limited to 40-45' in order to preserve the viewshed of Pikes Peak from Tutt Science. Underground parking in basement will connect to the Innovation Institute and provide space for 160-320 cars (160 per level), allowing for removal of parking north of Library. The introduction of a building in this location greatly improves the shaping of the open space of the North Quad. (Priority: Short Term)



Interactive campus concepts plan



Intermodal Hubs



NORTH QUAD



North Quad



Volleyball at North Quad



Geology Garden at Tutt Science



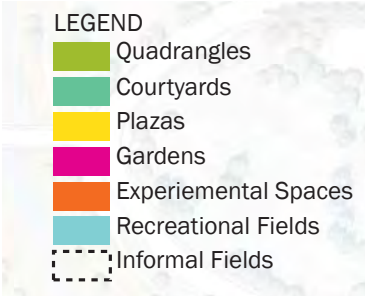
Proposed Birdseye Sketch of the North Quad and Academic Walk



Project 9
INTERMODAL TRANSPORTATION CENTER / CC SWAP SPACE
The students of Colorado College are environmental leaders - many of them would appreciate workable alternatives to having their own cars on this walkable campus. The college should partner with a car sharing company such as Zipcar to provide a small fleet of vehicles for student short-term rental. The program could be housed in this visible location along with the Bike Co-op, a bicycle advocacy and repair program currently housed in the Breton Garage which will be removed for the Innovation Institute. A companion building for the CC Swap Space will be constructed opposite the redesigned north quad. Each facility will be approximately 3,000 sf. (Priority: Medium term)

The entrance to the campus core area from East Uintah Street should be enhanced to celebrate the arrival to the campus with a courtyard framed by these two new buildings. Gateways to either side should accommodate high quality materials, exterior furnishings, and planting. The design should pay careful attention to the regional character of Colorado Springs as the site is adjacent to the future Colorado Biomes Quad. Site features such as flanking pergolas along the street would clearly indicate the threshold to the campus.

Project 10
NORTH QUAD - COLORADO BIOMES GARDENS
The existing north quadrangle is an open lawn with a circular concrete path around its edges. The circular geometry serves little purpose as the desire line for students from Tutt Science is to head west toward the surface parking lot and Tutt Library, creating a circulation issue resulting in a hard packed dirt path through the lawn. The north quadrangle is programmed by the College a few times a year for larger student events, but these events could be relocated to the Main Quad or new intramural field (see project 13), allowing for the north quadrangle to take on a different form



NORTH QUAD



Mathias Hall



Mathias Hall Streetscape

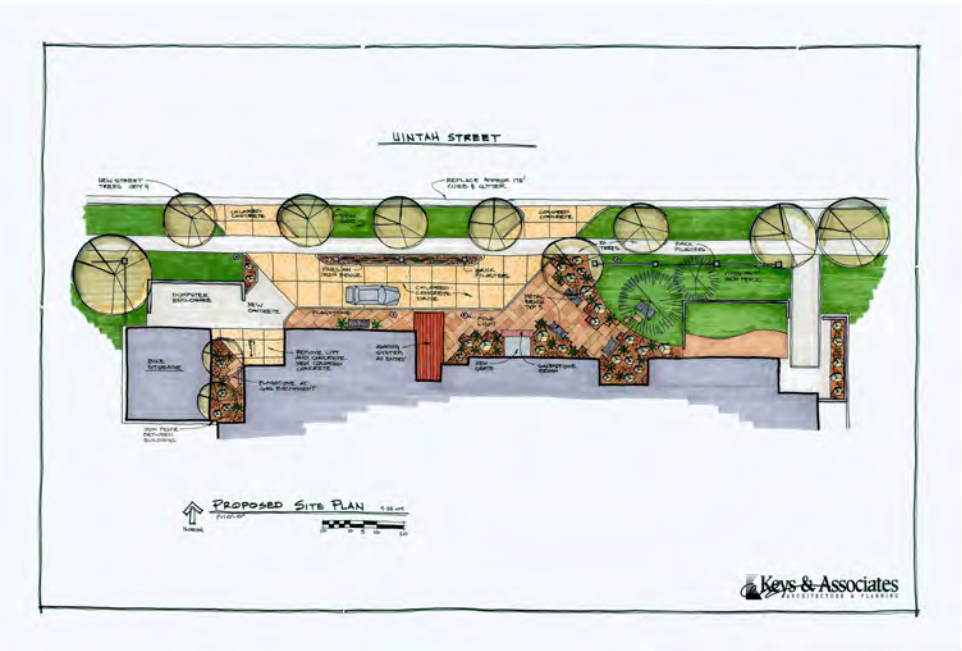


Mathias Hall Interior

and look. With the College’s strong commitment to sustainability, the quadrangle can be transformed into a series of gardens representing regional biomes and demonstrating water conservation principles. The quadrangle provides spaces at varied sizes that can be used for private conversations or larger outdoor classrooms. The grading of the gardens and major pathways should facilitate the movement of stormwater to biofiltration gardens adjacent to the walkways. The space just north of Palmer should be redesigned to be more reminiscent of the Tutt Science specialty rock garden and provide a transition from the lush foundation planting on the south side of Palmer to the plantings of the Colorado biomes of the north quadrangle. (Priority: Independent Landscape)

Project 11
MATHIAS HALL INTERIOR RENOVATIONS AND STREETSCAPE
Mathias Hall recently received a number of needed upgrades, including some reconfiguration of the 1st and 3rd floors to create “living learning communities” (LLCs). This work involved new community space and finish improvements. Mathias is seen as the least desirable of the three primary residence halls and would benefit from continued improvements, both exterior and interior. Continued reorganization of the 2nd and 4th floors should be considered and renovations should follow the tenants of the 21st Century Project of the ACUHO-I: community, flexibility, sustainability, technology, and innovation. Additionally, the building is in need of comprehensive building system improvements. (Priority: Medium Term)

MATHIAS HALL STREETSCAPE
The streetscape in front of Mathias along Uintah is overly harsh with extensive paved areas. It also mostly in shade. The front entrance and streetscape will be redesigned, including an improved drop-off and additional planting to add color and screen the service area, while enlivening and adding grace to the street frontage. The Mathias Hall landscape to the west should also match that of the future north quad xeric planting. Entrances to the Hall as well as the courtyard space should allow for student interaction and provide amenities for residents to gather and hold small events. (Priority: Medium Term)

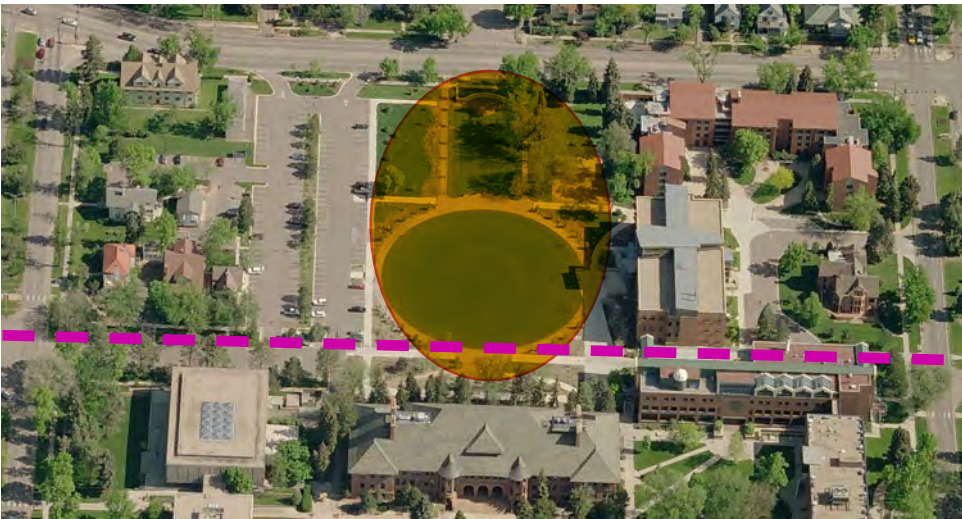


Sketch for Mathias Streetscape by Keys and Associates



Mathias North Streetscape

NORTH QUAD



Proposed Axis for Academic Walk



Locust Walk at University of Pennsylvania

Project 12
ACADEMIC WALK

A primary pedestrian corridor should be created to connect residential houses on the east end of the campus to the athletic facilities on the west end through the north quadrangle behind Palmer Hall. This corridor, framed by an allee of trees, would enhance the east-west pedestrian and visual connection across campus. Students will be encouraged to utilize this walkway at night – it is intended as the primary circulation path for the campus after dark. Illumination will thus be an important part of the design and should be explored as a means of providing a safe, attractive, and unique part of campus. Safe pedestrian crossing measures should be considered at North Nevada Avenue and North Cascade Avenue. The Academic Walk should be designed to allow for the continued use of the service area at Barnes, while allowing for clear, safe pedestrian movement. Landscape improvements carried out as part of the Tutt Library redesign will be the first portion of the walk to be implemented, but further work in that area will be required as the surface parking is removed. (Priority: Independent Landscape)



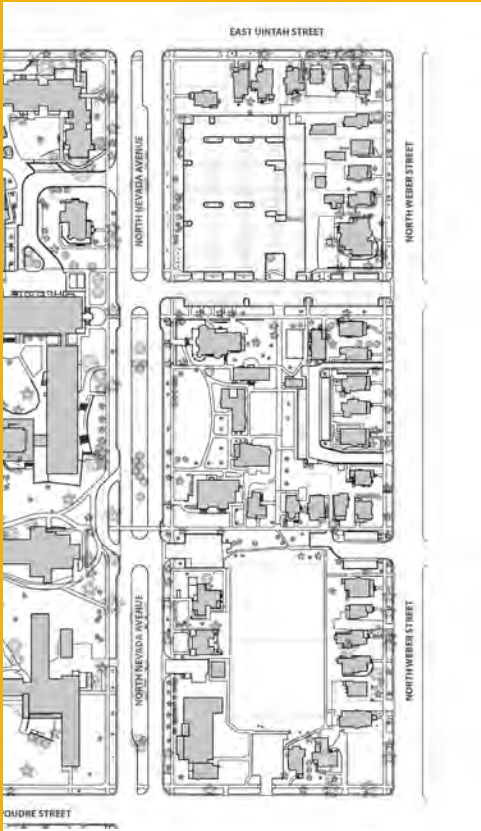
Service Access at Barnes Science



Current Walkway North of Palmer

KEY FINDINGS

The North Quad needs a strong and unique identity that ties together the buildings and surrounding landscapes.



Existing campus

KEY INITIATIVES:

- **SHORT TERM**
 - 13. New Residential Development
 - Health Center
 - Intramural Field+Parking
 - 15. Academic Walk
- **MEDIUM TERM**
 - 14. Renovated Cottages
- **LONG TERM**
 - 16. Eco-Village Gardens
 - 17. Relocated Sorority Houses

EAST CAMPUS

The Northeast Campus is characterized by its predominately smaller scale buildings and residential uses. Initiatives for this part of campus include new residential housing and an intramural field which echo and emulate the success of Autrey Field (a.k.a. Yampa Field); the renovation of several cottages along East Uintah; and the continuation the Academic Walk.





Project 13

EAST CAMPUS HOUSING, PARKING, AND INTRAMURAL FIELD

Perhaps the greatest accomplishment of the 1995 campus master plan was the creation of Donald E. Autrey Field, aka Yampa Field, in the south block of east campus. This field provides for intramural sports and other student activities, surrounded by historic cottages occupied by juniors and seniors that add character, scale, and charm to this corner of campus. The 1995 plan also proposed a similar treatment for the north block. Growing demands for intramural fields and new residential apartments for juniors make realization of this plan a priority.

The existing parking lot can be removed and replaced with a subgrade parking structure with an intramural field measuring roughly 240ft x 300ft constructed on top, adding to the verdant and pedestrian character of the northeast corner of campus. The parking structure could be cost-effectively situated partially below grade, providing approximately 250 spaces, or fully below grade enabling 280 spaces per level, including parking under the new residential buildings to the west and north. Artificial turf and strategically placed lighting that does not infringe on the neighboring homes could maximize the use of this play field.

New residential buildings will provide apartments for 100-125 students, as well as social spaces interspersed throughout the building designed to take advantage of views to the west, and a collective space for outdoor student activities. The facility is envisioned as apartment-style housing for juniors and seniors. The new facilities will follow the tenants of the 21st Century Project of the ACUHO-I: community, flexibility, sustainability,



Precedents for New Residential Development - 10 Akron Street at Harvard University



Sorority Lawn



San Rafael Parking Lot



Sorority Path

EAST CAMPUS



San Rafael Crossing

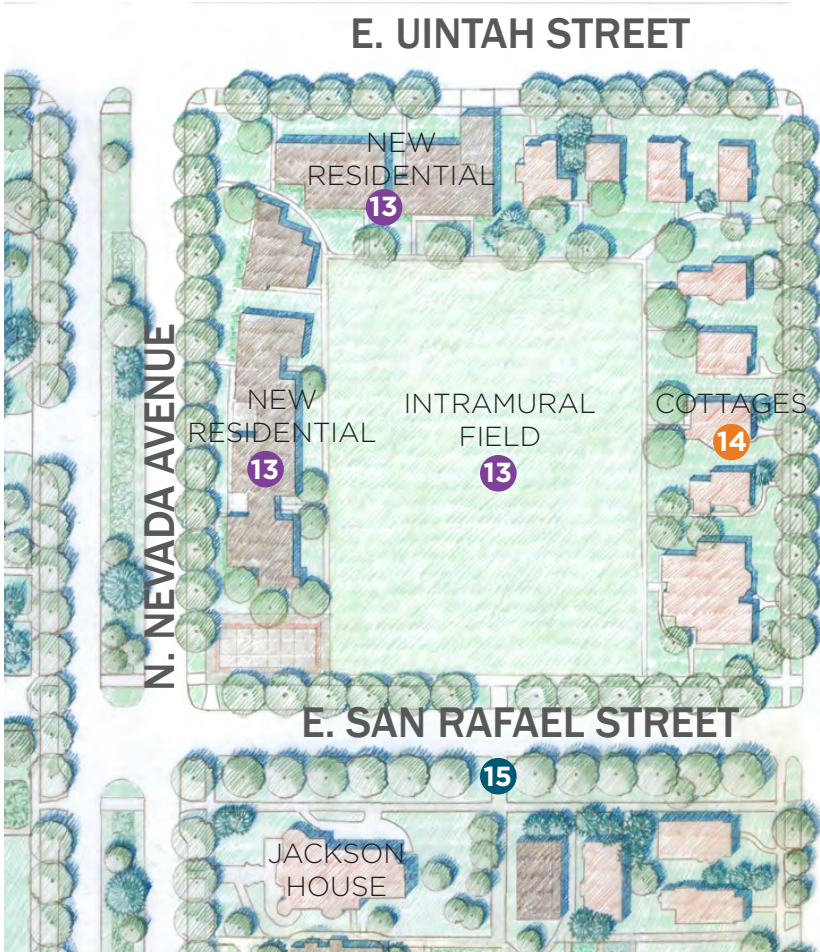


Cottage Activity

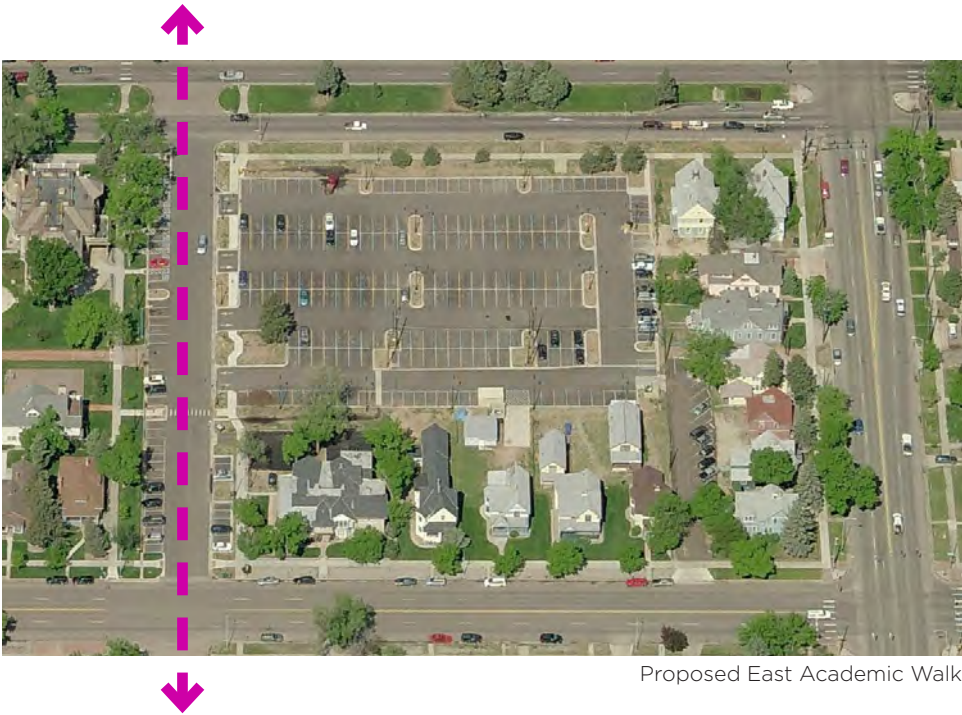
technology, and innovation. These concepts will be realized differently from the recent work in Slocum, as the housing is intended for older, more independent students. The new residential facilities will also be in summer months for a more robust summer block program and will require full air-conditioning. Feasibility of relocating the student health center from Boettcher Hall (project 31) to a portion of this new development should be studied. Ranging from three stories along East Uintah to four or even five stories along Nevada, this development could provide as much as 75,000 sf of space while keeping southern exposure and a pleasant residential character. (Priority: Immediate Project)

Project 14
RENOVATED COTTAGES

Cottages on the east half of the site, four along East Uintah and five along North Weber Street, are within the North Weber/Wasatch National Register Historic District. The cottages can be renovated and improved for continued residential use. The streetscape requires renovation to continue the high quality of appearance seen in the middle and southern blocks of east campus. Rear outbuildings behind the cottages will need to be demolished to provide sufficient space for the intramural field. (Priority: Medium Term)



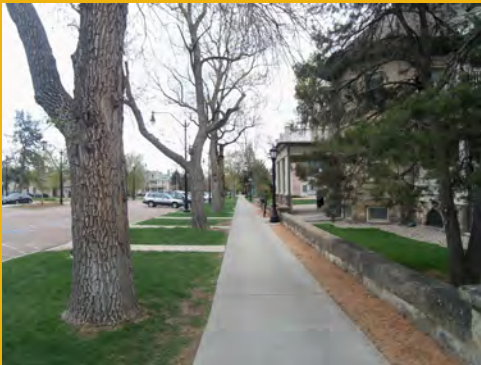
EAST CAMPUS



Proposed East Academic Walk



Proposed Mid-East Block Sketch



San Rafael Street



N Nevada at San Rafael



Parking looking South



EAST CAMPUS



Cottages



Greenhouse



Mid-east Block

Project 15

ACADEMIC WALK

The new Academic Walk aligned with San Rafael Street will be extended across North Nevada Avenue to the edge of the intramural playing field with continuity of paving and landscape treatment. As stated above in project 12, students will be encouraged to utilize this walkway at night – it is intended as the primary circulation path for the campus after dark. Illumination will thus be an important part of the design and should be explored as a means of providing a safe, attractive, and unique part of campus. Perpendicular parking along the south side of San Rafael should be removed and replaced with parallel parking to provide more space for transition the field to the street and match the character of adjacent residential streets. (Priority: Independent Landscape)

Project 16

ECO-VILLAGE GARDENS

The smaller interior of the center residential block of Eastern Campus already contains a student managed greenhouse and interested theme houses to support further development as an Eco-Village. The Eco-Village should include a variety of both smaller intimate and larger semi-public spaces shaped by a well-managed and attractive, productive agricultural landscape of orchards, and displays maintained by students and faculty, while keeping the residential character of the campus along Webber Street. (Priority: Independent Landscape)



EAST CAMPUS



East campus walkway



Driveway



Yampa Field

KEY FINDINGS

The success of the South block can be replicated in the two Northern blocks to create a contextually appropriate residential corridor that showcases the sustainable aspirations of the Colorado College student body.



Open up Block for Eco-Village



Cottages in Need of Renovation

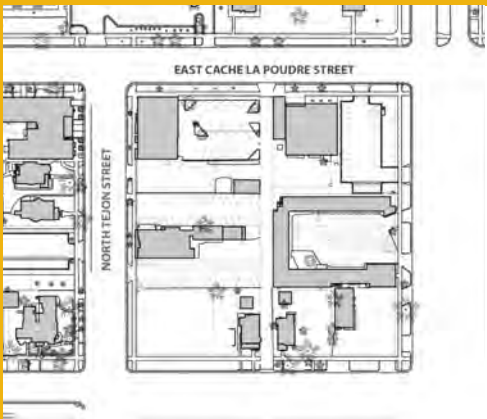
Project 17

SORORITY HOUSES

Three existing sorority buildings which are underused and poorly located can be moved closer to North Nevada to allow for a better relationship to the street and more productive and cohesive development of the interior of the block. (Priority: Long Term)

SOUTH BLOCK OF EAST CAMPUS

As noted above (project 13) the south block of east campus is one of the greatest successes of the 1995 campus master plan. All of the cottages along the east side (North Weber) and north side (East Yampa) have been renovated and are in good condition and productive use. The college owns two homes on the south side of the block (north side of Cache la Poudre) and two homes on the west side of the block (east side of North Nevada). The recently constructed Cheryl Schlessman Bennett Children's Center (2012) completed the College's investment in this block. Only one building on the block, 232 Cache la Poudre, is not owned by Colorado College.



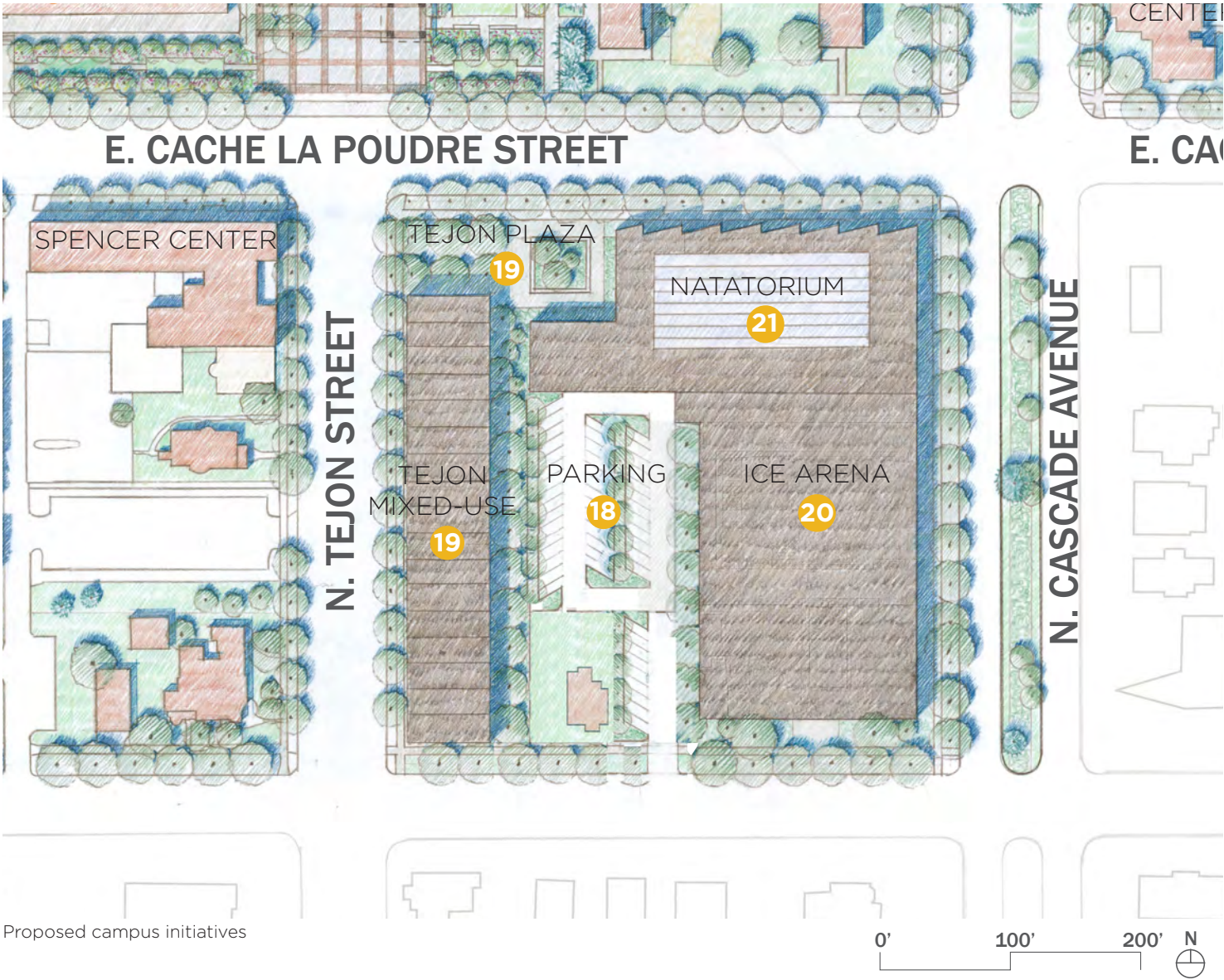
Existing campus

KEY INITIATIVES:

- LONG TERM
 - 18. Parking
 - 19. North Tejon Plaza Mixed Use Development
 - 20. Ice Arena
 - 21. Natatorium

SOUTHEAST CAMPUS

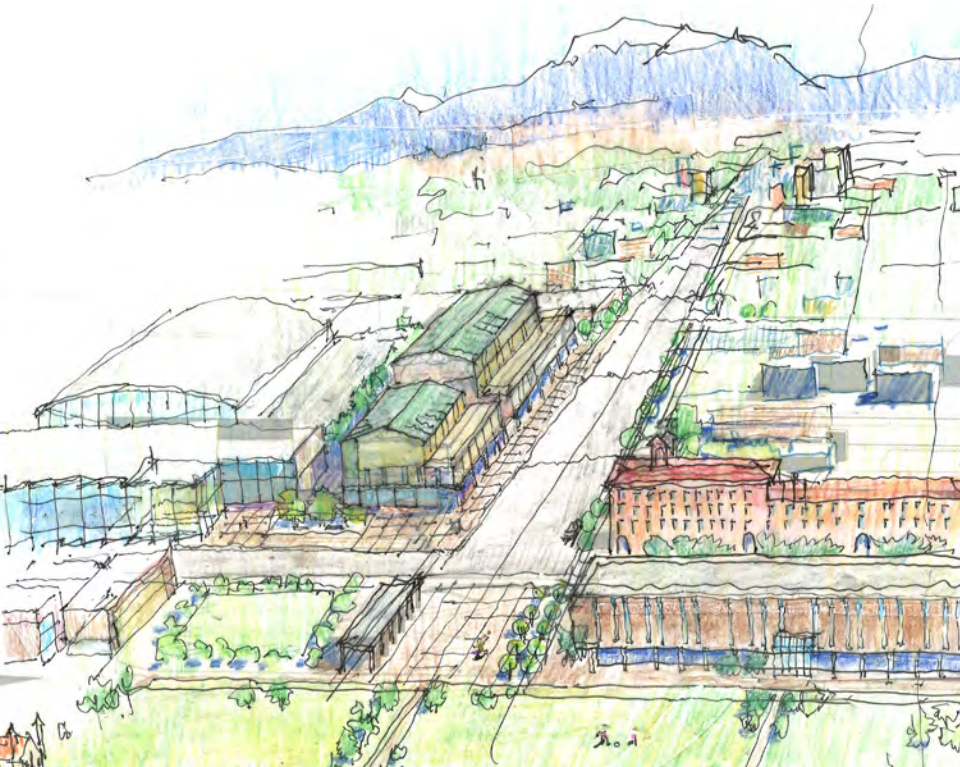
Because of its current usage of low scale mixed use buildings and parking lots, this block has the greatest opportunity for new uses and can be developed over time, providing a more thoughtful and careful transition between the campus and the commercial area of Colorado Springs to the south.



Proposed campus initiatives

Project 18
PARKING

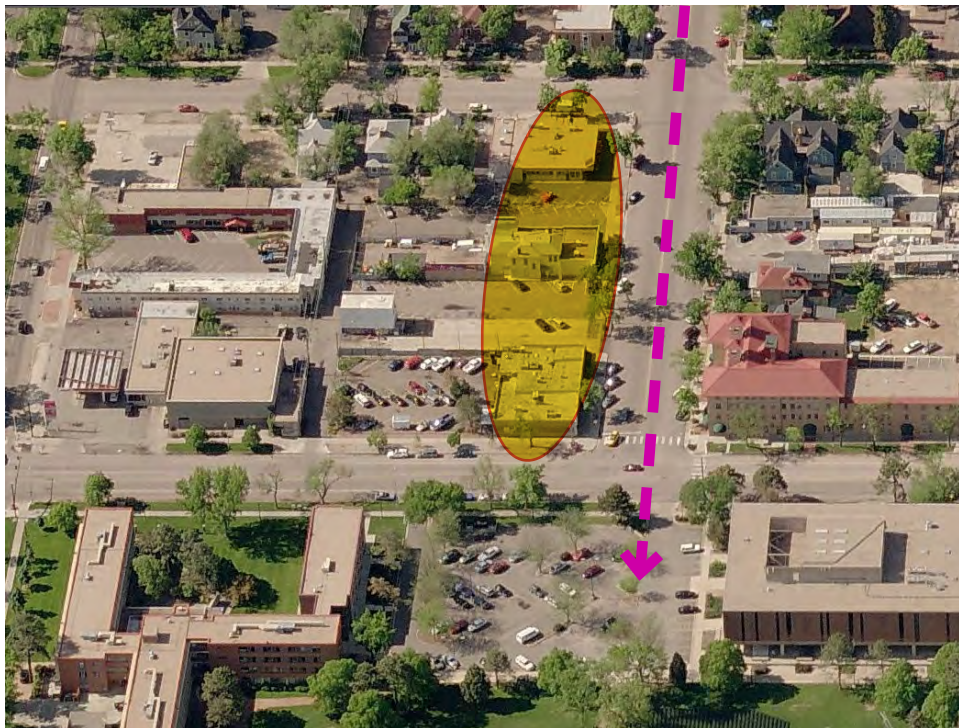
Construction of a structured parking facility at this location is recommended to be the first investment in this block, as it would allow for many projects to go forward that meet important goals of the master plan, such as replacement of the parking lot east of Armstrong Hall (project 5). A garage in this location could fit approximately 100 cars per level, thus a 120,000 sf, four-story garage could provide for 400 spaces, enough to replace the current parking on this block, and the Armstrong lot. Construction of the garage would require relocation of the Central Services building and the demolition of two homes on East Dale Street, only one of which is currently owned by Colorado College. If the second home cannot be purchased, parking improvements would be limited to a lot size of approximately 80 spaces. (Priority: Long Term)



Proposed Tejon Mixed Use Development Sketch

Project 19
NORTH TEJON MIXED-USE DEVELOPMENT

Phase two of the redevelopment of this block would be a large mixed-use development, planned for the length of North Tejon Street, replacing a disconnected streetscape of parking lot and poor quality commercial buildings. The ground-floor would be primarily commercial, including a relocated Wooglin's Deli, but would also include academic space, including a new home for 3-D Arts. Upper levels would be additional academic space as well as residential loft apartments. At three stories, the new building would provide approximately 62,000 sf of flexible space. A new open plaza is planned for the northwest corner of the block, opposite the Spencer Center. While smaller in scale to Colorado Plaza, this open corner will compliment the Colorado Plaza as a gateway to campus as well as a connection to mixed use development and the city to the south. (Priority: Long Term)



Create Mixed-Use Gateway into Campus



Intersection of Tejon and Cache



Central Services



Laundromat

SOUTHEAST CAMPUS



3D Arts



Behind 3D Arts



Alley at CC Inn

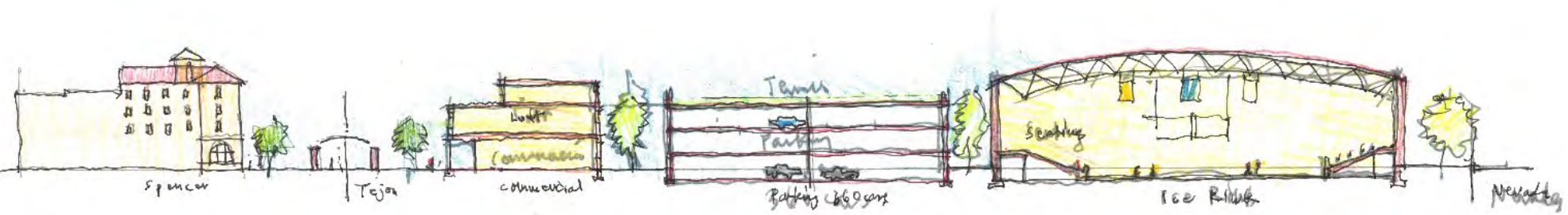
Project 20

NEW ICE RINK

As discussed below (project 23) the removal of the existing Honnen Ice Arena provides one of the greatest opportunities for campus transformation. As phase three of the redevelopment of the North Tejon block, a new ice rink could be constructed at the corner of North Nevada Avenue and East Dale Street. The current rink is used as much by the community as by the College, thus this new facility would be more conveniently located at the periphery of campus. As drawn, the new facility would be as large as 42,000 sf, whereas the existing ice facility is 28,500 sf. (Priority: Long Term)



Proposed campus initiatives



Proposed Section through New Development

SOUTHEAST CAMPUS



Develop Block as Strong Entry into Campus



Ice Arena Doubles as Large Campus Gathering Venue

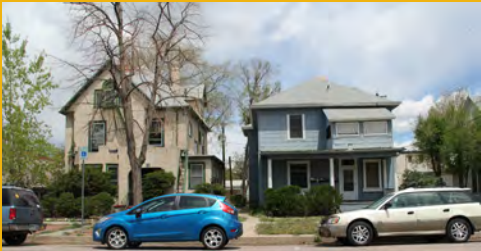
Project 21

NEW NATATORIUM

The final phase of the redevelopment of this block could include new construction along Cache la Poudre. The site is sufficiently sized for a new natatorium with an Olympic-sized 50 meter pool, twice the size of the current 25 year pool. Alternatively, the existing 3-D Arts building could be expanded and complemented with other academic programs or commercial space. (Priority: Long Term)



Natatorium



Houses along Dale



Art Gallery



Colorado College Inn

KEY FINDINGS

The Southeast block of campus could be one of the strongest points of entry into the College. Amplifying the College's image through developing this block is particularly important.



Existing campus

KEY INITIATIVES:

MEDIUM TERM

22. Worner Hall

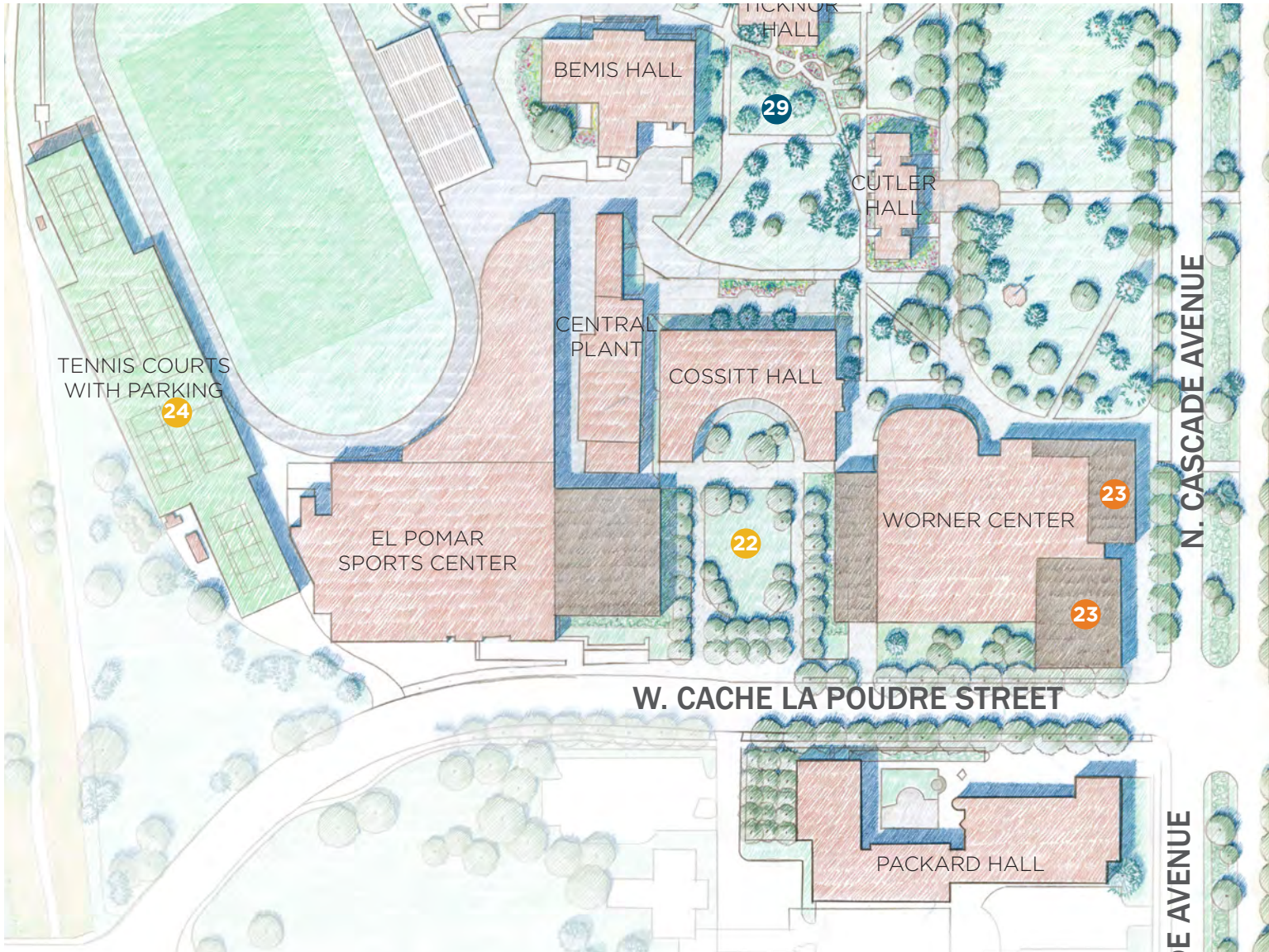
LONG TERM

23. Cossitt Hall Quad

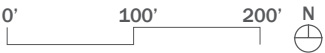
24. New Tennis Courts
Structured Parking

SOUTHWEST CAMPUS

For many years, multiple and conflicting functions, to their detriment, have been crowded into this corner of the campus and have not enhanced the relationship of their uses to the landscape and city to the west and south.



Proposed campus initiatives



Project 22
COSSITT HALL QUAD

Cossitt Hall was constructed in 1914 and served for many years both as the College’s main athletic facility and social hall. The building’s horseshoe shape wrapped around the north end of the Cossitt Bowl, an outdoor track and field. This spectacular space was taken over by the construction of the Honnen Ice Arena, completed in 1963, hiding the beautiful amphitheater and views out that were a part of the historic structure. A suite of remarkable rooms, including lounges and gymnasium spaces are now dark and obscure.

The College should set as a goal the restoration of this remarkable space and significant legacy to the campus. The ice rink is ill-suited to this location with inadequate locker rooms, sideline seating, and an energy-inefficient enclosure. Another locations must be found for this function and room for support spaces, allowing the original Cossitt Hall to be restored to its glory (see project 20). Removal of the Schlessman Natatorium is also recommended, although retention of this building would not prevent successful completion of the new open space. Also constructed in 1963, the building faces many of the same challenges as Honnen and is too small to meet the needs of the College swimming program (see project 21).



Proposed Sketch of Cossitt Quad showing historic facade and additions to either side.

Opening of the new Cossitt Hall Quad provides opportunities to expand both Worner and the El Pomar Sports Center to provide a true nexus of student life. The main floor of Worner should be expanded to the west, providing an additional 5,000 sf of dining space, and bridging over an improved service area. El Pomar could be expanded to the east, providing two stories and 13,000 sf of greatly needed fitness studios and other athletic spaces. A feasibility study should examine how program should be best arranged between the expansion of El Pomar and Cossitt Hall. Relocation of the dance program to El Pomar addition could create better athletic synergies and allow the historic gymnasium in the lower level of Cossitt to take on uses benefiting a larger section of the student body. As discussed below in Project 22, Gaylord Hall (nearly 3,000 sf) is proposed for repurposing – the Cossitt Gymnasium (4,600 sf) would make a suitable replacement that would have direct access to the dramatic new Cossitt Quad.

The relocation of the ice arena provides an opportunity to create an open space that celebrates the Cossitt Hall amphitheater and historic façade and improve the relationship of a significant College building to the street. The landscape should be open and allow for flexible social programming and informal outdoor dining while being sensitive to the transition to the increasingly more naturalized landscape to the south and west. (Priority: Long Term)



Creating Cossitt Quad through the demolition of the natatorium and ice arena.



Historic photos of Cossitt Quad



Cossitt Amphitheater

SOUTHWEST CAMPUS



Service Alley at Honnen and Worner



Tennis Courts

Project 23

WORNER HALL

Worner Hall has had recent renovations to its dining and kitchen services that have greatly improved the food service experience. Students expressed a keen interest in further improvements to its operation (primarily in the extension of operating hours) as well as continued improvements and reorganization. A key improvement would be to relocate the bookstore to a much more prominent and accessible location on the main level, at the corner of Cache la Poudre and Cascade, where it could serve both the Colorado College students and visitors. This would involve the renovation and expansion of Gaylord Hall, a large meeting room, whose function should be relocated. (See project 21). The Coburn Gallery could be relocated to the east side of the main floor, facing the

main quad where shows and displays can be more prominent. This would involve the transformation and expansion of the seldom-used portico. The renovation and additions would provide for a new bookstore of as large as 8,000 sf and a gallery as large as 5,000 sf. The current bookstore is 6,400 sf and the current gallery is 1,500 sf. The current bookstore space would be freed up for additional student program space, like arts and crafts or other alternative programs that help alleviate the stress of the block plan. (Priority: Medium Term)



Creating Visibility for the Bookstore



SOUTHWEST CAMPUS



Parking Under Tennis



Parking Disguised - There is a four story garage underneath this sculpture garden at the Philadelphia Museum of Art.

Project 24
NEW TENNIS COURTS / STRUCTURED PARKING
This section of campus has the fewest parking spaces and would greatly benefit from additional parking. This project would involve the construction of a structured garage on the west side of Washburn Field on the site of the Burghart Tennis Courts. A single story of below grade parking would accommodate approximately 70 cars; an additional level of parking would accommodate another 50-60 cars. The tennis courts would be replaced on the roof of the new garage. Access is challenging as the site abuts a portion of Monument Valley Park, which is managed by the Palmer Land Trust. (Priority: Long Term)



Interactive Campus Concepts Plan



Worner Service Drive



Worner Entry



CC Bookstore

KEY FINDINGS

Decluttering the cluster of buildings around Worner Center and Cossitt Hall would breathe new life and energy into the center of student life on campus.

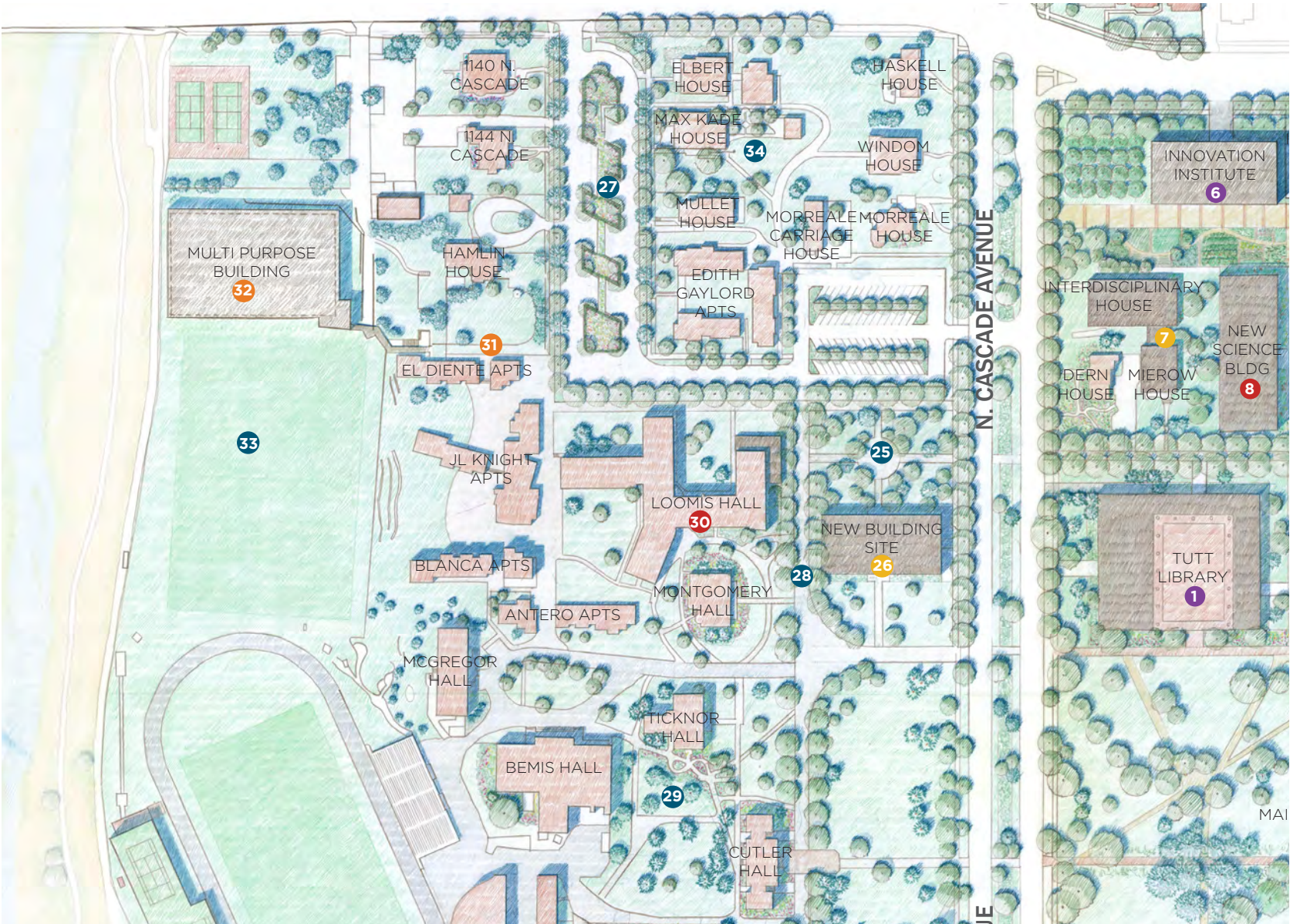


Existing campus

KEY INITIATIVES:

- MEDIUM TERM**
 - 25. Academic Walk
 - 26. Multi-Purpose Building
 - 30. Loomis Hall Renovations
- LONG TERM**
 - 32. New Building Site
- INDEPENDENT LANDSCAPE**
 - 27. Washburn Field
 - 28. Parking Improvements
 - 29. Specialty Garden Enhancements
 - 31. Academic Walk Vista Garden
 - 33. Admissions Walk
 - 34. Cutler West Gardens

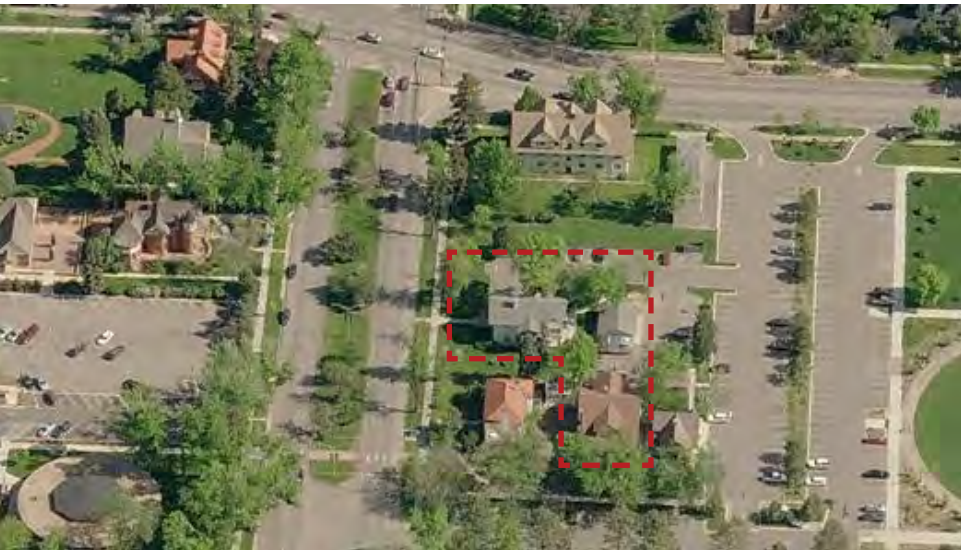
WEST CAMPUS



Proposed Campus Initiatives



Admissions and Academic Walk Axes



Project 25

ACADEMIC WALK / VISTA GARDEN (DEMO BOETTCHER)

After the proposed demolition of Boettcher Hall and the relocation of Health Services to the new residential development on the northeast block of campus, the new east-west Academic Walk is able to continue its reach across the College. When students use the Academic Walk to cross North Cascade Avenue they will pass through a new park space called the Vista Garden. This space will provide an informal, more intimate gathering and study space for students at the intersection with the new north-south Admissions Walk. As stated above in projects 12 and 15, students will be encouraged to utilize this walkway at night – it is intended as the primary circulation path for the campus after dark. Illumination will thus be an important part of the design and should be explored as a means of providing a safe, attractive, and unique part of campus. (Priority: Independent Landscape)

Project 26

NEW BUILDING SITE

A new building is proposed on the west side of North Cascade Avenue, opposite the transformed Tutt Library. A contemporary building on this site will serve to spatially shape the space of the main quad as it crosses Cascade. The recommended removal of the Boettcher Center provides an opportunity for this new building to the south, sited to complement the vista garden and new Academic Walk (see project 25). The new building should be carefully sited to preserve views down the walk to a renovated and expanded Loomis Hall (see project 30) and to preserve the visual access of Montgomery Hall across Cascade. No program has been identified for this building site. A three-story building on this site could provide 34,000 sf of space. (Priority: Long Term)

Project 27

PARKING IMPROVEMENTS

Surface parking lots to remain in the northwest campus should be enhanced by reducing parking numbers and replacing these spots with additional tree and shrub plantings for micro climate improvement, screening and seasonal color. There is a significant opportunity to provide campus connectivity and cohesiveness by enhancing the front door to the Faculty/Staff houses and by improving the extent and quality of Wood Avenue parking lot. Similarly the nearby residence halls and Language Houses would benefit by having their living environment becoming a priority over parked cars. (Priority: Independent Landscape)



Parking Lot at Edith Gaylord



Entry of Boettcher



Interior of Boettcher



Parking Lot

WEST CAMPUS



Current Path to Cutler



Taylor Hall



Loomis Hall

Project 28

ADMISSIONS WALK

The Admissions Walkway will be created in order to provide a better north-south pedestrian connection for visitors parking and then walking to the Admissions Office in the historic Cutler Hall. This Walk has great importance as this is a potential student’s first impression of the College. The implementation of the Walk will require significant redesign and simplification of existing service, fire and vehicular drives in order to resolve the pedestrian-vehicular conflicts. The materials of the walkway should be stone. An allee of deciduous canopy trees would strengthen the sense of the collegiate landscape of the Main Quad to the east. This primary north-south pedestrian tree-lined corridor grounds will help to de-emphasize the diversity of building styles in this area and reinforce the western edge of the Main Quadrangle. The walk will also provide 24-hour connection between the new Academic Walk (projects 12,15,25, and 31) and the Worner Campus Center. These walks are intended as the primary circulation paths for the campus after dark. Illumination will thus be an important part of the design and should be explored as a means of providing a safe, attractive, and unique part of campus. (Priority: Independent Landscape)

Project 29

CUTLER WEST GARDENS

The space west of Cutler Hall has an opportunity to create a serendipitous garden with the premier view to the Pikes Peak. Demolition of Taylor Hall is not critical, but recommended to expand this space. Ample seating and lawn should be provided in consideration of flexible programming. (Priority: Independent Landscape)

Project 30

LOOMIS HALL RENOVATIONS

Colorado College has three large residence halls for freshman and sophomores, Mathias, Slocum, and Loomis. Of these three, Loomis is said to have the most tight-knit community feeling, despite the fact that the building has not been renovated in many years. Significant investment is required in building finishes and mechanical systems, and renovations should evaluate the recent success of the social spaces added to Slocum Hall. New social spaces at the ends of the various building wings can help to update the building’s dated exterior and provide new settings for gathering spaces that the block plan necessitates. The possibility of providing additional bedrooms in the building should also be explored. The reorganization should strive to create “living learning commons” (LLCs) and should follow the tenants of the 21st Century Project of the



WEST CAMPUS

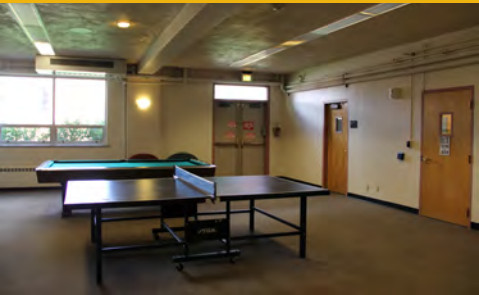
ACUHO-I: community, flexibility, sustainability, technology, and innovation. Additionally, the building is in need of comprehensive building system improvements. (Priority: Short Term)

Project 31
ACADEMIC WALK

The Academic Walk mentioned in projects 12 and 15 continues west across Cascade Avenue, through a new Vista Garden (project 25), crossing the Admissions Walk and then along the north side of Loomis Hall and the El Diente Apartments terminating at a pedestrian bridge to the new multipurpose building (project 32) thus completing the east-west pedestrian connection through the north part of Campus. Some modifications to the open space south of Hamlin House may be required. Such modifications should be designed to have a minimal impact on the historic garden. Connection to a pedestrian bridge over the northern service access to the athletic fields will be a necessary and delightful entrance to the facility from the upper campus. Students will be encouraged to utilize this walkway at night – it is intended as the primary circulation path for the campus after dark. Illumination will thus be an important part of the design and should be explored as a means of providing a safe, attractive, and unique part of campus. (Priority: Medium Term)

Project 32
MULTI-PURPOSE BUILDING

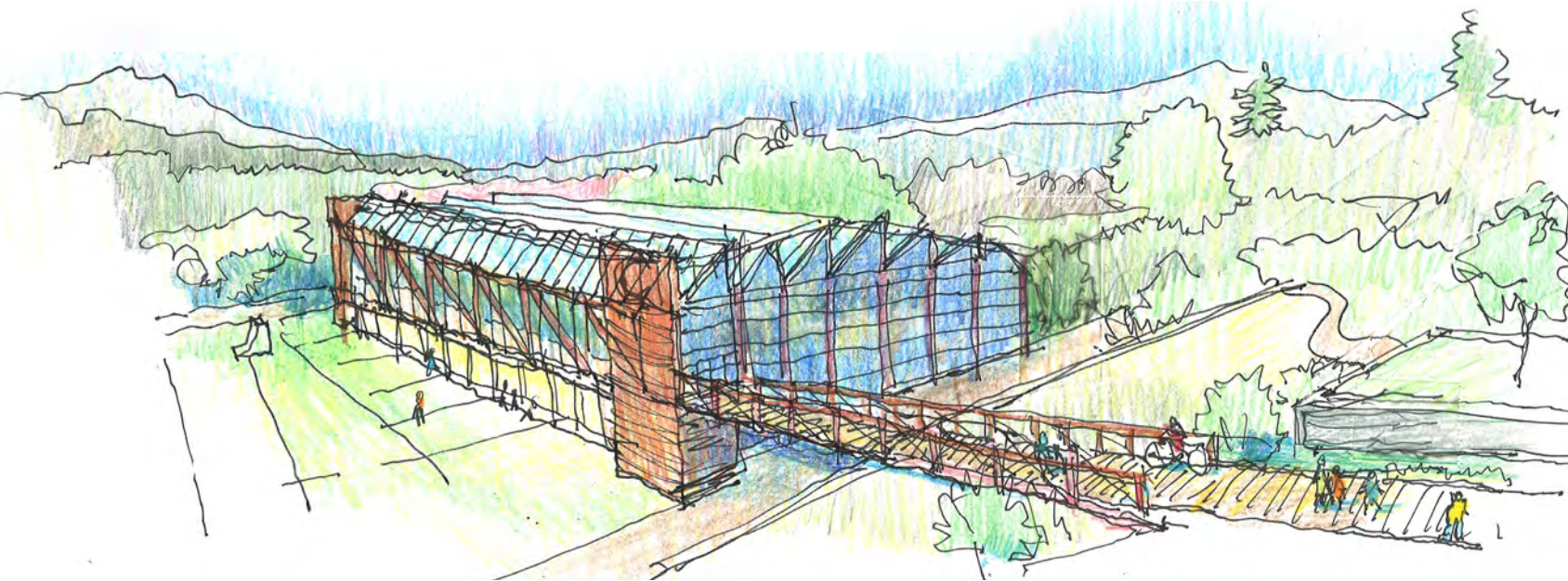
Colorado College currently lacks a large multi-purpose facility that is sufficiently sized to fit a large portion of the entire student body. Students, faculty, and staff all emphasized the importance of such a space throughout the master planning process. The master plan proposes a 31,000 sf multi-purpose facility constructed on the current Olson Field. Loss of the field is made possible by the new intramural field in the north block of east campus. (See project 13). The new multi-purpose building will be shared and scheduled equally by student life and athletics, serving whole school assemblies, dances, and other special events, while also being able to function as indoor athletic practice during cold and inclement weather, the building's interior space will measure roughly 140ft x 220ft making it large enough to accomodate a variety of uses. With the correct selection of flooring type, the surface could even be covered for non-athletic events. The interior will require tall ceilings and great flexibility. The facility will be the terminus of the new Academic Walk and connect to the campus via bridge from a second level. At the main floor, the facility will have large doors, capable of opening directly out onto Stewart Field. The large roof of this facility should be carefully designed to harness both the power of the sun through photo-voltaics and water-harvesting can be explored as well. (Priority: Medium Term)



Loomis Interior



Crossing at Boettcher



Multi-purpose building

WEST CAMPUS



Project 33

STEWART FIELD

Maintaining high quality turfgrass on Stewart Field is problematic with recent droughts and overuse by athletics and intramural sports. At times the College has had to restrict the use of the field for competitive matches only, leaving the intramural sports clubs to seek alternate locations for practice and games. By installing artificial turf and lights at Stewart Field, more students will be able to use the field throughout the year and the need for regular maintenance and irrigation will be eliminated.
(Priority: Independent Landscape)

RIPARIAN LANDSCAPE

Monument Creek and Pikes Peak Greenway Trail create Colorado College’s western edge. For the most part, the Creek and Trail are fenced off due to its proximity to the Athletic Fields and is only accessible at Uintah Street Bridge and The Farm to the north, and Cache La Poudre Street to the south. These existing connections are important for students to access the Greenway Trail and they should be enhanced with native vegetation. The Creek and Trail should be treated much like the public streets that run through the campus – this is not property owned by the College, but it should be treated as part of the Campus and not a barrier. A partnership can be made with the City’s Parks, Recreation and Cultural Services Department for assisting with any future improvements.



WEST CAMPUS



Project 34

SPECIALTY GARDEN ENHANCEMENTS

Specialty Gardens on campus are botanically rich plantings that either highlight prominent building entrances or signify a student Language Houses. These Thematic and Specialty Gardens should be invigorated to have stronger pedagogical and botanical relationship to the overall campus and student life. Enhancements could also include the addition of interpretive signage and greater visibility and access.

(Priority: Independent Landscape)



Monument Valley Park



Max Kade Gardens

KEY FINDINGS

Northwest campus could function better and celebrate some of the College's most important administrative and residential corridors by cleaning up circulation and accentuating pedestrian axes.



Existing campus

KEY INITIATIVES:

- IMMEDIATE PROJECT
36. Off-site Storage
- INDEPENDENT LANDSCAPE
35. Colorado College Farm

NORTHWEST CAMPUS



Project 35
COLORADO COLLEGE FARM

The Farm is extremely successful and well-loved by many students, faculty and staff on campus. However, accessibility and visibility could certainly be improved. It is one of the College’s best kept secrets and more students should be educated on the benefits of the program through interpretive signage. There is also an opportunity to display the Farm to the general public given its close proximity to the Pikes Peak Greenway Trail. A gateway from the Farm to the Trail also allows for students to use Trail to safely cross under the high trafficked Uintah Street. (Priority: Independent Landscape)

Project 36
LIBRARY REMOTE COLLECTIONS / CENTRAL SERVICES

This 10,000 sf building will be constructed on the north end of the new central services area, and will provide remote storage for infrequently accessed library materials. The facility is a high priority as it is needed to facilitate the renovations of Tutt Library. Once construction of the library is complete, 4,000 sf of the interior will be transferred to Central Services for their storage needs, while the remaining 6,000 sf will remain as remote collections storage for the library. It will be a utilitarian building on the exterior, but will feature quality mechanical systems to provide consistent temperature and humidity control. Compact shelving will be utilized to provide maximum storage capacity. Viewshed studies should be completed to determine the visibility of the building and the service lot from the park and areas of main campus across Monument Creek. Landscape screening should be provided to minimize the aesthetic impact of the large service lot. (Priority: Immediate Project)



CC Farm



CC Farm



Monument Valley Park

VIII. DEVELOPMENT PHASING AND IMPLEMENTATION

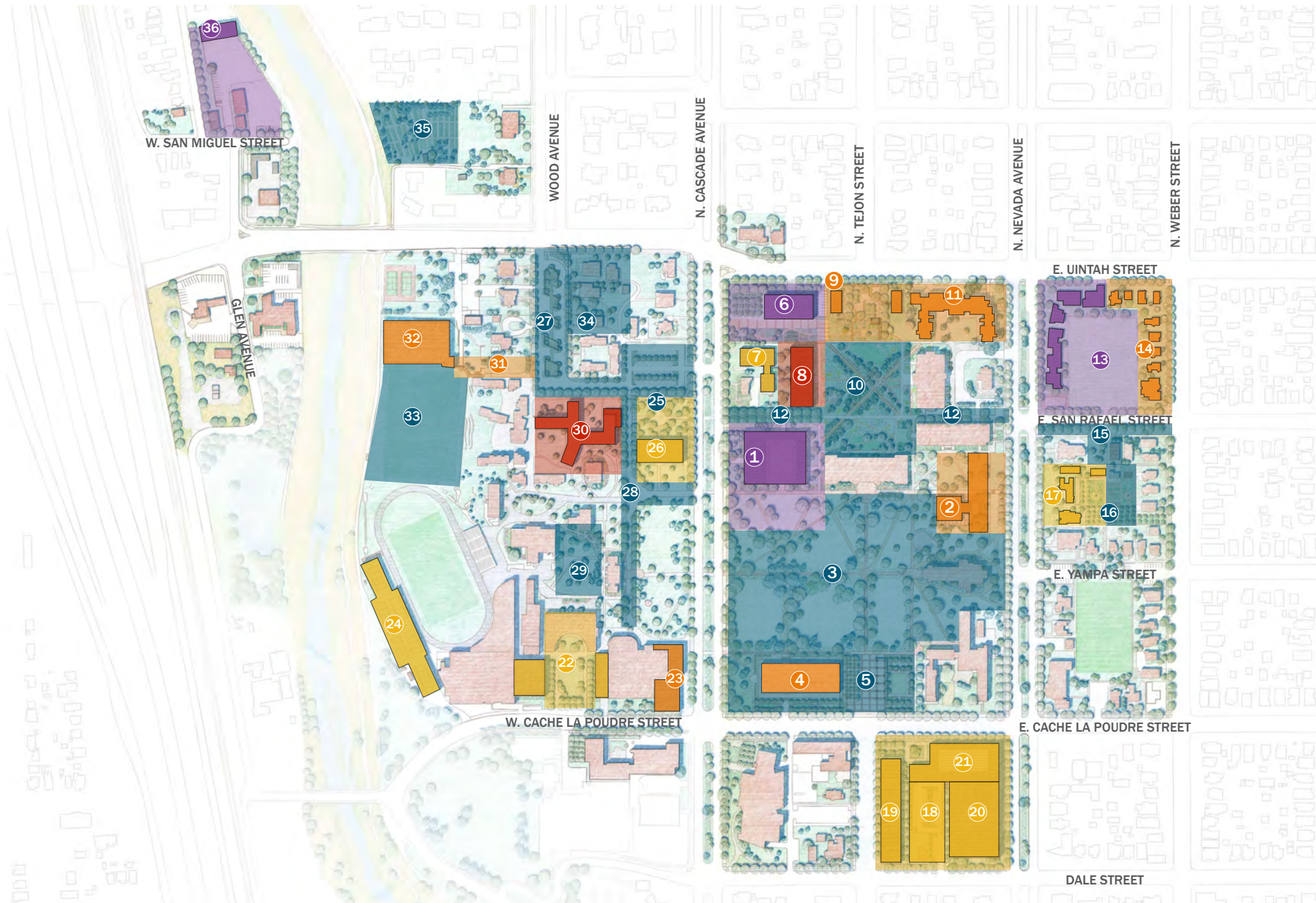
VIII. DEVELOPMENT PHASING AND IMPLEMENTATION

PRIORITIZATION

All the projects indicated in the campus initiatives section of the master plan have been identified by the College and our team as needing attention in the coming years. Deciding which projects require immediate attention and which can be slated for long term consideration is key to creating a meaningful and realistic vision of Colorado College's future development. These prioritized recommendations do not incorporate the detailed and specific preservation and repair recommendations found within the 2013 Facilities Condition Index (FCI) reports. Where projects described within this Master Plan involve existing campus buildings, the FCI reports should be consulted in order that building renewal needs can be integrated into strategic projects.

The following diagrams walk through the proposed prioritization of the campus initiatives, the relationships of projects and how this affects implementation and phasing, as well as the implementation impacts on parking reorganization. Some projects are independent and can be implemented on their own as funding and campus logistics allow. Other projects will only be possible in conjunction with the removal, relocation or construction of others. Planning for and phasing these projects is key to maintaining smooth functioning of the College programs. By identifying key relationships and the impacts of each project, we hope to provide a roadmap for the College in moving these initiatives forward in the least disruptive manner.

These designations grew out of the input we heard from the campus community and were discussed, considered, and solidified through multiple meetings with the College trustees and administration. The intention of this section is to prioritize projects so that they are implementable, successful, and fit into the College's broader goals while supporting the school's funding and budgeting framework. While priorities may shift in the future, it is important to use these proposals as a basis to ensure continuity and accountability for the master plan process as it goes forward.



- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE

PRIORITIZATION

Immediate projects are those which relate to the Strategic Plan’s highest priority initiatives as well as projects which the College needs in order to meet immediate housing needs.

● IMMEDIATE PROJECT

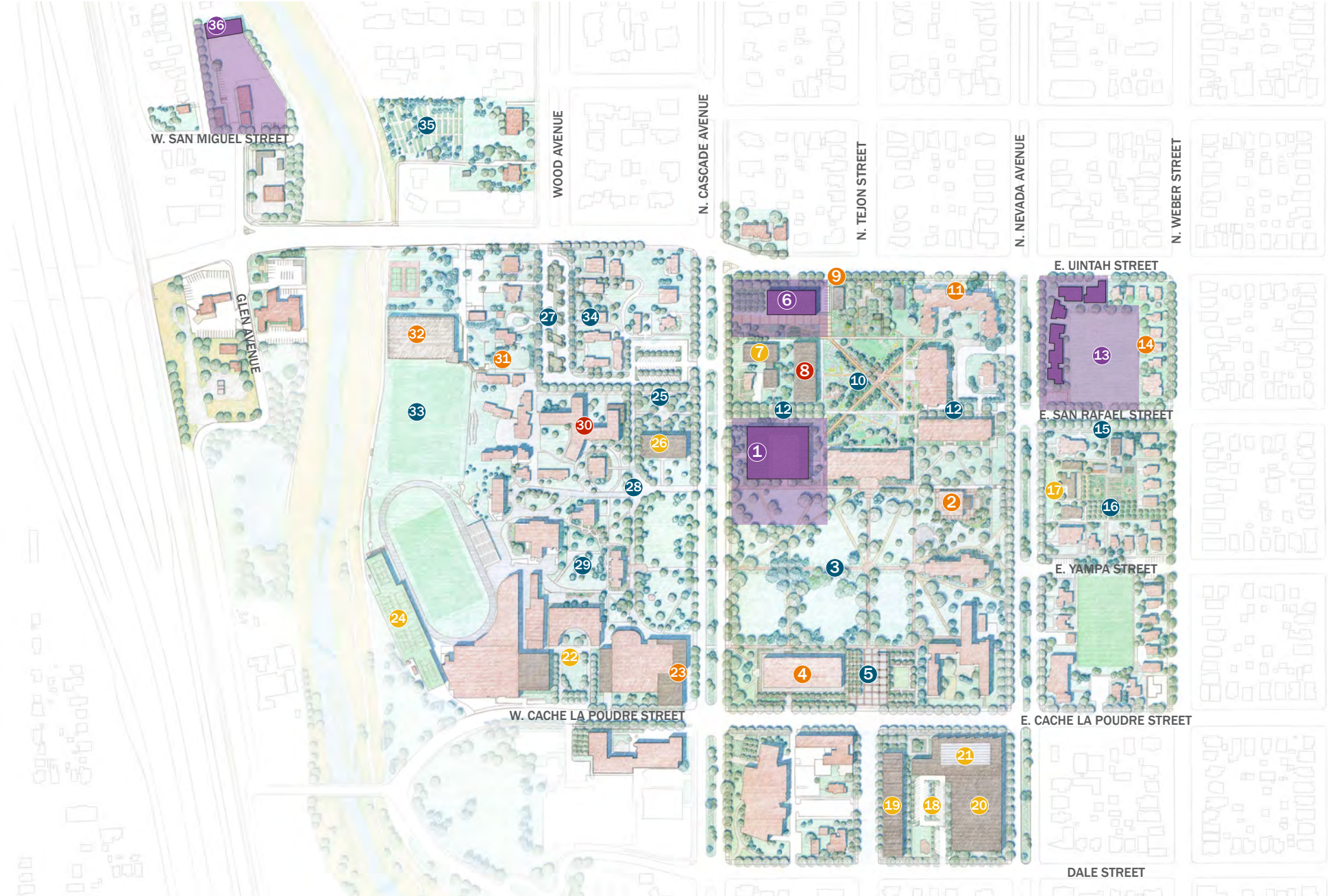
● SHORT TERM

● MEDIUM TERM

● LONG TERM

● INDEPENDENT LANDSCAPE

IMMEDIATE PROJECTS



Project 1
TUTT LIBRARY / CENTER FOR IMMERSIVE LEARNING AND ENGAGED TEACHING

This project has been generated in direct response to the first recommendation of the current Strategic Plan: Building on the Block. “To support our faculty and students as they experience the full potential of the Block Plan, we will create a Center for Immersive Learning and Engaged Teaching to be a focal place for academic support.” The project includes a complete rethinking of the Tutt Library, including substantial additions, the removal of the unsightly 1980 addition, the restoration of the Quad, and a new entrance facing the campus. Programming is complete for this project, and design is underway.

Project 6
INNOVATION INSTITUTE / RESEARCH GARDENS

This project is also the direct result of the current Strategic Plan: Building on the Block. As stated in the third recommendation of the plan, “Our aim is to develop an Innovation Institute to provide resources, structure, and encouragement to students and faculty as they investigate social and environmental challenges, understand, the context in which they exist, identify sustainable solutions, and put them into action.” The new building will be surrounded with research gardens serving to extend innovation to the campus in an evolving series of experiments in environmental and social ecology. The 34,500 sf facility and gardens will be constructed above sub-grade parking.

Project 13
EAST CAMPUS HOUSING, PARKING, AND INTRAMURAL FIELD

This project involves the replacement of a surface parking lot with a new intramural field constructed over subgrade parking. A new 75,000 sf residential development along North Nevada Ave and East Uintah Street will provide greatly needed apartments for juniors. The health clinic will be relocated here from Boettcher Hall.

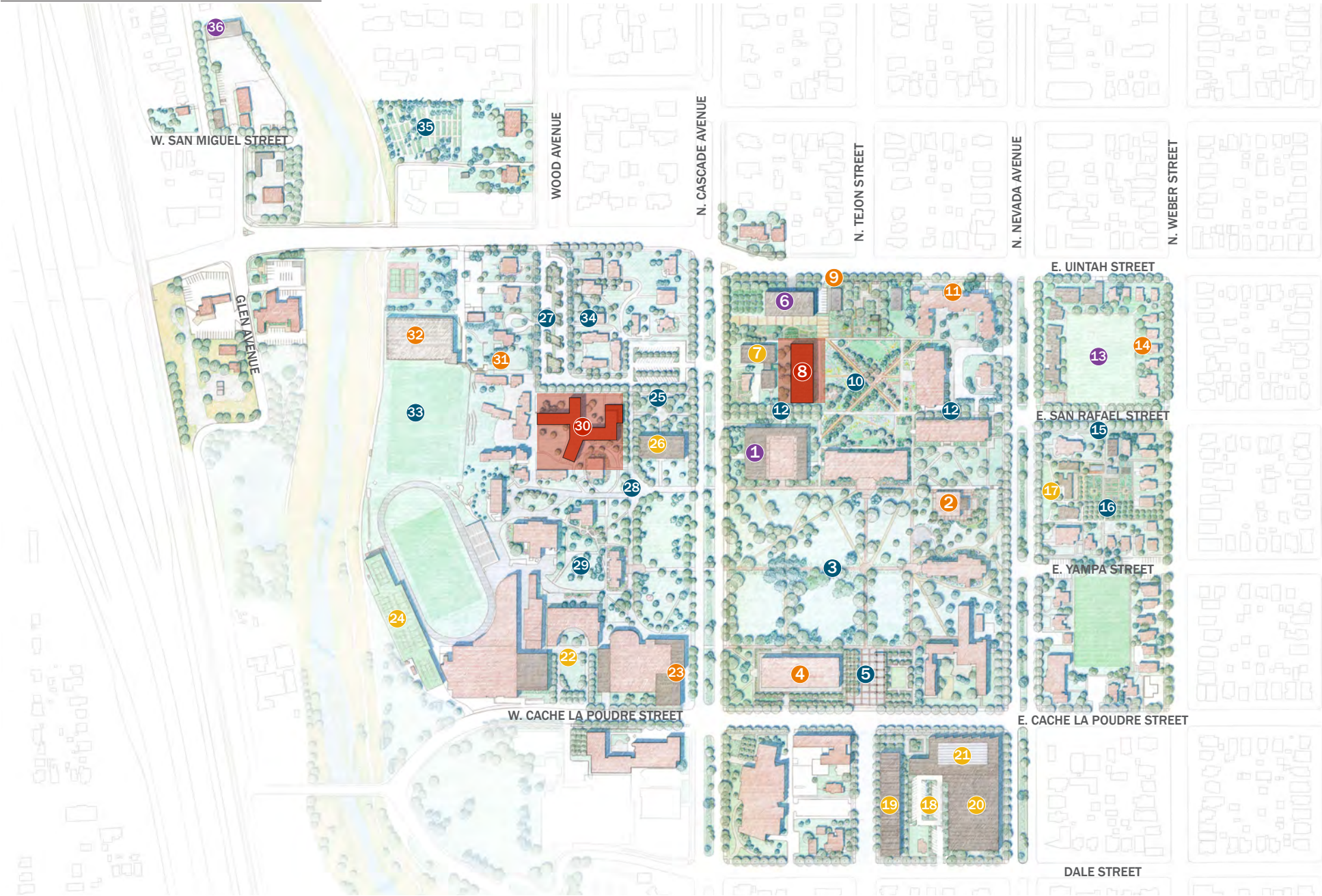
Project 36
LIBRARY REMOTE COLLECTIONS AND CENTRAL SERVICES STORAGE

A new building will be erected at the rear of the recent central services complex for offsite storage for library materials. This facility will need to be completed prior to renovations for temporary housing of collections during construction.

PRIORITIZATION

● IMMEDIATE PROJECT
● SHORT TERM
● MEDIUM TERM
● LONG TERM
● INDEPENDENT LANDSCAPE

SHORT TERM PROJECTS



Project 8

NEW SCIENCE BUILDING

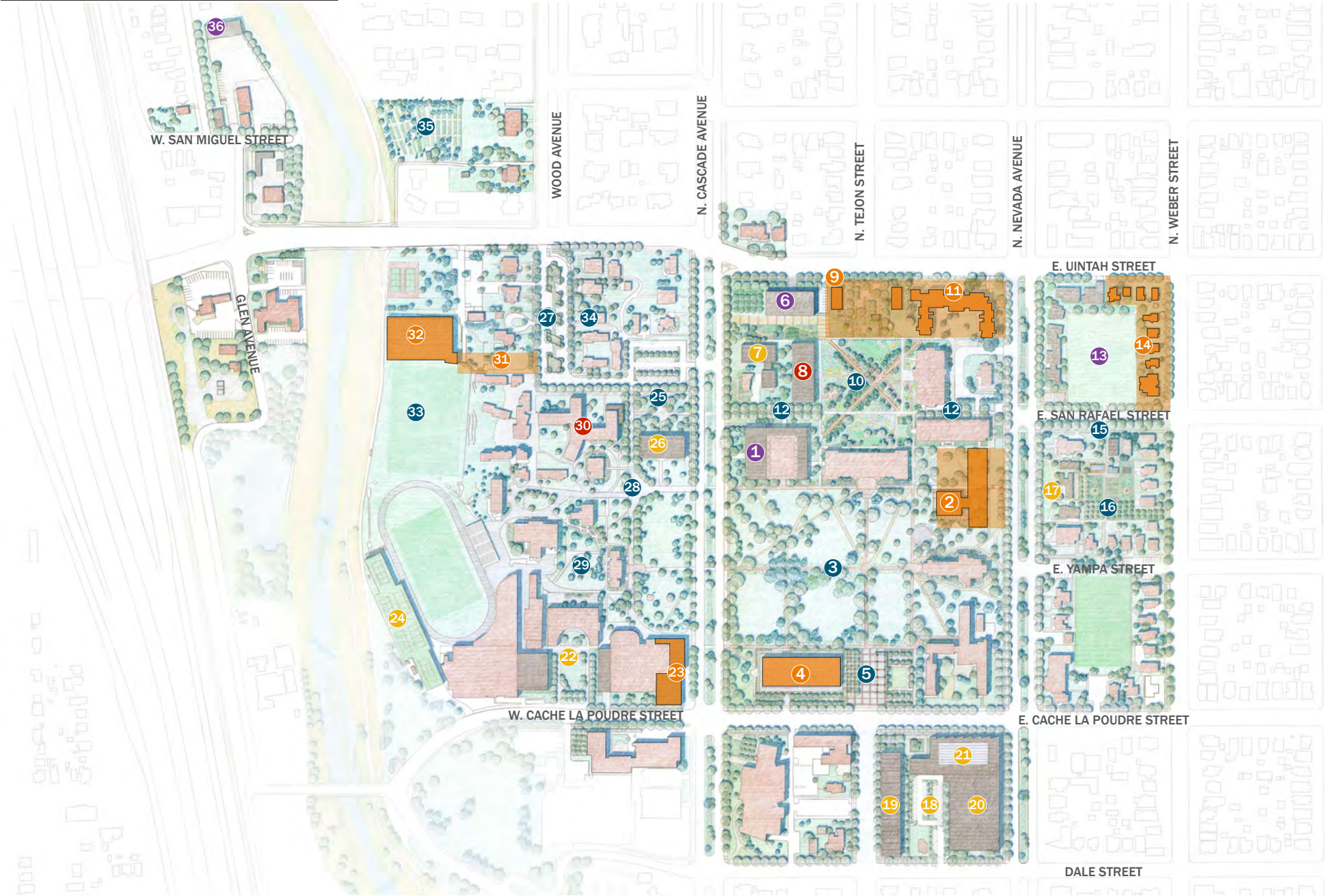
A new science building is needed to replace the aging laboratories and teaching spaces in Olin Hall. This new 45,000 sf facility will be constructed on the north quad, opposite Tutt Science. Subgrade parking will be provided underneath the building, connected to the garage constructed under the Innovation Institute.

Project 30

LOOMIS HALL RENOVATIONS

A major overhaul is needed for Loomis Hall that will include improvements in building systems and finishes as well as transformative new social spaces at the ends of the various building wings. The east wing will be expanded with a major new semi-public space that will be on axis with the new academic walk.

MEDIUM TERM PROJECTS



Project 2
OLIN HALL / OLIN PLAZA
 Following the construction of the new science building (project 8), Olin Hall will be demolished except for the fishbowl, which will be preserved and expanded with new stairs and elevator access. A new open space will replace the demolished portion of the building.

Project 4
ARMSTRONG HALL RENOVATION
 Transformative renovations are needed to Armstrong Hall to improve the functionality and appearance of the building. Building entrances and circulation spaces will be improved to allow more natural light into the structure, and the exterior cladding of the building will be modified to make the building more representative of the college’s desired image.

Project 9
INTERMODAL TRANSPORTATION CENTER / CC SWAP SPACE
 Two small new structures (3,000 sf each) will be constructed on the north side of the improved north quadrangle (see project 10). The western building is reserved for an intermodal transportation center, which will contain a car sharing program as well as the college bicycle space. On the east side of the quad will be the new home for the CC Swap Space, a space where CC students can trade and exchange products they no longer need.

Project 11
MATHIAS HALL STREETSCAPE AND INTERIOR RENOVATIONS
 Continued investment in Mathias Hall is needed, particularly with interior social spaces and exterior streetscape along East Uintah Street.

Project 14
RENOVATED COTTAGES
 Nine historic cottages along East Uintah Street and North Weber Street will be renovated for residential apartments for juniors and seniors. These buildings are within the North Weber/Wasatch National Register Historic District. Rehabilitated over a period time, these currently dilapidated buildings will surround the new field and will complement the new residential development on the opposite side of the block.

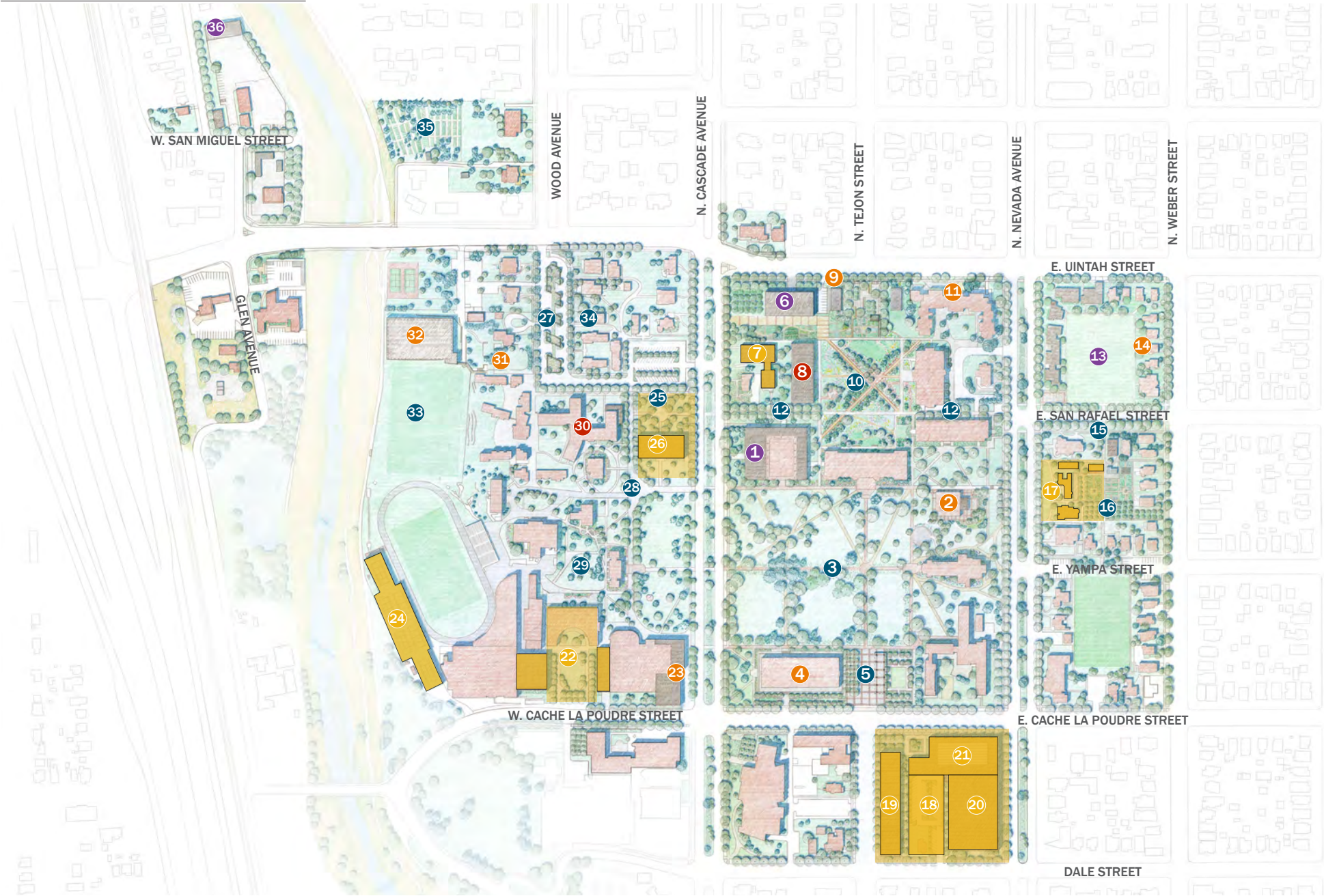
Project 23
WORNER HALL
 Strategic reorganization and modest expansions of Worner Hall will provide for greater visibility of key program spaces such as the campus bookstore and the Coburn Gallery, freeing up additional space for student activities.

Project 31
ACADEMIC WALK
 One of the primary landscape initiatives of the master plan is the creation of a new east-west “academic walk” across the campus. Starting with the redeveloped intramural field (project 13-15), extending through the north quadrangle (project 12), and across the west campus, the academic walk will provide access to the athletic fields and a large new multi-purpose facility north of Stewart Field (project 32). The other sections of this walk are shown as “independent landscape”, but western-most section of the walk must be completed with the multi-purpose building, as it will bridge over the access road to the fields.

Project 32
MULTI-PURPOSE BUILDING
 This 31,000 sf facility will serve as an athletic field house and an event center, capable of fitting a large portion of the student body. The facility will open out onto Stewart Field and will connect to the new academic walk via bridge from a second level.

LONG TERM PROJECTS

- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE



Project 7
NEW BUILDING SITE
This new 20,000 sf facility will replace the Interdisciplinary House and the Mierow House. Program has not yet been determined.

Project 17
SORORITY HOUSES / ECO-VILLAGE GARDENS
Three existing sorority buildings which are underused and poorly located can be moved closer to North Nevada to allow for a better relationship to the street and more productive and cohesive development of the interior of the block.

Project 18
PARKING
A new parking lot will be constructed in the interior of the northeast block of North Tejon. Ideally, the one home on this block not currently owned by Colorado College can be acquired, allowing a multi-story parking garage to be constructed.

Project 19
NORTH TEJON MIXED-USE DEVELOPMENT
This 62,000 sf new development will include commercial, residential, and academic space, including a new facility to replace the 3-D Arts Studio.

Project 20
NEW ICE RINK
This new 42,000 sf ice arena will provide a nearly 50% increase in space from the current structure which is to be demolished (see project 22).

Project 21
NEW NATATORIUM
This new natatorium provides a new Olympic-sized 50 meter pool, twice the length of the current pool.

Project 22
COSSITT HALL QUAD
This project restores a remarkable open space for the campus and provides opportunities to connect El Pomar Sports Center, Cossitt Hall, and the Worner Campus Center, creating a true nexus of student life. Made possible by demolition of the Schlessman Natatorium and the Honnen Ice Arena, the project would include expansion of El Pomar and Worner, as well as renovations of Cossitt Hall.

Project 24
NEW TENNIS COURTS / STRUCTURED PARKING
A new structured parking garage will be constructed on the current site of the tennis courts. New courts will be built on the roof of the garage.

Project 25
ACADEMIC WALK / VISTA GARDEN
Boettcher Center will be demolished and health services will be relocated to east campus (see project 13). A new garden will be constructed in its place that serves as the visual terminus of the new academic walk.

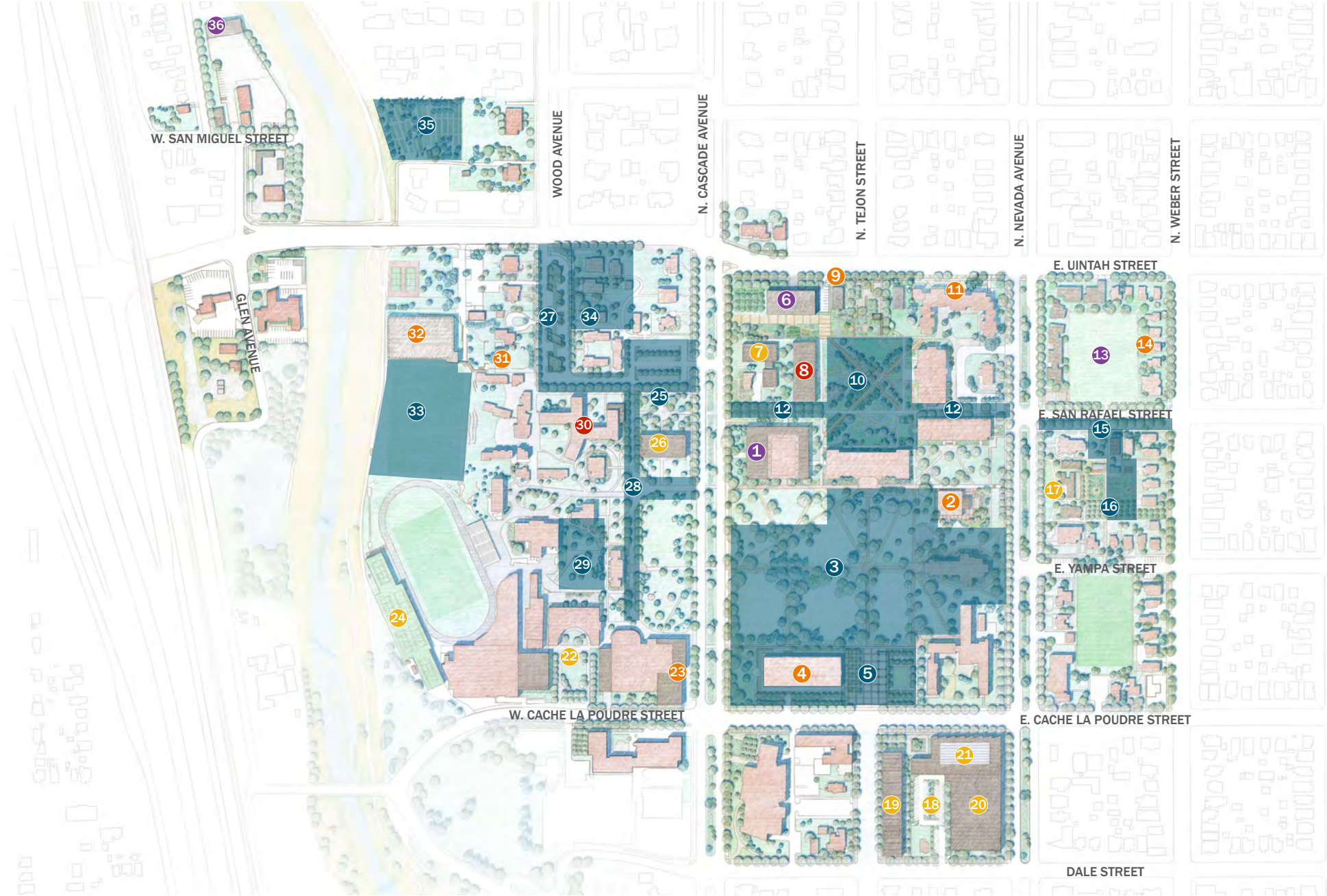
Project 26
NEW BUILDING SITE
A new 34,000 sf building is planned for construction south of the new vista garden. This building is not yet programmed, but is desired to better shape the space of the main quad as it crosses North Cascade.

PRIORITIZATION

Independent landscape projects are not directly connected with any of the building initiatives described above and can be implemented as funding is available.

- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE

INDEPENDENT LANDSCAPE PROJECTS



Project 3
MAIN QUAD
Improvements to the main quad include improvement of existing paths, construction of new paths, replacement of ailing trees, and refinements of the irrigation system.

Project 5
COLORADO PLAZA
The parking lot between Armstrong and Slocum Halls will be removed and replaced with a new paved plaza, colonnade for student activities, and a new garden to the east. This space will provide a dignified front door to the campus facing a major commercial thoroughfare leading to downtown Colorado Springs.

Project 10
NORTH QUAD - COLORADO BIOMES GARDENS
The master plan envisions the transformation of the circular quadrangle north of Palmer Hall as a series of gardens and outdoor teaching spaces celebrating the regional biomes of Colorado.

Project 12
ACADEMIC WALK
This section of the new academic walk runs to the north of the renovated Tutt Library, across the north side of Palmer Hall, and through a reorganized service area for the Barnes Science Center.

Project 15
ACADEMIC WALK
This section of the new academic walk comprises the north edge of the middle block of east campus. Currently dominated by angled parking, the area will be re-landscaped as a pedestrian space connecting students residences to the east to the campus core of the college.

Project 16
ECO-VILLAGE GARDENS
Underutilized parking will be removed from the center of the middle block of east campus. It will be replaced with expanded agricultural landscapes to be maintained by students and faculty.

Project 27
PARKING IMPROVEMENTS
Surface parking lots to remain in the northwest campus should be enhanced by reducing parking numbers and replacing these spots with additional tree and shrub plantings for micro climate improvement, screening and seasonal color.

Project 28
ADMISSIONS WALK
The Admissions Walkway will be created in order to provide a better north-south pedestrian connection for visitors parking and then walking to the Admissions Office in the historic Cutler Hall. This Walk has great importance as this is a potential student's first impression of the College.

Project 29
CUTLER WEST GARDENS
The space west of Cutler Hall has an opportunity to create a serendipitous garden with the premier view to the Pikes Peak. Demolition of Taylor Hall is not critical, but recommended to expand this space. Ample seating and lawn should be provided in consideration of flexible programming.

Project 33
STEWART FIELD
Stewart Field will be improved through the installation of artificial turf and new lighting.

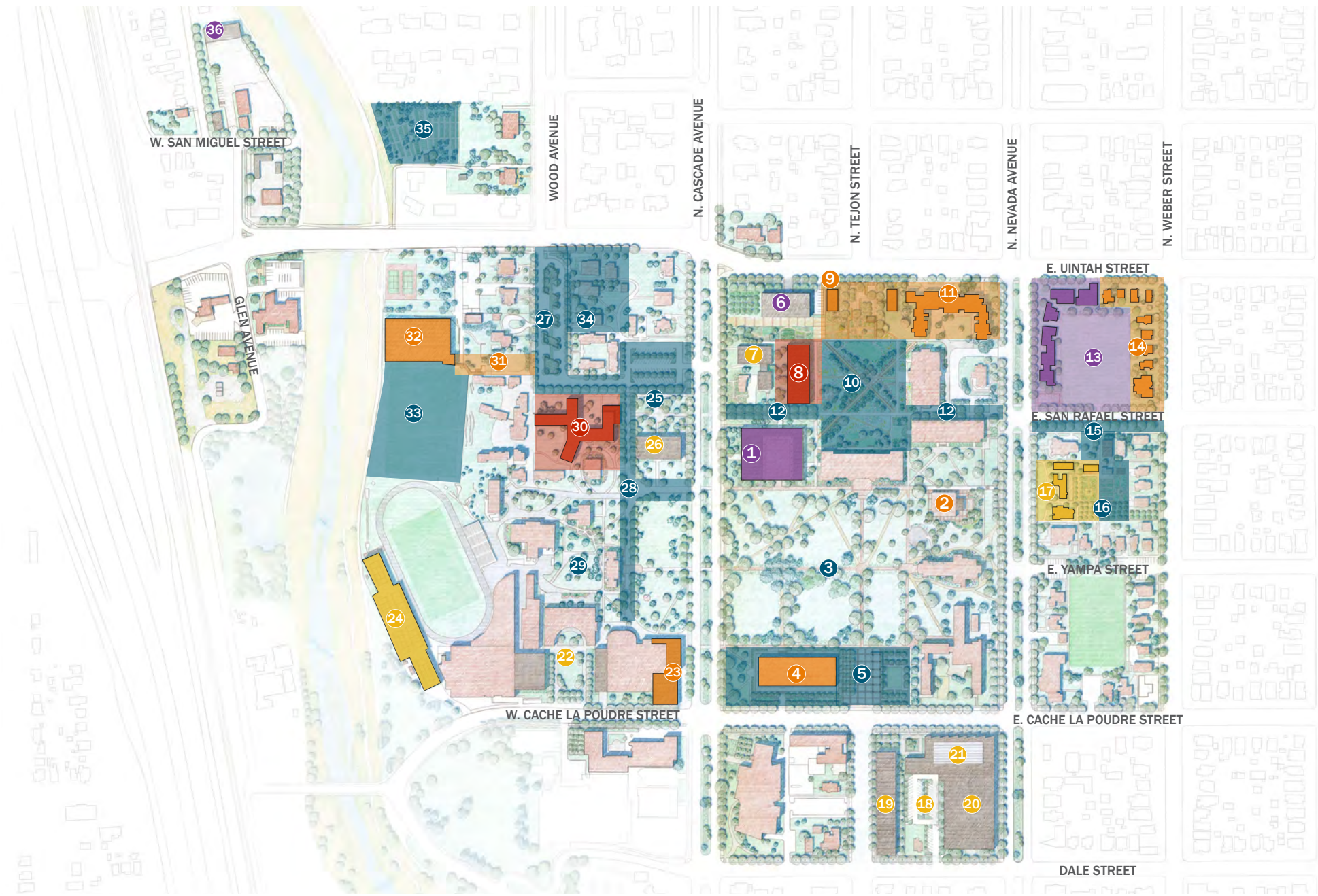
Project 34
SPECIALTY GARDEN ENHANCEMENTS
Thematic and Specialty Gardens should be invigorated to have stronger pedagogical relationship to the overall campus and student life. Enhancements could include the addition of interpretive signage and greater visibility and access.

Project 35
COLORADO COLLEGE FARM
Improvements to the CC Farm will provide an increase in available farming space and provide for a direct visual and secure pedestrian access to the Monument Creek Park.

Independent projects can be implemented without significant relocation of existing facilities. Some of these projects impact parking availability – see additional discussion on parking impact on the following pages.

PROJECT RELATIONSHIPS

INDEPENDENT PROJECTS



- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE

Project 3: **MAIN QUAD**Project 4: **ARMSTRONG HALL RENOVATION**Project 5: **COLORADO PLAZA**

Construction of this project requires removal of the existing parking lot C2.

Project 6: **INNOVATION INSTITUTE**

Construction of this building requires demolition of Breton Hall, currently used as residential space, housing WHO AND HOW MANY, as well as the Breton Hall garage. The building will reduce the capacity of parking lot C1. The east end of the building should be planned to allow continued operation of the un-impacted portions of the lot.

Project 8: **NEW SCIENCE BUILDING**

Construction of this building will require the demolition of Gill House and the Gill House Garage, as well as closure of most of parking lot C1.

Project 9: **INTERMODAL CENTER/CC SWAP SPACE**Project 10: **NORTH QUAD - COLORADO BIOMES GARDENS**Project 11: **MATHIAS HALL RENOVATIONS AND STREETScape**Project 12: **ACADEMIC WALKWAY**

This project will involve elimination of the southern-most section of parking lot C1.

Project 13: **EAST CAMPUS HOUSING, PARKING, AND FIELD**

Completion of this project will require demolition of the following structures: 1125 North Nevada and 211 East Uintah, and 213 East Uintah, as well as garages behind the cottages on North Weber Street. This project will eliminate parking lot E1, which will be replaced with a structured parking facility below the new intramural field.

Project 14: **RENOVATED COTTAGES**Project 15: **ACADEMIC WALKWAY**

This project will result in the elimination of some street parking along San Rafael Street that is considered part of lot E1.

Project 16: **ECO-VILLAGE GARDENS**

This project will result in the elimination of parking lot E2.

Project 17: **SORORITY HOUSES**Project 23: **WORNER HALL**Project 24: **NEW TENNIS COURTS / STRUCTURED PARKING**

Construction of this project would result in the temporary loss of tennis courts.

Project 27: **PARKING IMPROVEMENTS**Project 30: **LOOMIS HALL RENOVATIONS**Project 31: **ACADEMIC WALK**Project 32: **NEW MULTI-PURPOSE FACILITY**

Construction of the new facility would require elimination of Olsen Field.

Project 33 : **ADMISSIONS WALK**

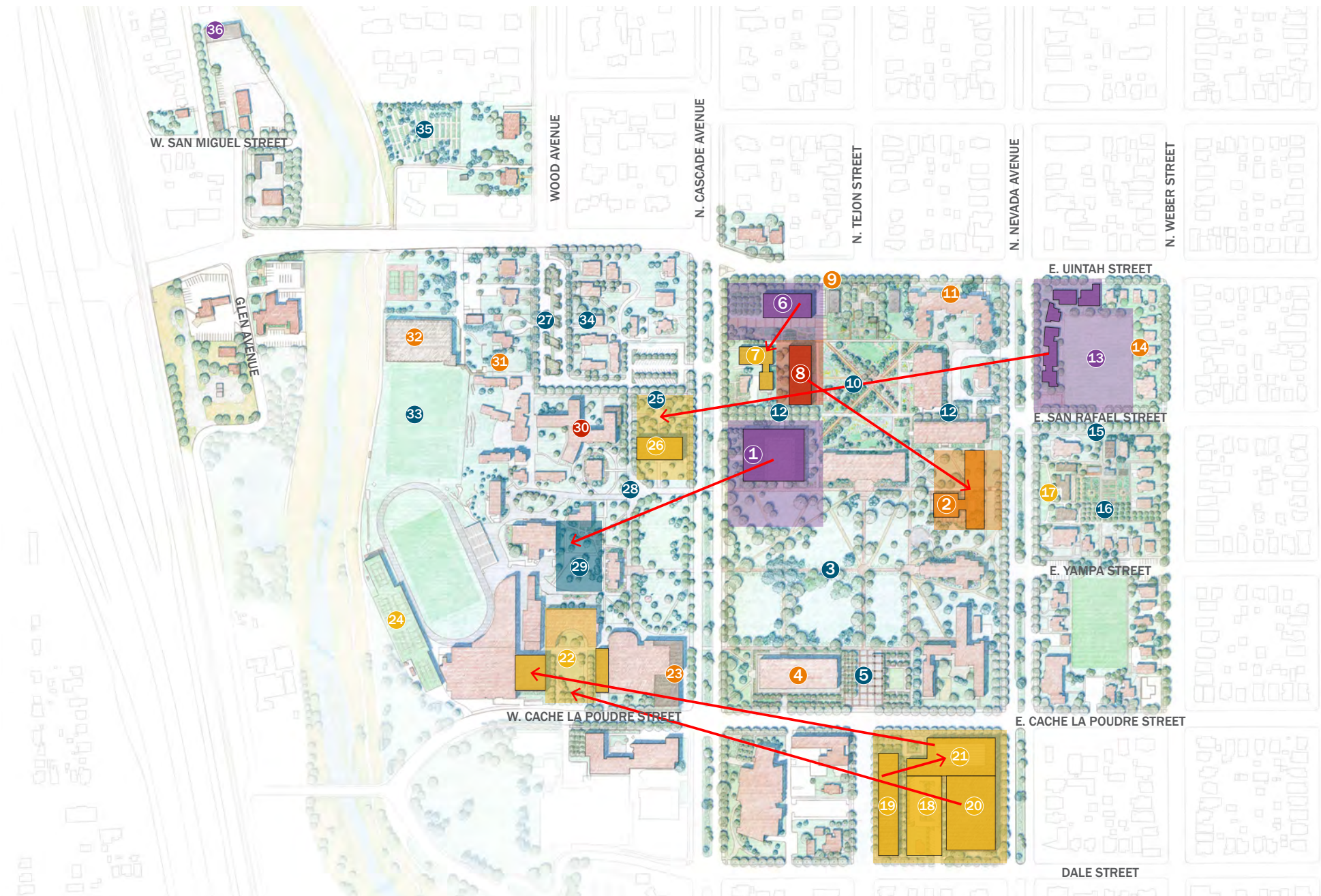
This project will result in elimination of some parking spaces in front of Montgomery Hall.

Project 34: **SPECIALTY GARDEN ENHANCEMENTS**Project 35: **COLORADO COLLEGE FARM**

PROJECT RELATIONSHIPS

Dependent projects cannot be completed prior to implementation of certain other projects. Arrows on the diagram indicate chronology required with the arrow originating from the project that must come first and pointing to the project that follows.

DEPENDENT PROJECTS



Project 1: **TUTT LIBRARY**

Current plans call for relocation of books into the southern addition during renovation and expansion of the original library. Once nearly complete, books will be moved back into the main facility and the southern addition will be demolished.

Project 2: **OLIN HALL / OLIN PLAZA**

This project requires completion of Project 8, New Science Building.

Project 7: **NEW BUILDING SITE**

This project requires completion of Project 6, Innovation Institute, as that project will provide new space for the programs in the Interdisciplinary House and Mierow House which are to be demolished for this project.

Project 18: **PARKING**

As discussed above, two houses occupy the street frontage where a four-story parking garage is recommended. Only one of these homes is currently owned by the College.

Project 19: **NORTH TEJON MIXED-USE DEVELOPMENT**

This project requires the demolition of the existing commercial structure at North Tejon and cache la Poudre containing Wooglins and other commercial enterprises. The Colorado College Campus Safety office has also recently located to this building. This seems to be an appropriate location – we recommend that it be part of the program for the new development, however an interim home will need to be found during demolition and construction. The current Central Services building and laundromat will also be demolished for this development. Central Services is being relocated to the northwest campus.

Project 20: **NEW ICE RINK**

This project requires the demolition of the CC Inn and the former gas station at 804 N. Nevada, now used by Student Activities as an art gallery. Prior to demolition of the 60-bed CC Inn, Project 13, the new residential development at the northeast block, should be completed.

Project 21: **NEW NATATORIUM**

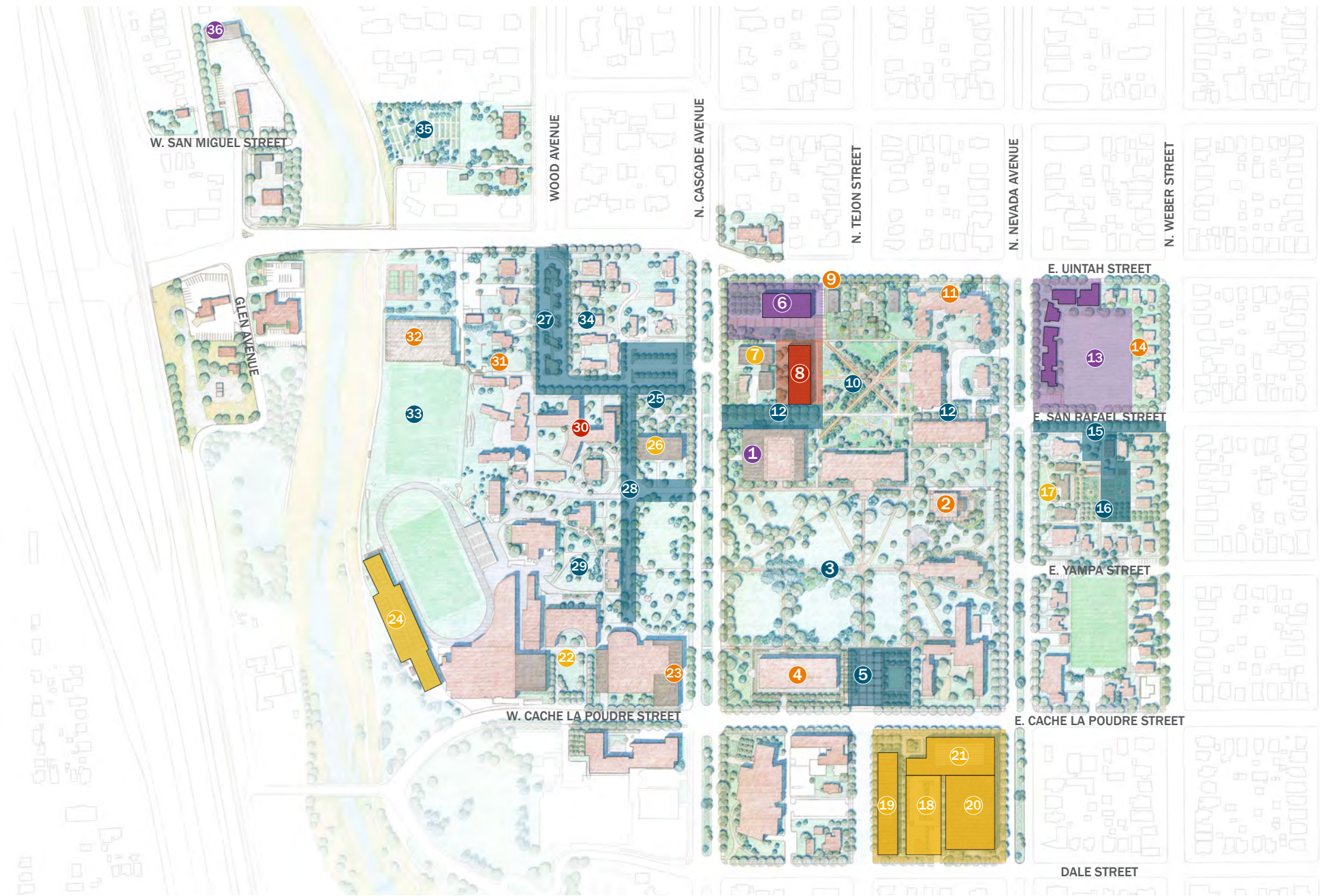
This project requires completion of Project 19, North Tejon Mixed-Use Development, as it is to include new facilities for 3D-Art Studios.

PROJECT RELATIONSHIPS

These projects impact the availability of parking, either during construction or following completion. Special coordination efforts are required.

- IMMEDIATE PROJECT
- SHORT TERM
- MEDIUM TERM
- LONG TERM
- INDEPENDENT LANDSCAPE

PARKING IMPACTS

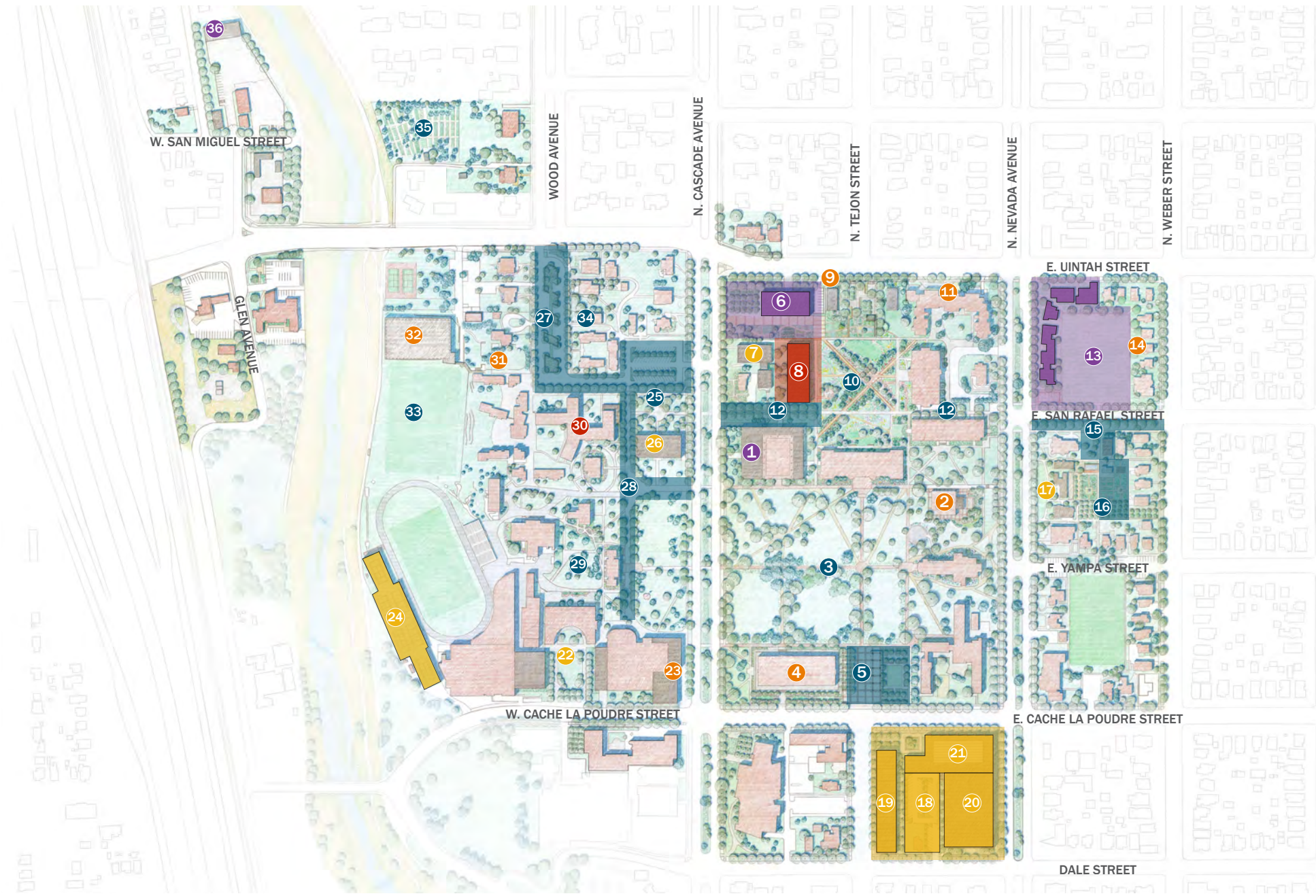


One of this master plan’s most important recommendations is to improve the campus through the consolidation of parking. Fewer options for parking will help increase the walkability of campus and will improve safety as drivers will spend less time circulating around campus looking for a parking space. Elimination of several key parking lots will greatly improve the image of campus through the creation of emblematic open spaces that help present a more sustainable image. Through the construction of several structured parking facilities, the plan aims to maintain the approximate number of current spaces. It should be noted that several of these proposed parking facilities are sited at current lots, thus during the construction period, available parking will be reduced. During such

times, Colorado College should encourage faculty and staff carpooling and reduced student-owned car presence. Exploration of remote parking and shuttle buses during these periods is also suggested.

The table below summarizes the number of spaces proposed for elimination in each project, as well as a range of parking spaces added in various projects. The table demonstrates that in order to achieved approximate parity in parking capacity, either the multi-story garage (project 18) is required, or some degree of multiple levels underground is required at projects 6, 8, 13, and/or 24 is required. Constructing all possible structured parking discussed in the master plan provides a surplus of parking.

Project #	Eliminated Parking	New Parking			Net Change		
		Minimum	Median	Maximum	Minimum	Median	Maximum
4	-3	0	0	0	-3	-3	-3
5	-95	0	0	0	-95	-95	-95
6	-12	80	80	160	68	68	148
8	-196	160	160	300	-36	-36	104
12	-44	0	0	0	-44	-44	-44
13	-234	250	280	520	16	46	286
15	-45	0	0	0	-45	-45	-45
16	-33	0	0	0	-33	-33	-33
18/19	-83	80	300	400	-3	217	317
20	-32	0	0	0	-32	-32	-32
21	-56	0	0	0	-56	-56	-56
24	0	70	70	110	70	70	110
27/31/33	-113	0	0	0	-113	-113	-113
Net change	-946	640	890	1,490	-306	-56	544
Total Existing Spaces					Total Spaces Following Implementation		
1,367					1,061	1,311	1,911
					Percent change		
					-22%	-4%	40%



Project 4: **ARMSTRONG HALL RENOVATION**

The streetscape renovations along Cache la Poudre to the south of Armstrong Hall will result in the elimination of three parking spaces.

Project 5: **COLORADO PLAZA**

Construction of this project requires removal of the existing parking lot C2, with 95 spaces.

Project 6: **INNOVATION INSTITUTE**

The building will reduce the capacity of parking lot C1 by approximately 12 spaces. The east end of the building should be planned to allow continued operation of the un-impacted portions of the lot. New subgrade parking will provide spaces for approximately 80 cars if one level or 160 cars if two levels.

Project 8: **NEW SCIENCE BUILDING**

Construction of this building will require the demolition of Gill House and the Gill House Garage, as well as closure of most of parking lot C1, approximately 196 cars. New subgrade parking will provide spaces for approximately 160 cars if one level or 300 cars if two levels.

Project 12: **ACADEMIC WALKWAY**

This project will involve elimination of the southern-most section of parking lot C1, totaling 44 cars. Some accessible parking spaces may be required to be retained.

Project 13: **EAST CAMPUS HOUSING, PARKING, AND FIELD**

This project will eliminate parking lot E1, totaling 234 spaces. A new parking facility will provide approximately 250 spaces if partially buried. If the garage is completely sub-grade, extending under the new housing, the garage capacity could increase to approximately 280 if one level, or 520 if two levels.

Project 15: **ACADEMIC WALKWAY**

This project will result in the elimination of some street parking along San Rafael Street that is considered part of lot E1, totaling 45 spaces.

Project 16: **ECO-VILLAGE GARDENS**

This project will result in the elimination of parking lot E2, totaling 33 spaces.

Project 18: **PARKING**

This project will result in either a surface lot or a multi-story parking garage.

Project 19: **NORTH TEJON MIXED-USE DEVELOPMENT**

Taken together, projects 18 and 19 would result in the elimination of parking lot S1, totaling 83 spaces. A new surface lot at project 18 would provide approximately 80 spaces. If the one property on the block not owned by Colorado College can be acquired, a four-story garage could be constructed, providing approximately 400 spaces.

Project 20 – **NEW ICE RINK**

This project would require the elimination of lot S2, totaling 32 spaces.

Project 21 – **NEW NATATORIUM**

This project would require the elimination of lot S5 as well as the lot to the west of 3D Arts, totaling 56 spaces.

Project 24 – **NEW TENNIS COURTS / STRUCTURED PARKING**

Construction of this project would result in the loss of 4 existing spaces and the gain of approximately 70 cars if on one level, or 110 cars if on two.

Project 27: **PARKING IMPROVEMENTS**

This project to improve the aesthetics of these parking lots will reduce parking capacity of these lots.

Project 31: **ACADEMIC WALK**

This project eliminates parking in front of signature buildings facing Cascade Avenue.

Project 33: **ADMISSIONS WALK**

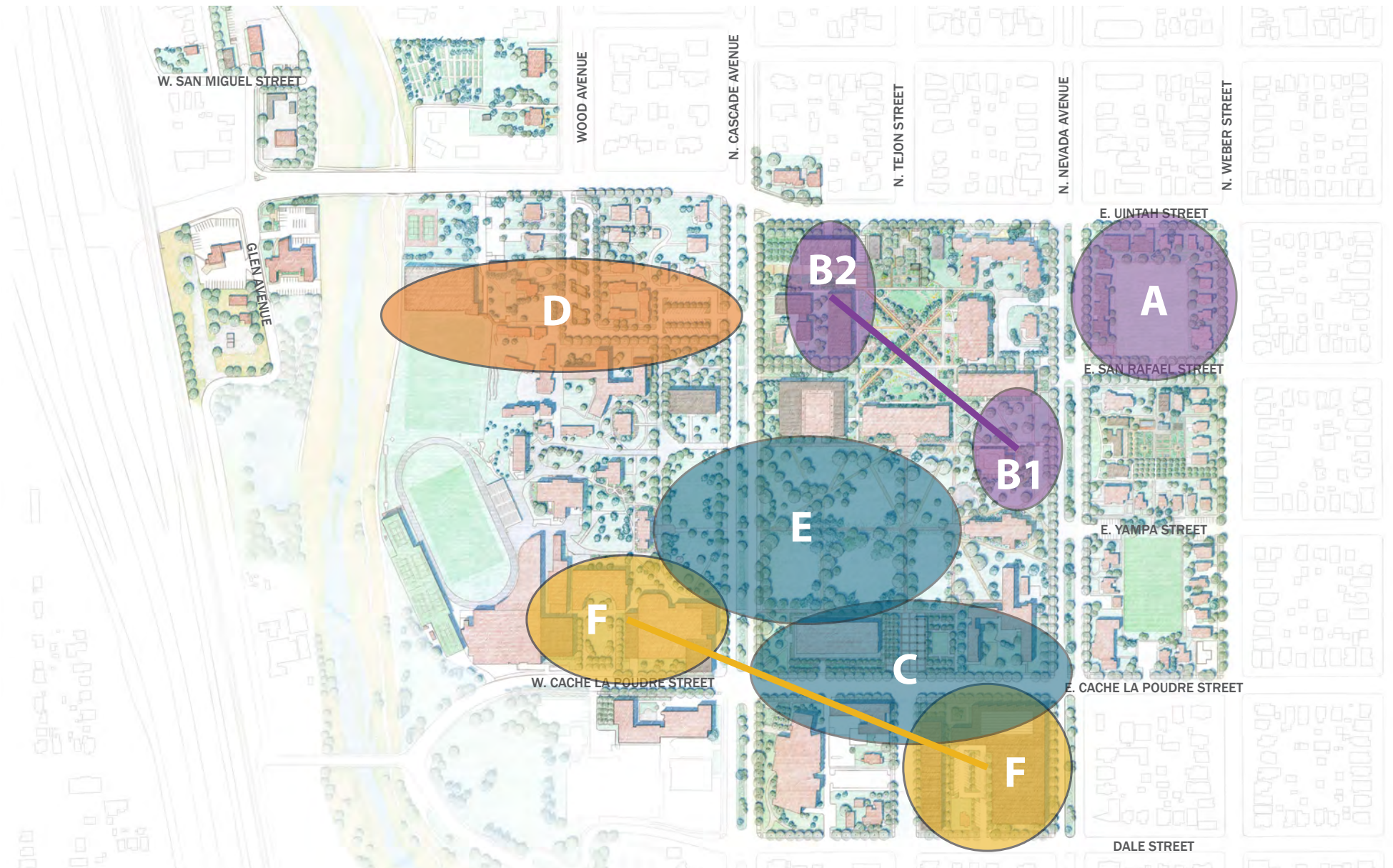
These projects, as drawn, would result in the elimination of approximately 113 spaces. This is a maximum reduction which could be lowered with further study and planning.

NEXT STEPS

FEASIBILITY STUDIES REQUIRED

Many of the projects discussed in this master plan would benefit from further study prior to implementation. The following recommended

studies are needed to understand the programming, coordination, and technical challenges within these project clusters.



Study A: Projects 13/14/15 – East Campus Housing, Subgrade Parking, Intramural Field / Cottage Renovation / Academic Walk

A study is needed to understand the technical and planning challenges for the new development, subgrade parking with intramural field above, the cottage renovations, and the reconfiguration of San Rafael Street. The study should explore the feasibility of the subgrade parking facility, in several configurations. The quantity and typology of housing should be confirmed, as well as the feasibility of integrating a relocated student health center into the project. A technical challenge is the utility easement under the former north-south alley. If the utilities cannot be re-routed, the garage might be at grade and the playing field on the roof, aligned with the 2nd floor of the new development. Preservation and rehabilitation of the cottages along North Weber Street that are within the North Weber/ Wasatch National Register Historic District require study as well. The Academic Walk should be explored concurrently, investigating both the reduction in on-street parking as well as how the walk crosses Nevada, and the reconfiguration of the Barnes loading dock.

Study B: Projects 2/6/8 – Olin/Innovation Institute/New Science

Studies are required to confirm the necessity of a new science building and its relationship to the Innovation Institute. As discussed in Project 2, the planning team believes that Olin Hall will be difficult to transform to meet the needs of modern science. We have recommended a new science building, described in Project 8. A study should be conducted to confirm this, as well as the possibilities for renovating Olin Hall for non-science purposes. This study is underway as of 2/27/15. Although these projects will not likely be constructed concurrently, we are recommending that a subgrade parking facility be constructed underneath them. This garage should be built in phases along with the buildings above. The continued usage of most of parking lot C1 following the completion of the Innovation Institute also requires further study.

Study C: Projects 4/5 – Armstrong Hall/Colorado Plaza

In conjunction with the recent renovation of Spencer Center, preliminary plans have been developed for widening of the southern sidewalks of Cache la Poudre. This initiative follows desires for improvements in stormwater management and pedestrian safety. The planning team recommends a study of this whole streetscape, from Cascade to Nevada, including the creation of the proposed Colorado Plaza (Project 5). This plaza is an important project in the master plan as it will reshape the way the campus meets the city and will provide a plaza for student events. Proposed improvements to Armstrong should be studied concurrently,

as the expanded lobbies and accessibility improvements will impact the surrounding landscape. These issues should be studied prior to any landscape changes on Cache.

Study D: Projects 25/27/28/31/32 – Multi-Purpose Building and West Campus Circulation

The proposed multi-purpose building (Project 32) is listed as a medium priority project, but it this independent project could attract new funding sources and be a dynamic project for the campus. Among challenges to be explored are possible floodplain issues and preservation of vehicular access to the fields with pedestrian access via a new bridge from the east. Pedestrian circulation issues extend along the proposed Academic Walk into reorganized parking lots and the new Admissions Walk to Cutler Hall.

Study E: Project 3 – Main Quad

Technical studies are needed regarding the arboricultural health and soil conditions of the trees on the main quad (as well as other areas of campus) and a replacement plan for trees should be generated in response. Planning for a campus arboretum should be coordinated with these studies.

Study F: Projects 19/20/21/22/23 – Southeast Campus and Cossitt Quad

The complete redevelopment at the southeast corner of Cache and Tejon requires study and coordination. This sequence of projects, along with the projects at the Cossitt Quad, made possible by the relocation of the ice rink and natatorium, should be studied together. Coordinated programming and planning studies are each of these projects and the buildings they are displacing. Studies of the parking proposed (project 18) are also required. Technical studies are needed related to utility easements running north-south through the middle of the block.

Preservation Planning

The 1993 Preservation Plan should be updated, as discussed in the Design Principles section of the Master Plan to account for changes that have occurred to campus as well as proposed changes in this plan. The College should take a fresh look at how the importance of buildings is evaluated and how the design review process can be improved. The Facilities Condition Index (FCI) reporting should also be evaluated with respect to the Master Plan. In some cases, there are FCI improvements recommended for buildings proposed for renovation or demolition. Maintenance and repair projects in these cases should be carefully coordinated to ensure that the College's fiscal resources are spent wisely.

IX. DESIGN PRINCIPLES

LANDSCAPE PRINCIPLES

LANDSCAPE, STREETSCAPE AND SIGNAGE AS CAMPUS FABRIC

The physical character of a campus derives from the quality of the assemblage of buildings, roads, walkways open spaces and plantings. The highest quality areas of the campus will project a memorable image in which buildings and landscape form a cohesive and connected series of varied open spaces such as academic walks, quads, plazas and gardens.

Buildings and their associated landscapes should be sited and designed to form lively and secure public ways that have surveillance from occupants throughout the day and night.

Each project should take responsibility for improving adjacent streets and pedestrian ways, by including funds in its budget to bring these up to campus standards.

The campus palette of landscape materials, walkways, lighting, signage and street furniture should be used on all public spaces that are part of building projects. These elements should be used to create both active gathering and contemplative spaces, and to reinforce linkages and gateways within the campus and at its edge. The character of the planting should reinforce the use of the place. Spaces that are gardens or courtyards of individual buildings can depart from these guidelines in order to convey special identity.

Every project should provide secure bicycle parking areas. Residential projects should provide these areas internally.

NEIGHBORHOOD / CITY CONNECTIONS

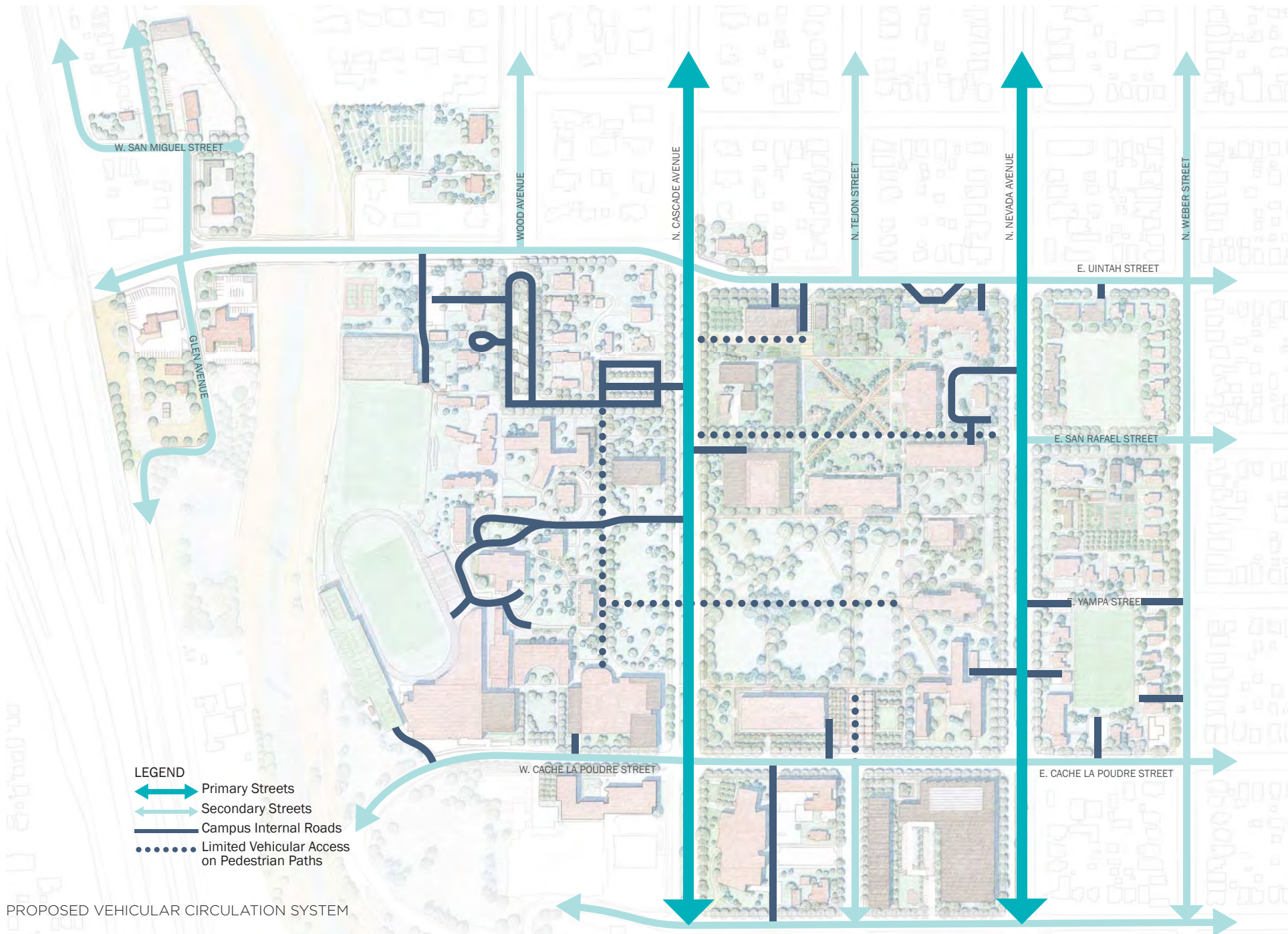
The College is a neighborhood of the city, the edges of which require a balance between security and inclusion. The quality of the neighborhoods at college edges are reflections of that balance. Colleges that actively engage the neighborhood edge are ones that intentionally support public open space and streetscape quality that is critical to community health and social well being. A successful edge strikes the balance between relating to the neighborhood and supporting student life.

An urban campus has a major component of its design framework that creates the character of the institution. The transitional edge between the city and the institution is critical for an urban college to address and interact with its context, because of the proximity of different groups of people. Positive edges and relationships are essential to its function as an active participant in the city. In order for Colorado College to truly be considered a part of the city, it must continue the efforts to encourage vibrant civic life in the surrounding community.

Edges visually and physically establish the identity and character of the college. A common campus vocabulary (both building and landscape) should be evident at the edge. A unifying fabric of landscape, programming, scale, and materials can accommodate a great range of architectural expression. It is important to create a clear Colorado College identity without creating a fortress, or a barrier between neighborhood and college.

The urbanity and sense of well-being should be a seamless movement through campus and into the neighborhoods. The best edges are places for people to meet and interact in a positive and humane way.

Colorado College is an integral part of the urban fabric. Its streets and sidewalks are those of the city. Its footpaths provide connection for local residents and members of the campus community alike. The intent of the Design Principles is to give campus edges an identity distinct from, but strongly respectful of the surrounding neighborhood, reinforcing the concept that the campus is a unique place that is part of the shared urban fabric.



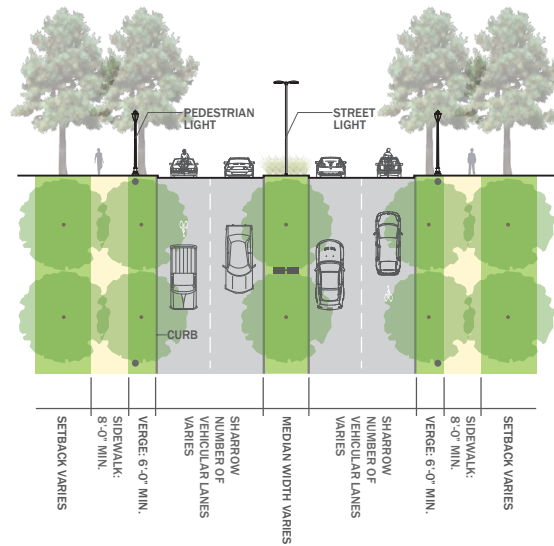
LANDSCAPE



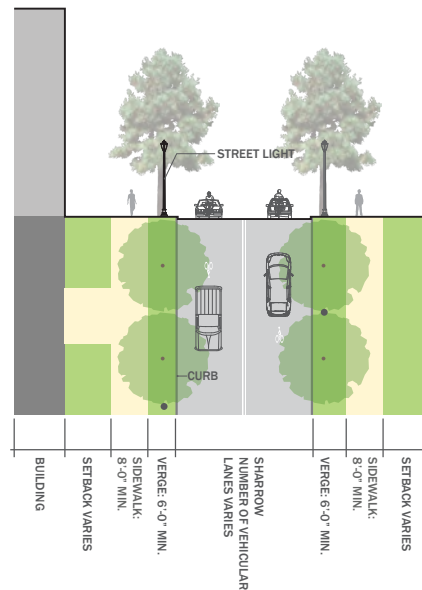
CLARIFY PEDESTRIAN AND VEHICULAR CIRCULATION

By limiting vehicular circulation to certain access points and reducing small areas of interstitial parking on campus, pedestrian circulation will become dominant, and pedestrian-vehicular conflicts will be minimized.

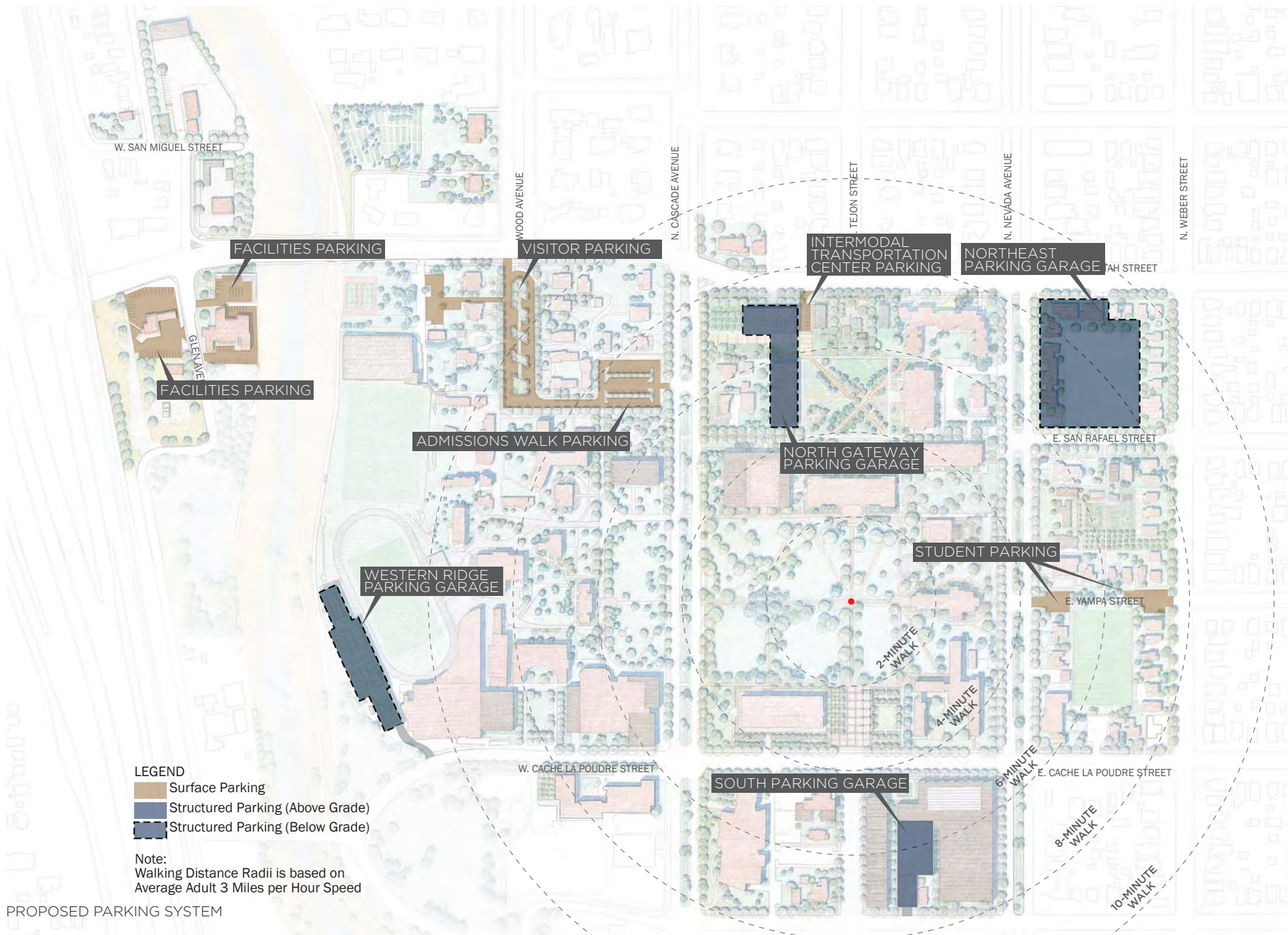
- Remove all non-essential vehicular traffic from within the campus. Designate limited-access service and fire roads and minimize on-campus parking.
- Limit service vehicles to certain entry points and destinations on campus. Use removable traffic controls where necessary. Continue to provide accessible parking spaces in key areas throughout campus.
- Build structured underground or above-grade parking and service where possible, construct new structured parking as identified in the Master Plan Initiatives.
- Ensure consistent site furnishings and lighting are installed throughout campus.
- Enhance signage and wayfinding on campus to clearly route vehicular and pedestrian traffic to appropriate locations.



PRIMARY STREETS - BOULEVARDS



SECONDARY STREETS





FIELD OVER UNDERGROUND PARKING GARAGE, PROVIDENCE COLLEGE

PARKING

Parking structures and surface lots provide parking for students and employees and short-term parking for visitors. Surface parking is discouraged if a parking structure can effectively minimize the development footprint.

Surface lots should utilize the most efficient layout and orientation. Each parking lot, access aisle and drive should be as small as practically possible. They should be constructed with durable materials and provide tree canopy for shade. Continuous planting islands should be provided to break down the large scale of surface parking lots. Stormwater runoff should be captured and infiltrated on site where possible.

Addition of Parking Structures

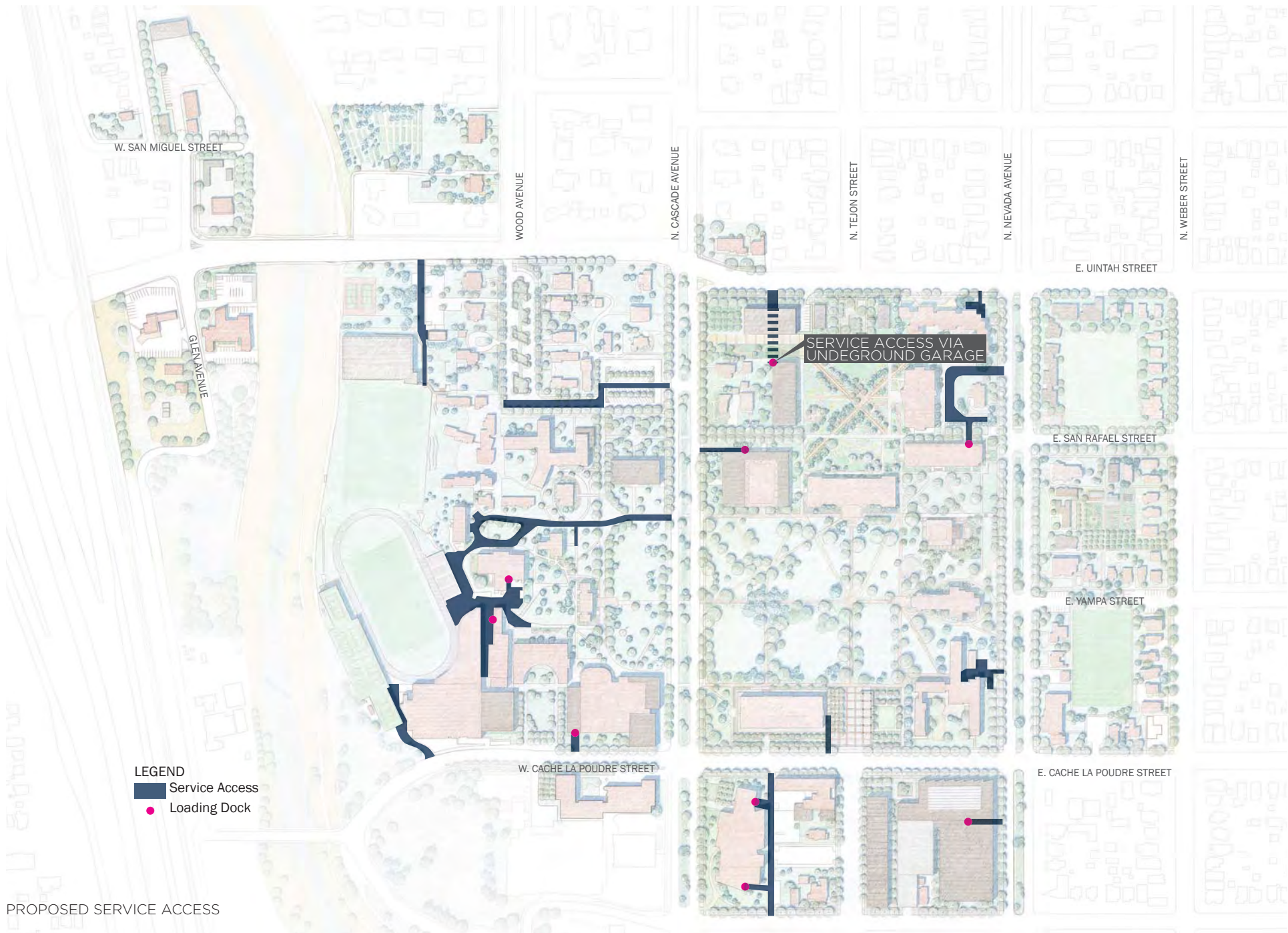
- North Quad Parking Garage (projects 6 & 8) 240-480 spaces
- South Parking Garage (project 18) 80-400 spaces
- Intramural Field Parking Garage (project 13b) 250-520 spaces
- Tennis Parking Garage (project 24) 70-110 spaces



SURFACE PARKING, MORRIS ARBORETUM, UNIVERSITY OF PENNSYLVANIA



BIOFILTRATION STRIP, CORNELL PLANTATION





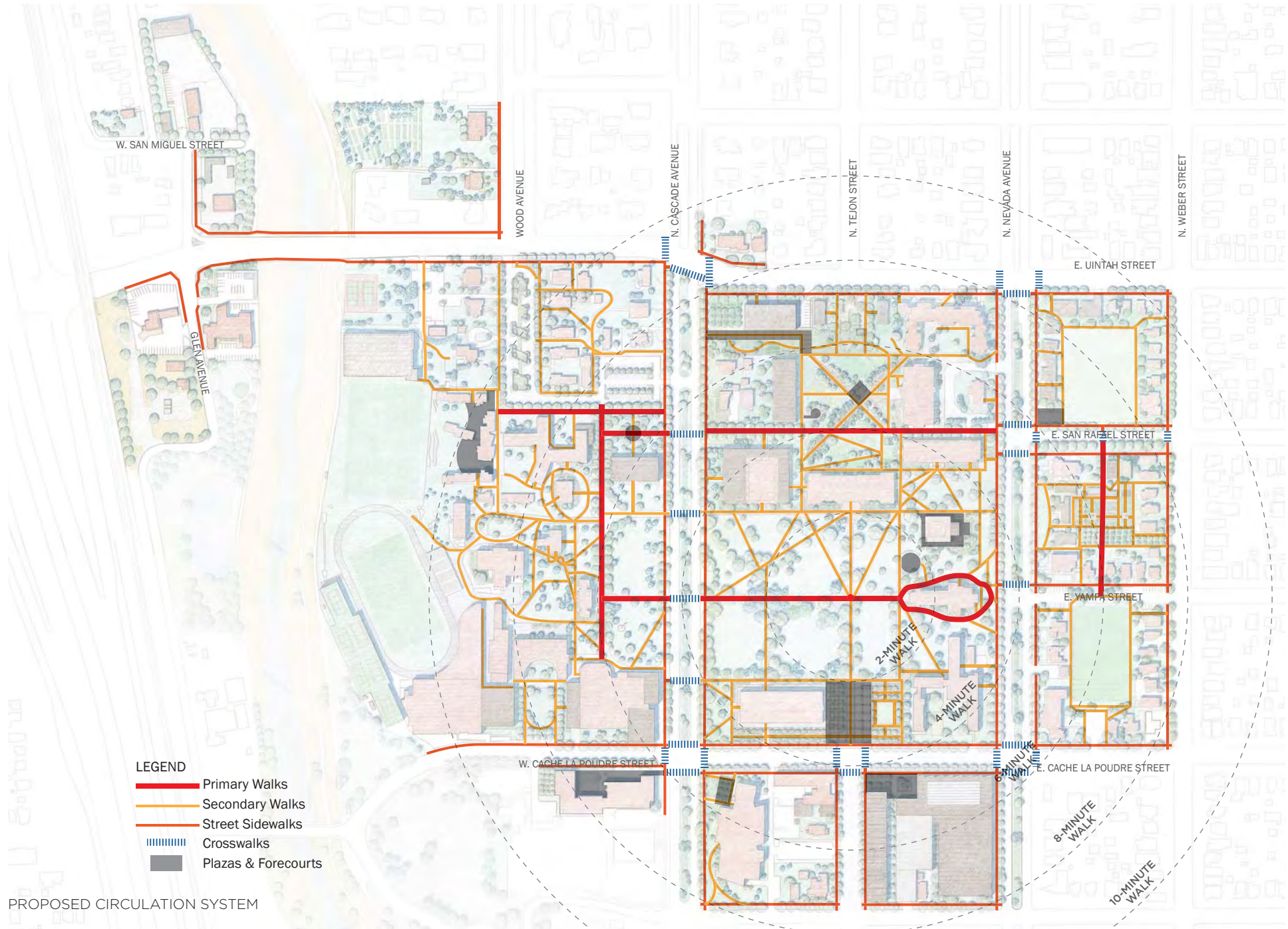
HORTICULTURE CENTER, MORRIS ARBORETUM, UNIVERSITY OF PENNSYLVANIA

SERVICE ACCESS

Service areas are those areas on campus that provide dedicated access to loading docks, waste and material handlings, preferably located close to public streets. Service areas should be seamless with the building facades and landscape. The Colorado College's service drives are often shared with pedestrian circulation. Those areas should not be discounted only for service functions. Highly visible service areas should be well screened from public views. Dumpsters should be stored internally behind easily closeable doors, similar to way that the Western Ridge residential halls handle them. Dumpster storages should be sized to hold all solid waste and recyclable products that accumulate between scheduled pick-up times. The access to service areas should be limited to off-peak hours of student academic activities to avoid vehicular-pedestrian conflicts.



WASHINGTON UNIVERSITY IN ST LOUIS



PEDESTRIAN CIRCULATION

In addition to the Primary Walkways that are defined in the Master Plan Concept, secondary pedestrian paths lead from the edges of campus to the walkways. These paths serve to draw students, faculty, professional staff, alumni, visitors and neighborhood residents into an activated campus core. They diversify the experience of moving through campus by creating a range of paths that link programmatic nodes within campus. These paths do not support vehicular circulation. However, their width is sufficient to support small utility carts used by the Facilities and Operations Department. The diagrams on the following pages define the paving materials of each path.

Crosswalk Treatments

Crosswalks at boulevards present the greatest concern for pedestrian safety due to the vehicular speed, volume and its width of roadways. The signaled pedestrian crossings implemented on North Cascade Avenue should be replicated on North Nevada Avenue.

CAMPUS GATEWAYS, EDGES AND STREETSCAPES

The streets lining the campus serve as the neighborhood interface, providing access to the campus from surrounding communities as well as views into and away from the campus landscape. Porous edges allow Colorado College to be a resource for the community and welcoming gateways assist in establishing a campus identity and sense of place. The following improvements to the campus edges are recommended to create graceful transitions from the campus to the community.

Gateways

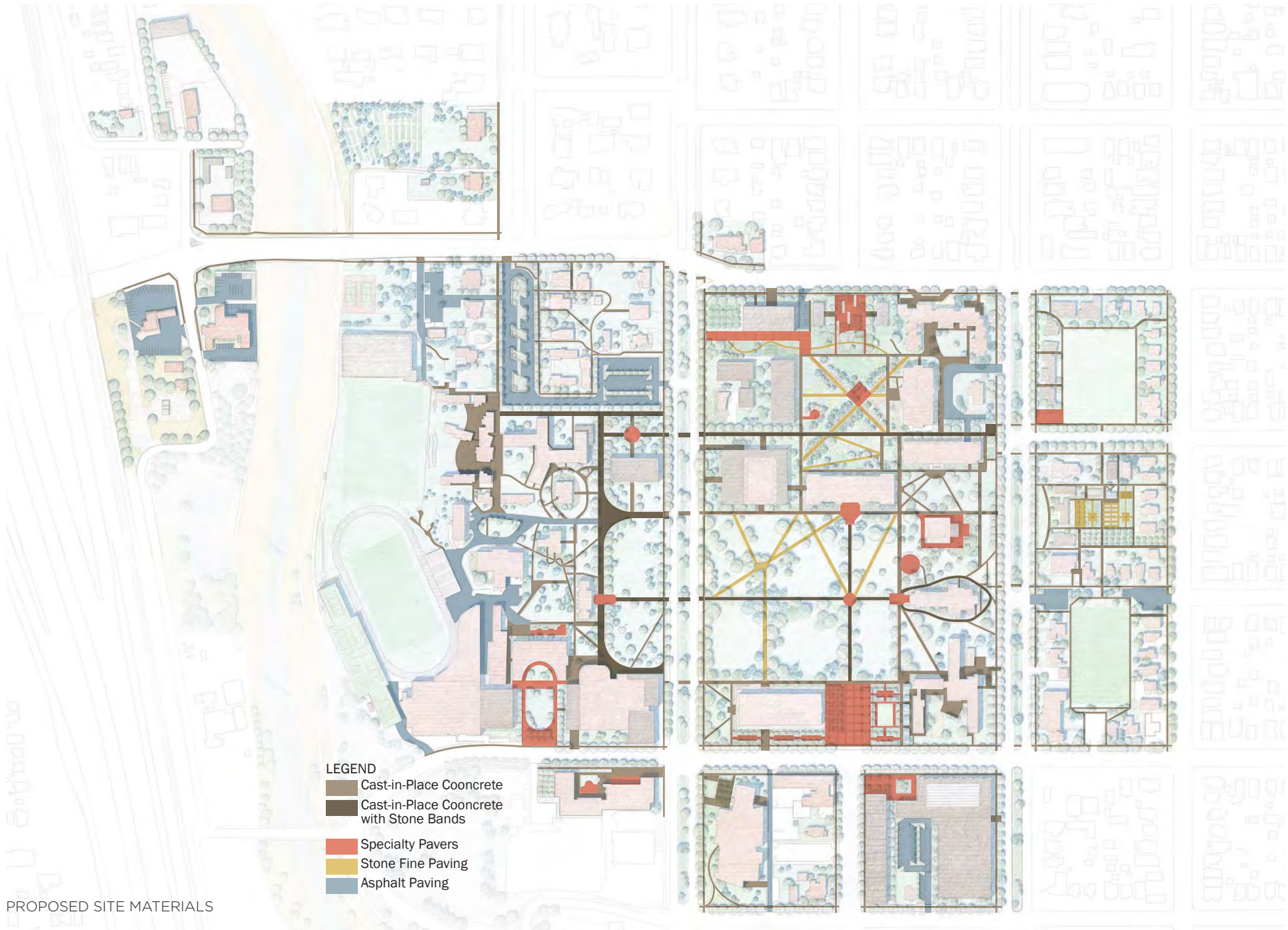
- Place key markers, columns, gates or signage at the intersections of primary paths and the perimeter public streets. Additionally, demarcate the places where the north-south boulevards (e.g. North Cascade Avenue, North Nevada Avenue) intersect Cache La Poudre Street and East Uintah Street.
- Install visible signage as well as appropriately scaled gateways and entry plazas along East Cache La Poudre Street and East Uintah Street. These elements should be both visible to those driving by and welcoming to pedestrians.
- New signage and gateways should be coordinated with College branding initiatives and the Communications Plan, currently underway.

Edges

- Revitalize the edge landscape of the campus where the campus meets the city streets. This includes sidewalks, entryways and formal planting areas. Restore views into campus.
- Enhance the campus face that borders the Main Quadrangle to more seamlessly blend the campus across boulevards.
- Make necessary renovations to the historic buildings to provide them with accessible access. This renovation affords the campus the opportunity to implement landscape improvements to the back of these buildings. Limiting parking between and behind these buildings to that required by the Americans with Disabilities Act will greatly enhance views and access to the interior of the campus.

Streetscapes

- Coordinate with the City of Colorado Springs to reduce street parking at the campus perimeter streets.
- Continue pedestrian crossing improvements at Nevada Avenue.
- Ease grade changes at key entrances .
- Infill street trees on both sides of all perimeter streets. Create a parkway strip between street and sidewalk.
- Enhance vehicular and pedestrian wayfinding signage.





Cast-in-Place Concrete (Some are tinted to match adjacent building)



Cast-in-Place Concrete with Sandstone Bands



Specialty Pavers: Sandstone Pavers



Specialty Pavers: Granite Pavers



Stone Fines

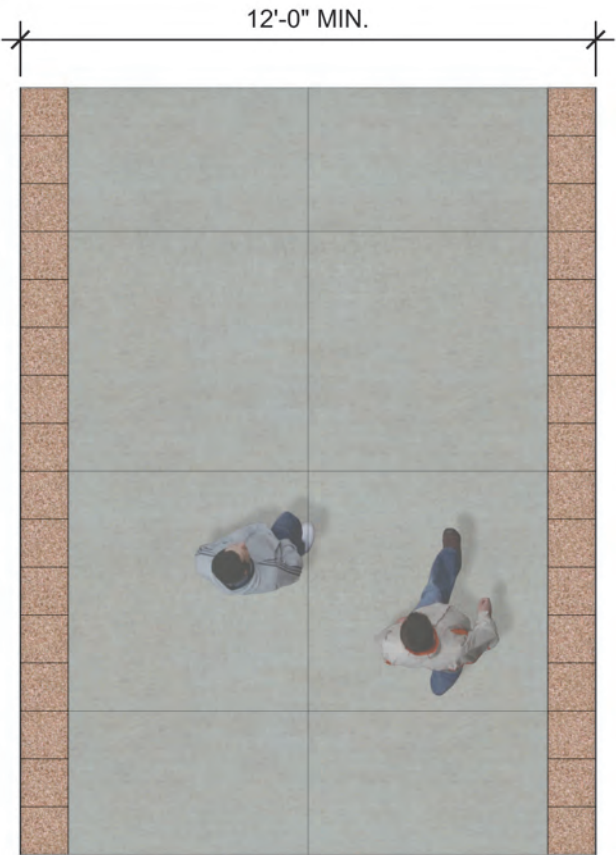


Asphalt Paving

PAVING MATERIALS

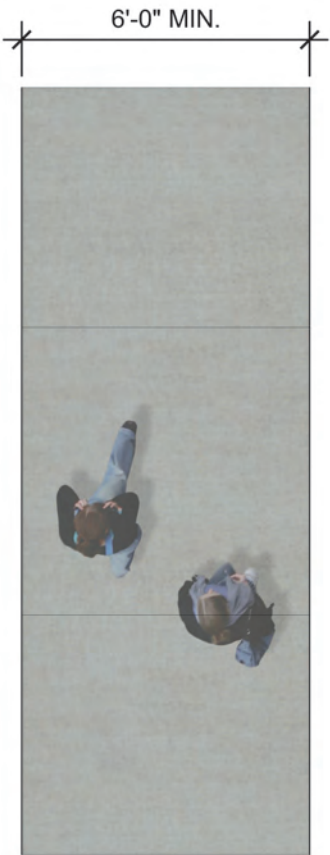
One of the most important objectives of the Master Plan is to ensure that the landscape infrastructure, namely the walks, open spaces, site materials and furnishings, provides a functionality that reflects the campus life as well as creates a coherent expression of the Colorado College’s identity. A consistent palette of paving materials will reflect and enhance the historic character of the Colorado College. Attractive, durable materials will not only provide tranquil quality and consistency throughout campus, but also endure the high levels of use that a college campus receives.

Four types of materials have been selected for use within the campus: cast-in-place concrete, stone fines, asphalt and, in discrete areas of high visibility such as gardens and plazas, natural stone pavers. These materials work in a variety of combinations to create flexibility in application. They are readily available, easily maintained and cost effective in terms of life-cycle costs. Primary Paths should be cast-in-place concrete with sandstone bands to signify the cross-campus function. Secondary Paths should be cast-in-place concrete paving. The paths with light pedestrian foot traffic could use stone fine paving edged with sandstone curbs. Asphalt is recommended for vehicular/service areas. Consistently adopting these minimum standards will improve hierarchy of surface materials on the pedestrian and vehicular circulation and preserve a walkable campus amid modern service and safety needs. The adherence to the proposed system enhances the identity of the Colorado College and works to create comfortable, attractive and safe walking surfaces throughout the campus.



Primary Walks

- 12'-0" wide minimum
- 12" x 12" sandstone band each side with Metal Edging
- Gray cast-in-place concrete paving with broom finish. Saw-cut joints to be 6'-0" O.C. maximum.



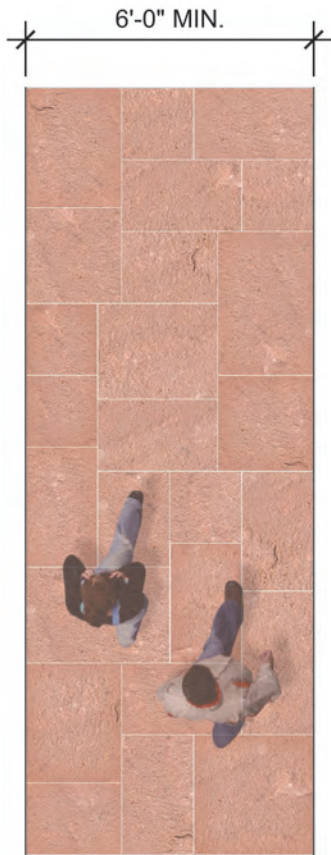
Secondary Walks

- 6'-0" wide minimum
- Gray cast-in-place concrete paving with broom finish. Saw-cut joints to be 6'-0" O.C. maximum.



**Specialty Paving:
Stone Fine Walks**

- 9'-0" wide minimum
- 4" Wide Sandstone Curbs
- Existing Stone Fines



**Specialty Paving:
Sandstone Walks**

- 6'-0" wide minimum
- Random Sandstone Pattern
- Metal Edging



EXISTING STONE FINE PATH



PROPOSED PATH VIGNETTE:
STONE FINE PATH ENHANCEMENT WITH STONE CURBS

LANDSCAPE



Picnic Tables
(Existing Furnishing to Remain)



Bike Racks
(Existing Furnishing to Remain)



Pole Lights
(Existing Fixture to Remain)



Benches - Wood without Backing
(Landscape Forms: Parallel 42)



Benches - Wood with Backing
(Kenneth Lynch: Hermann Park Bench)



Picnic Tables
(Victor Stanley: PT-2)



Sandstone Table



Movable Tables & Chairs
(Landscape Forms: Parc Centre)



Trash / Recycling Receptacles
(Victor Stanley: ES-242)



BigBelly Trash Compactor
(Food Service Areas)



Bike Racks
(Forms and Surfaces: Olympia)



Fixed/Removable Bollards
(Powder-coated Round Steel Posts)

PROPOSED SITE FURNISHINGS

SITE FURNISHINGS

Site furnishings should form an aesthetically coherent family to strengthen the college identity across the campus. The furnishings should be timeless, made of high quality materials, well detailed and properly manufactured. They should be practical and comfortable, and the color should be muted. Consistent use of furnishings throughout the campus will further reinforce the coherent character of the Colorado College. When possible, use of recycled lumber is encouraged.

Benches

There should be both backed and un-backed benches to accommodate the various and temporal user needs on campus. Seat walls are also pleasant places to rest and give groups and individuals more flexibility and choice. Seatwalls should be 30-36" deep for optimum comfort.

Picnic Tables

The standard picnic table should be tables with wood top and seating.

Movable Tables and Chairs

Consideration should be given to the use of movable furniture at outdoor dining locations on campus. Movable chairs and tables allow people the possibility of choice and the ability to exercise that choice. People can shift their chairs into the sun, or gather closer with friends, or pull chairs away to be alone. The power of movable furniture is that it gives people the opportunity to affect and create their own spaces; it greatly contributes to the success of open spaces.

Trash / Recycling Receptacles

Trash/Recycling receptacles should be painted with earth tone color. Where high volume of waste is expected adjacent to food service areas, BigBelly style trash compactor should be considered.

Bike Racks

Bike racks should be located on hard surfaces where pedestrian circulation is not obstructed. Individual bike racks are preferred for less visual clutter. If the existing bike racks continue to be used, they should be painted black.

Removable / Fixed Bollards

Bollards should be painted with earth tone color.

Pole Light

Existing pole lights provide long-standing institutional ambiance and should be kept across campus. More energy-efficient LED fixtures, as seen in Autry Field, should be gradually replace the existing metal-halide fixtures.

In addition to the campus standard furnishings, the campus should accommodate sacred spaces that allow a variation in furnishing types such as unique tables, seating and shade structures. The potential locations are depicted in the diagram on the next page.

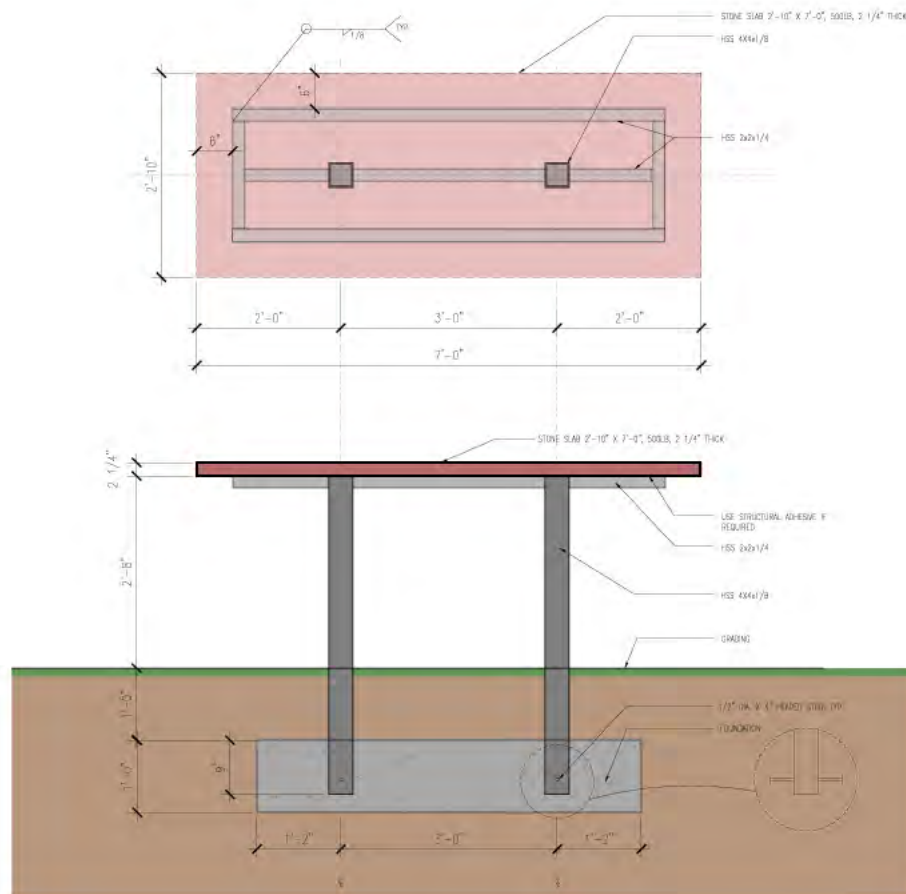
OUTDOOR CLASSROOMS/GATHERING SPACES



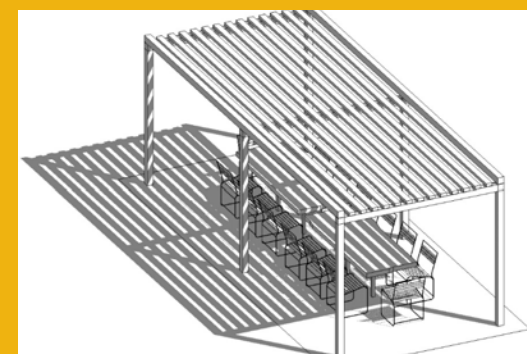
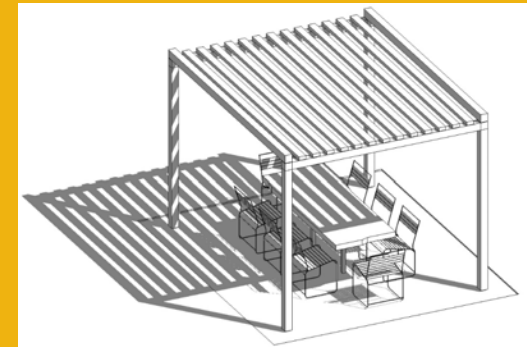
POTENTIAL PROTOTYPE LOCATIONS



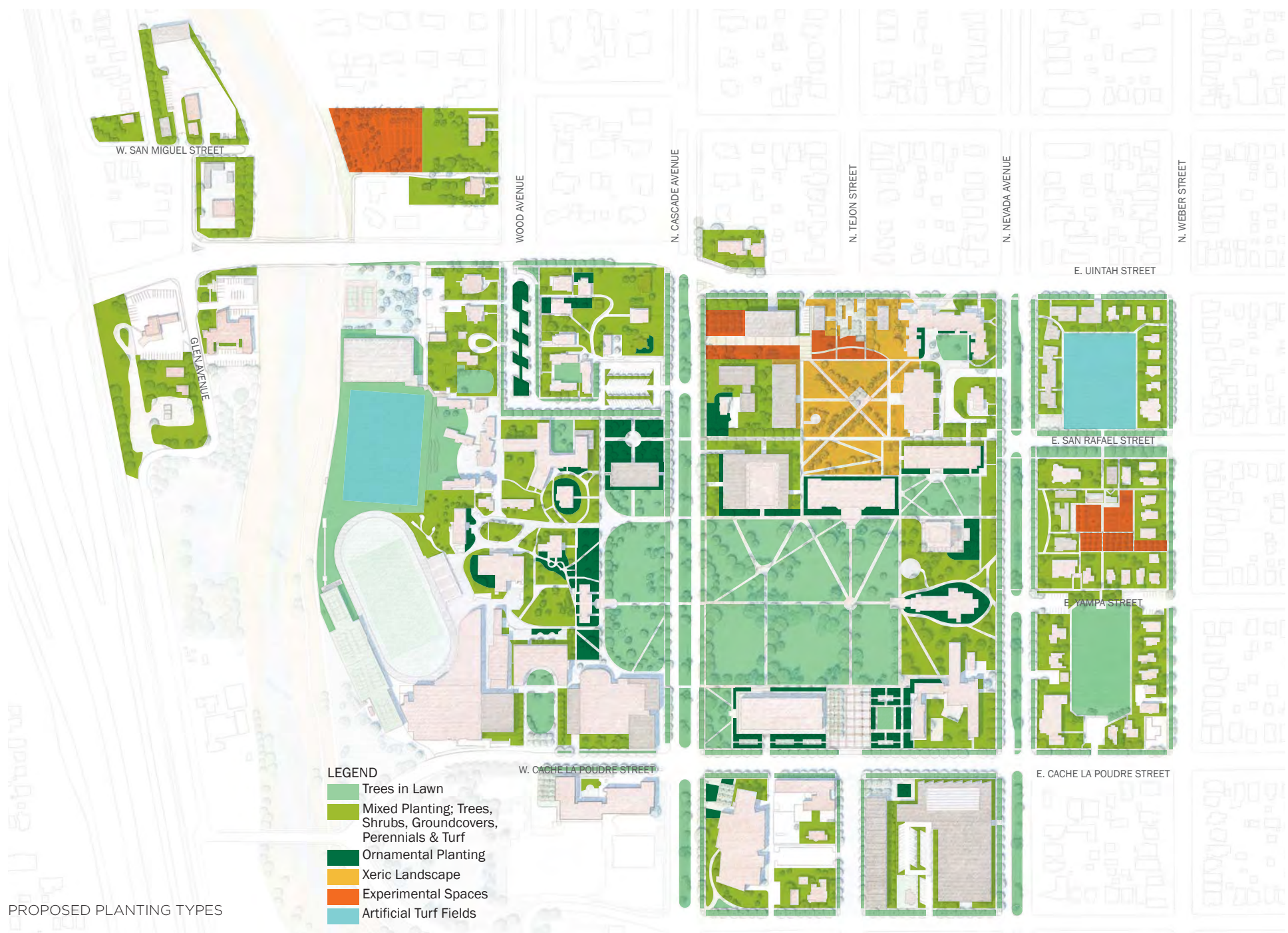
CONCEPTUAL VIGNETTE OF OUTDOOR TABLE



Shade Structure Precedent



Prototype Shade Structure



PLANTING

Campus Planting

Existing trees on Colorado College provide a strong physical landscape framework for the campus. With selective removals and additions, the campus tree framework would be greatly reinforced. The clusters of trees are desirable in the Main Quadrangle to create distinct areas of sun and shade for various activities. Outside of specialty gardens, few components of the landscape understory or ground plane are currently contributing to the compelling campus character exuded by the canopy trees.

Declining health of coniferous trees is a major concern for the campus landscape. This problem may be caused by the deficiency of available water to trees created by hydrophilic turf grasses; the chemical makeup of irrigation water; soil or plant pathology. In order to maintain the legacy of the campus, further investigation should be conducted by a professional consultant and recommendations implemented. Alternative tree replacement program should also be developed if it is not feasible to maintain those affected trees.

The conservation of portable and recycled water should be considered during the selection of plant species without compromising the diverse range of species. Xeric Gardens in the North Quadrangle would present the opportunity to display the Colorado’s unique ecological character that could be replicated throughout the campus. The College’s academic calendar also plays an important role to best showcase seasonal interests.

The proposed planting type diagram clearly defines the areas of lawn, xeric landscapes, ornamental gardens and experimental spaces that forms the fundamental structure of the campus planting. In mixed planting areas, the above planting types work in a variety of combinations to create landscapes that are unique to each location and micro-climatic conditions.

General Recommendations:

Tree Planting

- Undertake soil, irrigation and plant pathology study.
- Undertake a comprehensive campus tree planting strategy.
- Work with the city to create a more cohesive planting strategy for the medians that promotes campus/city identity, and reinforces visibility near crosswalks.
- Avoid soil compaction under pavement systems.
- Select native and adapted species that have a proven reliable in urban street conditions and lesser irrigation needs.
- Select tree species and size proportional to the street width.

- Avoid tree species with low branches, significant fruit or seed, and shallow root systems to prevent maintenance issues.
- Space street trees as consistently as possible.
- Plant street trees in continuous trenches to maximize soil volume.

Trees in Lawn

- Preserve and nurture existing, healthy mature trees through an arboricultural maintenance and replacement regime.
- Protect from physical disturbance and site development when possible.
- Select from a wide range of hardy, native and indigenous trees to provide horticultural diversity and to promote the campus as an educational landscape .
- Prevent competition between trees and lawn for air and irrigation water by selective removal of turf and use of organic, composted mulches.
- Locate trees carefully to frame and reinforce open spaces, compliment and accentuate walkways, and enhance desirable views and axis.

Trees in Paving

- Promote tree health by providing continuous planting pits when possible.
- Avoid soil compaction under pavement systems.
- Select native and adapted species that have a proven reliability in urban and paved conditions.
- Avoid tree species with shallow root systems to prevent maintenance issues.
- When transitioning from trees in beds to trees in pavement, change species to avoid differential growth.

Street Trees

- Promote tree health by providing continuous planting pits when possible.
- Avoid soil compaction under pavement systems.
- Select native and adapted species that have a proven reliable in urban street conditions and lesser irrigation needs.
- Select tree species and size proportional to the street width.
- Avoid tree species with low branches, significant fruit or seed, and shallow root systems to prevent maintenance issues.
- Space street trees as consistently as possible.
- Plant street trees in continuous trenches to maximize soil volume and root run area.



Bear Creek Regional Park



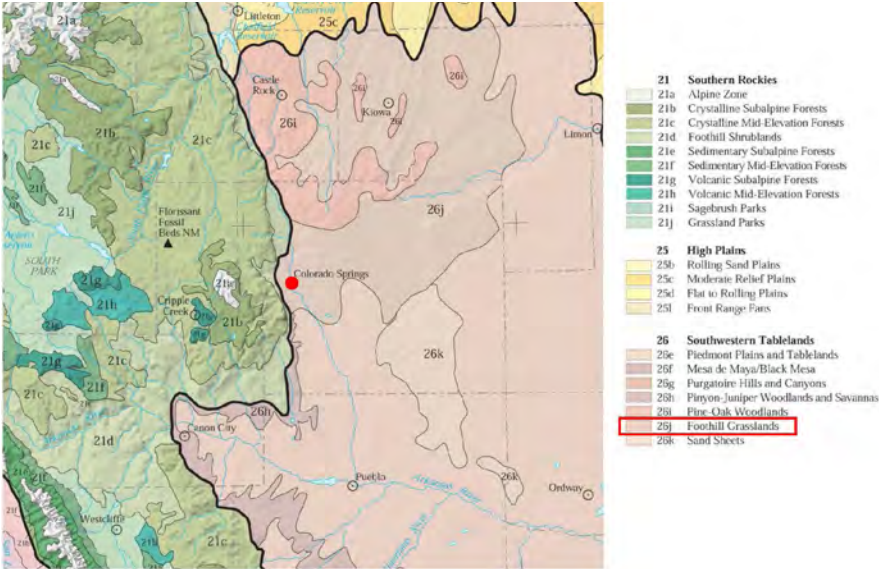
Garden of the Gods

Ecoregion

The Colorado College is located within the EPA Class IV ecoregion of Foothill Grasslands. EPA defines this ecoregion as:

“Foothill Grasslands Ecoregion contains a mix of grassland types, with some small areas of isolated tallgrass prairie species that are more common much further east. The proximity to runoff and moisture from the Front Range and the more loamy, gravelly, and deeper soils are able to support more tallgrass and midgrass species than neighboring ecoregions. Big and little bluestem, yellow Indiangrass, and switchgrass occur, along with foothill grassland communities similar to those of Ecoregion 21d: Foothill Shrublands. Although grasslands dominate, scattered pine woodlands similar to those found in 26i: Pine-Oak Woodlands also occur. The annual precipitation of 14 to 20 inches tends to be greater than in regions farther east. Soils are loamy, gravelly, moderately deep, and mesic. They are formed from weathered arkosic sedimentary rock, gravelly alluvium, and materials weathered from sandstone and shales. Rangeland and pasture are common, with small areas of cropland. Urban and suburban development has increased in recent years, expanding out from Colorado Springs and the greater Denver area.”

The local ecoregion is an excellent reference point to enhance the ecological sustainability of the campus landscape.



ECOREGION OF COLORADO SPRINGS

	Scientific Name	Common Name	Elevation	Life Zone	Moisture Requirement	Deciduous/ Evergreen
Large Trees	Pinus ponderosa	Ponderosa Pine	4,000 - 9,000	Foothills - Montaine	Low - Medium	Evergreen
	Pinus strobiformis	Southwestern White Pine	4,000 - 8,500	Foothills - Montaine	Low - Medium	Evergreen
Small - Medium Trees	Acer grandidentatum	Bigtooth Maple	4,500 -7,000	Foothills - Montaine	Low - Medium	Deciduous
	Quercus gambelii	Gambel Oak	4,000 - 8,500	Foothills - Montaine	Low - Medium	Deciduous
	Juniperus monosperma	Oneseed Juniper	4,000 - 7,500	Plains - Foothills	Low	Evergreen
	Juniperus osteosperma	Utah juniper	5,000 - 9,000	Upper Sonoran - Foothills	Low	Evergreen
	Juniperus scopulorum	Rocky Mountain Juniper	4,000 - 8,000	Foothills - Montaine	Low	Evergreen
	Pinus edulis	Piñon, Pinyon	4,000 - 7,500	Foothills - Montaine, Upper Sonoran	Low	Evergreen
Shrubs	Acer glabrum	Rocky Mountain Maple	5,000 - 10,500	Foothills - Montaine	Low - Medium	Deciduous
	Amelanchier alnifolia	Serviceberry	5,000 - 10,000	Foothills - Subalpine	Low - Medium	Deciduous
	Amorpha canescens	Silvery Leadplant	3,500 - 7,500	Plains - Foothills	Low	Deciduous
	Ceanothus fendleri	Mountain Lilac	5,000 - 9,000	Foothills - Montaine	Low	Deciduous
	Cercocarpus montanus	Mountain Mahogany	4,000 - 8,500	Foothills - Montaine	Low - Medium	Deciduous
	Chrysothamnus nauseosus	Rabbitbrush	5,000 - 10,000	Plains - Foothills, Upper Sonoran	Low	Deciduous
	Holodiscus dumosus	Rock Spirea	5,000 - 10,000	Foothills - Montaine	Low - Medium	Deciduous
	Philadelphus microphyllus	Littleleaf Mock Orange	5,000 - 8,000	Foothills - Upper Sonoran	Low - Medium	Deciduous
	Prunus americana	American Plum	4,500 - 8,500	Plains - Foothills	Low - Medium	Deciduous
	Prunus besseyi	Western Sand Cherry	3,500 - 8,500	Plains - Foothills	Low - Medium	Deciduous
	Purshia tridentata	Antelope Bitterbrush	5,000 - 9,000	Foothills - Montaine	Low	Deciduous
	Rhamnus smithii	Smith Buckthorn	5,000 - 7,500	Foothills	Low - Medium	Deciduous
	Rhus glabra	Smooth Sumac	4,000 - 8,000	Plains - Foothills, Upper Sonoran	Low - Medium	Deciduous
	Rhus trilobata	Three-Leaf Sumac	3,500 - 9,000	Plains - Foothills, Upper Sonoran	Low	Deciduous
	Ribes aureum	Golden Currant	4,000 - 10,000	Plains - Foothills, Upper Sonoran	Low - Medium	Deciduous
	Ribes cereum	Wax Currant	4,000 - 10,000	Foothills	Low	Deciduous
	Rosa woodsii	Wild Rose	3,500 -10,500	Foothills - Subalpine	Low - Medium	Deciduous
	Rubus deliciosus	Boulder Raspberry	4,500 - 9,000	Foothills	Low - Medium	Deciduous
	Shepherdia argentea	Silver Buffaloberry	4,500 - 7,500	Plains - Foothills, Upper Sonoran	Low - Medium	Deciduous
	Symphoricarpos albus	Snowberry	5,000 - 8,500	Foothills	Low - Medium	Deciduous
	Arctostaphylos patula	Bearberry	6,000 - 9,000	Foothills - Montaine	Low	Evergreen
	Arctostaphylos uva-urs	Kinnikinnick	5,000 - 10,000	Foothills - Subalpine	Low - Medium	Evergreen
	Juniperus communis var. montana	Common Juniper	5,000 -10,000	Foothills - Subalpine	Low - Medium	Evergreen
	Mahonia repens	Creeping Oregon Grape Holly	5,000 - 9,500	Foothills - Montaine	Low - Medium	Evergreen

GRASSLAND



Andropogon gerardi
(Big Bluestem)



Schizachyrium scoparium
(Little Bluestem)



Sorghastrum nutans
(Yellow Indiangrass)



Panicum virgatum
(Switchgrass)

GRASSLAND



Festuca Spp.
(Fescues)



Muhlenbergia montana
(Mountain Muhly)



Koeleria macrantha
(Junegrass)



Pseudoroegneria spicata
(Bluebunch Wheatgrass)

GRASSLAND



Hesperostipa comata
(Needle-and-Thread)



Elymus trachycaulus
(Slender Wheatgrass)



Pascopyrum smithii
(Western Wheatgrass)



Bouteloua curtipendula
(Sideoats Grama)

GRASSLAND



Hilaria rigida
(Galleta Grass)



Pinus ponderosa
(Ponderosa Pine)



Amelanchier alnifolia
(Western Serviceberry)



Prunus virginiana
(Chokecherry)

SHRUBLAND



Quercus gambelii
(Gamble Oak)



Cercocarpus
(Mountain Mahogany)



Artemisia tridentata
(Sagebrush)

PIÑON - JUNIPER WOODLAND



Pinus edulis
(Piñon Pine)



Juniperus monosperma
(Oneseed Juniper)



Juniperus osteosperma
(Utah Juniper)



Juniperus scopulorum
(Rocky Mountain Juniper)

CAMPUS AS ARBORETUM

The planting and nurturing of trees and other plants has long been part of an overarching ethos of the Colorado College campus landscape. Establishing, developing, and maintaining the entire campus as an arboretum is a fitting way to preserve and enhance the college's natural landscape for the benefit of current and future generations. The strategic initiatives outlined in this master plan all contribute to the development of the campus as an arboretum.

The deep landscape history of the Colorado College has been influenced by trustees, administrators, faculty, professional staff, students and friends over the years. The campus landscape has evolved from a treeless field into a campus with approximately 1,500 tree specimens representing about 70 species. This strikingly beautiful campus stems from an unceasing commitment to the centrality of landscape within campus life.

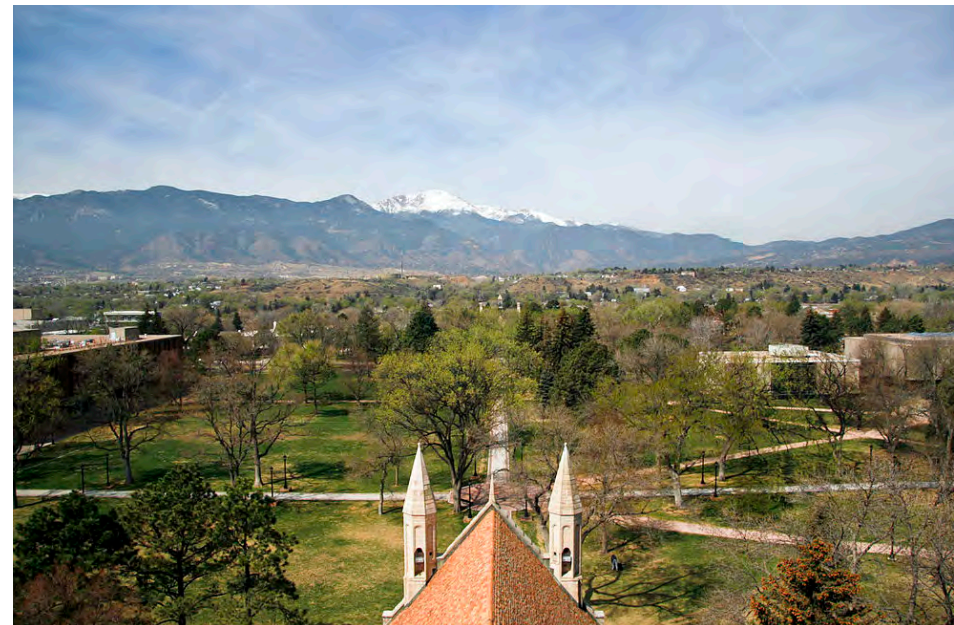
Unlike many college campuses that have arboreta located offsite, the Colorado College is fortunate to have a campus which can itself become an arboretum. The gardens, collections and programs that will grow out of the arboretum will not only serve as a teaching tool, a civic resource and a functional and nourishing environment for intellectual growth, but more importantly will preserve the legacy of stewardship that the Colorado College hall has cultivated over its long history.

A detailed series of recommendations guiding development of the campus arboretum are outlined in the following pages.

Programming the Arboretum

As the natural landscapes of our urbanizing world continue to diminish and degrade in quality, arboreta and botanical gardens take on increased importance as tools to collect, understand and impart the knowledge of the natural landscapes of the world. By extending the strikingly beautiful campus landscape of the Colorado College to the public in the form of an arboretum, the College becomes an even greater civic resource to the greater Colorado Springs community.

The arboretum not only has a physical component, but must have a strong programmatic component as well to bring it to life. Outreach programs such as an annual lecture, community tree plantings and guided tours will engage and enrich the community. Refer to the following pages for more detail regarding advocacy, administration, stewardship, interpretation and programming of the arboretum.



COLORADO COLLEGE CAMPUS

GUIDELINES FOR DEVELOPING AN ARBORETUM

This series of recommendations is intended to provide guidelines for setting up the structure that will give life to the Colorado College Arboretum. These recommendations, when implemented, will ensure that the recommendations of the Landscape Master Plan remain closely aligned with the goals of the Arboretum.

- Advocacy
- Administration
- Stewardship
- Interpretation
- Programming

ADVOCACY

The planting and nurturing of trees and other plants has long been part of an overarching ethos of the Colorado College campus as landscape. Establishing, developing and maintaining the entire campus as an arboretum is a fitting way to preserve and enhance the college’s natural landscape for the benefit of current and future generations. In order for the Colorado College Arboretum to achieve this overarching goal, it must designate an advocate to give it a voice.

Appoint an Arboretum Curator

- This person may be an interested faculty or staff member, a Colorado College graduate, or hired from the outside.
- This person will act as an advocate for the Arboretum, encouraging professors/public/students to participate in events such as plant sales, annual or bi-annual lectures, tree plantings, etc.

Appoint an Advisory Board

- This board could be comprised of a combination of current and retired professors, interested trustees of the College, volunteers from the neighborhood, students and professional staff. An advisory board is a useful mechanism for engaging the campus and public community.

Develop the Goals of the Arboretum

- Together, the advisory board and the curator will finalize the goals for the Colorado College Arboretum.

Preliminary Goals of the Arboretum

Preliminary goals should be developed by the College’s Arboretum Committee consisting of senior administrators, interested faculty or staff members, Colorado College graduates, or hired consultants from the outside. These may be used as stepping stones for generating the final goals.

- To preserve and enhance the diverse and historic collection of trees and shrubs
- To inform and educate about the ecological and evolutionary processes which these species exemplify
- To encourage an understanding of the College’s natural and historic landscapes
- To provide appropriate landscape settings for historic as well as new buildings
- To serve as a green resource for the neighboring community
- To be a marvelous educational space for members of the College and the Colorado Springs Community

ADMINISTRATION

Some staffing of the Arboretum will be required to prepare development and management plans, as well as maintain the collection and coordinate programming. The appointed curator could perform this work, or a volunteer could assist the curator. Arboretum staffing should start at a manageable level, perhaps one part-time position, and grow slowly as available resources and needs increase. (As a model, the Scott Arboretum at Swarthmore College has been many years in the making.)

A Development Plan

Find and dedicate resources for arboretum development, implementation, maintenance, and programming. This will involve working with the College’s Development office as well as with faculty, professional staff and alumni.

- Research funding methods for other college arboreta.
- Coordinate with the City of Colorado Springs to begin a street tree program and tree planting within Colorado College and its neighbors.
- Work with the College to implement initiatives in the Campus Master Plan to broaden the scope of the Arboretum.
- Designate an official “Heart of the Arboretum” or first arboretum project (North Quadrangle/South Quad Gateway Plaza/Olin Plaza etc).

A Collection Policy

There are a variety of directions in which the College can focus collections for the Arboretum. This is a subject for discussion by the Arboretum curator and board of directors. However, all specimens should be suited to grow in the conditions of Colorado Springs. Some examples of possible directions the collection policy could take include:

- Trees native to Colorado
- Trees from similar ecological regions around the globe
- Collections of specific taxonomy such as , oaks, pines, junipers or other conifers

Individual gardens within the Arboretum can focus specifically on various groups of species such as medicinal plants, threatened or rare plants, water-loving and drought tolerant plants, among others.

Tree Inventory Database

- Update the existing tree identification map.
- Develop and maintain a GIS Database that allows for easily updatable records and maps. This is a suitable project for student and faculty involvement.
- Incorporate historic planting records.

GUIDELINES FOR DEVELOPING AN ARBORETUM

STEWARDSHIP

The primary collection at the Colorado College Arboretum consists of living plants. However, many of the large canopy trees are nearing the end of their lifespans. As they continue to decline, there will need to be a strategy for replacement planting that preserves the natural and historical integrity of the campus. Care must be taken to prevent loss and damage to the living collections.

A tree survey by a certified arborist will aid in determining the necessary maintenance strategies for the current collection. The Arboretum staff should work closely with the Facilities and Operations Department on campus to develop an appropriate maintenance plan that will keep the collection in good health and appearance.

Labeling

Determine a labeling strategy and begin to label all trees based on the level of interpretation deemed appropriate. Work with an environmental graphics firm to design signage compatible with other signs.

INTERPRETATION: TELLING THE STORIES

Determine which areas to interpret in more detail via interpretive panels that reveal the ecological and or cultural significance of various trees. Below is a list of potential stories.

- Witness Trees: Story of land acquisition and development in Colorado Springs as told by the landscape
- Local geology, topography, resultant soils and vegetation
- Stewardship: Stewards of the college landscape
- Trees in literature, poetry, art, science, history, sports
- The Winter Garden at “the Pines”
- Water and Plants (rain garden, xeric garden)
- Relationship of trees to animals and other organisms
- Noteworthy ecological or other features of certain trees



EDUCATIONAL SIGNAGE



PLANT LABEL

PROGRAMMING

The Arboretum not only has a physical component, but must have a strong programmatic component as well. It is the programmatic component that brings the Arboretum to life.

Relate to Colorado College's Block Plan

- Have the faculty determine ways in which it could utilize the campus as an arboretum. Incorporate the Arboretum into the cross-disciplinary nature of knowledge and learning of the 21st Century.

Relate to the Broader Community of Colorado Springs and Beyond

- Have the first annual lecture
- Coordinate arboretum interpretation with the campus history
- Use the campus landscape to reach out to the broader communities of Colorado Springs
- Develop programs, such as tree plantings, for students, faculty, professional staff, alumni and the local community to be engaged with (in support of) the Arboretum.

“Creating a campus where learning occurs in and out of class is the pinnacle of sustainability education – one where the lines between curricular and co-curricular become so blurred that sustainability and learning simply become a way of life. Working towards this goal automatically and simultaneously helps us achieve our mission to provide the finest liberal arts education in the country.”

- 2014 Colorado College State of Sustainability Report

SUSTAINABILITY

Colorado College is dedicated to addressing sustainability on campus. Through initiatives championed by the President, Office of Sustainability, Sustainability Council and a dedicated development team, the College has made significant progress in tackling many ecological, economic, and social justice concerns. Advancing this progress and staying on the cutting edge of sustainable campus design and implementation is a key issue for the College and a core concern of its student body. Below is a summary of some of the outstanding work the College has done in the past few years to advance the meaning of and attention to sustainability on campus. Initiatives such as these, which keep the College at the forefront of this ever growing movement are highly recommended by the Master Planning Team and serve to ensure the resiliency of Colorado College and its surroundings.

SUSTAINABILITY KNOWLEDGE DEVELOPMENT TEAM

In 2013, President Jill Tiefenthaler, charged the Sustainability Knowledge Development Team with four objectives for the coming year:

- 1. *In the fall, engage the college community on the question: “What does sustainability mean for Colorado College?”*
- 2. *In the winter, propose goals for the college to work toward in reducing its environmental footprint and achieving other marks of being a campus known for “environmental stewardship and innovation.”*
- 3. *In the spring, discuss ideas for how to integrate sustainability across the curriculum more deeply and broadly.*
- 4. *At the end of 2013-14 academic year, prepare a final report of recommendations.*

The Development Team worked throughout the 2013-2014 school year to inventory the recent advances in sustainability on campus and engage with the Colorado College community in order to establish comprehensive recommendations for integrating sustainability into the College curriculum. As a starting point, the Team proposed building upon the College mission statement to include direct and actionable language regarding sustainability:

“The Colorado College mission commits us to providing the finest Liberal Arts education in the country by embodying our core values. Among our core values are to live with integrity; serve as stewards of the traditions and resources of Colorado College; nurture a sense of place and an ethic of environmental sustainability; encourage

engagement and social responsibility at local, national and global levels; and seek excellence, constantly assessing our policies and programs. Sustainability isn’t optional for the Colorado College community; it’s who we are and how we have defined ourselves. We aspire to make Colorado College a model for campus and community sustainability; an academic village that puts into practice at all levels a commitment to a sustainable and desirable future, not only for the human economy but for the larger ecosystem in which the College is embedded.

Colorado College students are passionate about social justice, ecological resilience, and economic responsibility. These commitments provide a foundation for, and strengthen our desire to promote the values that allow our students to assume leadership roles that are fostered by a Colorado College education.”

To further explore and articulate their recommendations, the Development Team established several subcommittees to delve more deeply into the Team goals and how they might be achieved. Findings from these subcommittees were summarized as recommendations in the Team’s Final Report:

- Enhance the teaching of sustainability across the curriculum using workshops, visiting speakers, and team-teaching (when necessary with visitors). Develop a broad-based sustainability minor.
- Develop the campus as an “Eco Village” and as a “place that teaches.”
- Significantly strengthen our connections to “our communities” and our environment. Design a comprehensive online “Sustainability at CC” resource. Bring Monument Creek into the campus and into the curriculum. Empower students, staff, and faculty to conjure and maintain sustainability initiatives that engage and impact all the communities (local to global) we belong to.
- Build and endow sustainability analogs to the highly successful venture grant, curriculum development grant and student-faculty collaborative grant programs.
- Wellness, flourishing and adventure are keys to personal and institutional sustainability. With these principles in the fore, institute a “Fall Break” that coincides with Thanksgiving.
- Expand “Community Based Learning” activities to encourage a stronger sense of place and to promote the wellness of all in our community.
- Offer an overarching working definition of “Sustainability at Colorado College”

STARS

Developed by the Association for the Advancement of Sustainability in Higher Education (AASHE), the Sustainability Tracking, Assessment & Rating System (STARS®) is a self-reporting framework available to colleges and universities that would like to gauge their relative progress toward sustainability. Colorado College is using this reporting system to benchmark their performance and develop methods for improvement. The used this information to generate Priority Actions help focus the College's actions towards improving Sustainability on campus. This system of self-assessment not only gives Colorado College the chance to improve their relevance and resiliency, but allows the opportunity to advance their standing as a premier institution for higher education. There are several ranking systems that take STARS scoring into consideration; Colorado College strives to be at the top of these rankings and the Master Planning Team believes that it is in the interest of the College, as stewards of their environment and leaders in education, to be at the top of these lists.

2014 STATE OF SUSTAINABILITY REPORT

Produced by the Office of Sustainability and in collaboration with the President, Campus Sustainability Council and Dean's Office, the report assesses the College's performance across a wide range of sustainability benchmarks. This report and the STARS data used within it provides a guide for implementing changes and improvements to the College's sustainability goals in the coming years. The report outlines current best practices and priority actions for the sustainability indicators identified by STARS: Academics, Research, Engagement, Operations, Planning and Administration. The priority actions outline specific steps that could be taken to advance sustainable practices in each of these key areas. The Master Planning Team supports these recommendations as they pertain to the strategic goals and vision of the College and has incorporated many into the Campus Initiatives section of the Master Plan.

CORE PERFORMANCE GUIDE

The Office of Sustainability is not only interested in improving on their existing infrastructure and environment, but wishes to have a set of standards in place that help guide the College through best practices in new building construction and operation. The Office has adopted the Advanced Buildings Core Performance Guide, a prescriptive program that aids in achieving significant and predictable energy savings in new commercial and institutional building construction. Popular with Colleges and Universities, this guide can be integrated into the LEED NC program

or can be used as a road map on its own, either way, the guide provides rigorous strategies and requirements for energy efficiency that act as a valuable resource for the Office of Sustainability, Facilities Department and Design Review Board in making decisions and communicating the College goals with outside design professionals.

SUSTAINABLE PURCHASING GUIDELINES

One of Colorado College's top priorities in fostering a sustainable environment is reducing the College's dependence on non-renewable energy. In 2008, the Board of Trustees approved Colorado College as a signatory to the President's Climate Commitment (PCC) of establishing a goal of carbon neutrality by the year 2020. This goal is to be achieved through a combination of renewable energy, energy conservation, and offsets. In support of this pledge, the Facilities Services department has adopted a set of guidelines for sustainable purchasing. Following these guidelines aids the College in reducing the adverse environmental impact of purchasing decisions by buying goods and services from manufacturers and vendors who are equally committed to minimizing their footprint. The following are the main goals of the sustainable purchasing guidelines.

- *Conserve natural resources by minimizing the consumption of non-replaceable natural resources through the review of current and proposed future usage; and evaluation of the pros and cons of alternatives*
- *Minimize pollution and waste, including: any packaging, waste produced by the product (or service), and waste generated by the eventual disposal of the product*
- *Reduce the use of water and energy*
- *Reduce materials that are land filled*
- *Maximize the reuse and recycling of materials*
- *Increase the use and availability of environmentally preferable products*
- *Reward vendors who reduce environmental impacts in their production and distribution systems or services*
- *Create a model for successfully purchasing environmentally preferable products that encourages other purchasers in our community to adopt similar goals*
- *Stimulate demand for "environmentally friendly" products by educating manufacturers and suppliers about the college's expectations of environmental performance in products.*
- *Support "locally produced" goods and services*
- *Educate ourselves, our vendors, and our end users*

For more on Facility Life Cycle Design Guidelines:

<https://www.coloradocollege.edu/offices/facilities/energy-management/guidelines-for-sustainability.dot>

For more on State of Sustainability Priority Actions:

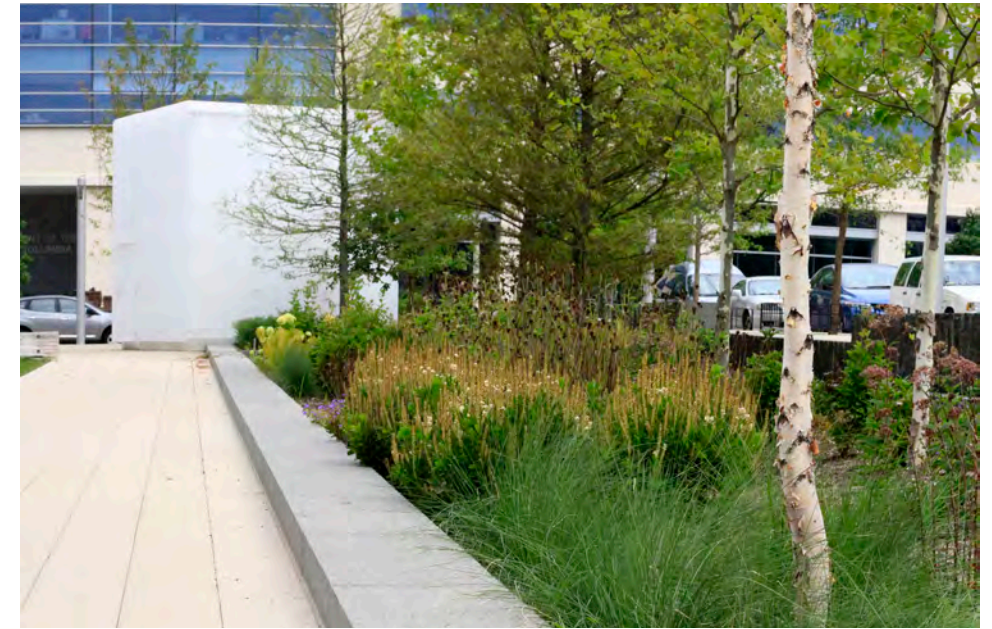
<http://sites.coloradocollege.edu/bulletin/2014/12/cc-wins-silver-stars/>

For more on Sustainable Purchasing Guidelines:

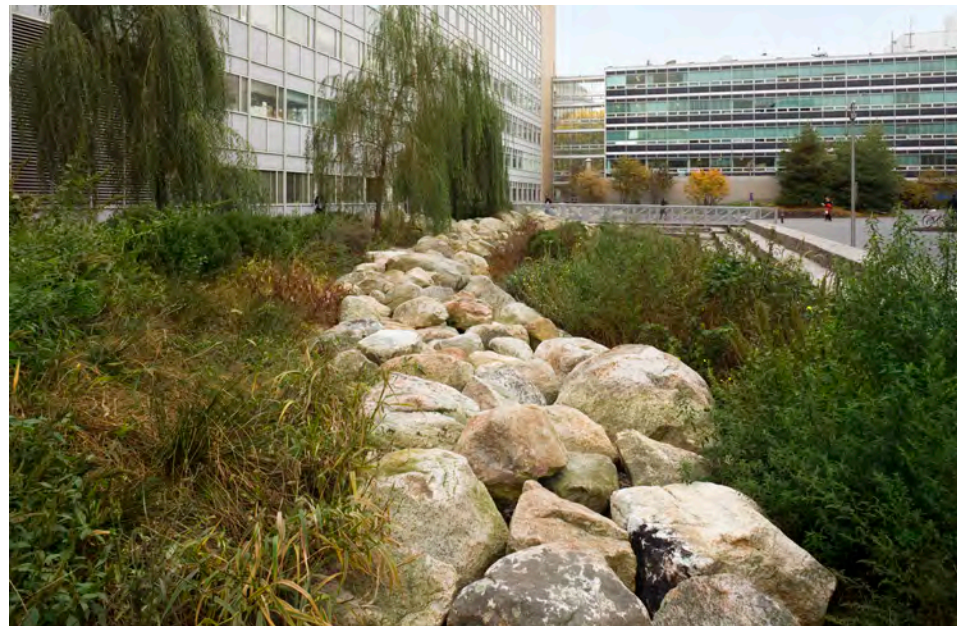
<https://www.coloradocollege.edu/offices/facilities/energy-management/sustainable-purchasing-guidelines.dot>



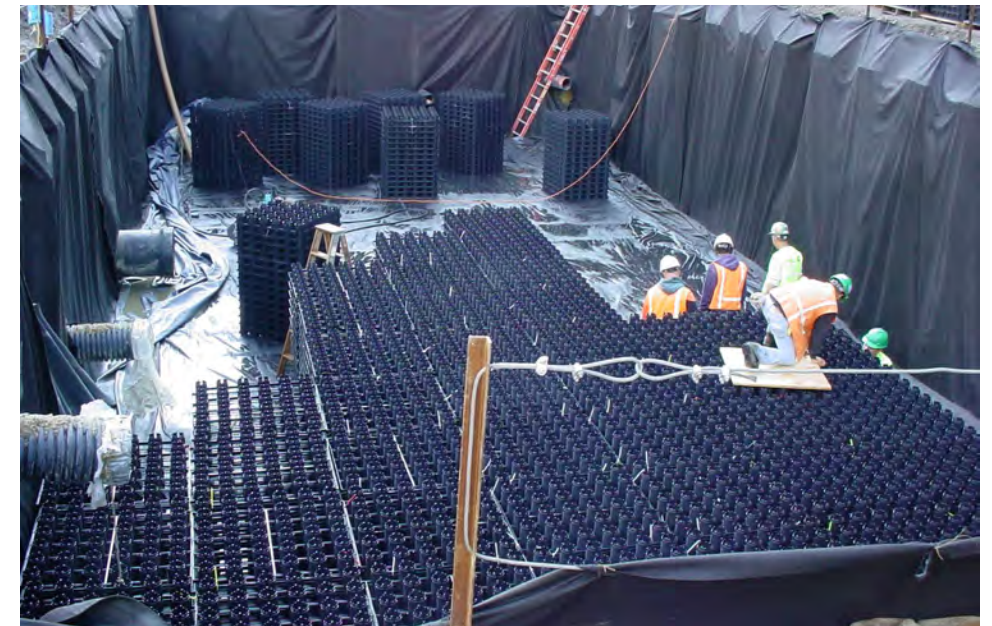
WATER FILTRATION, YALE SCHOOL OF FORESTRY & ENVIRONMENTAL STUDIES



BIOFILTRATION GARDEN, WASHINGTON CANAL PARK



BIOFILTRATION, MIT STATA CENTER

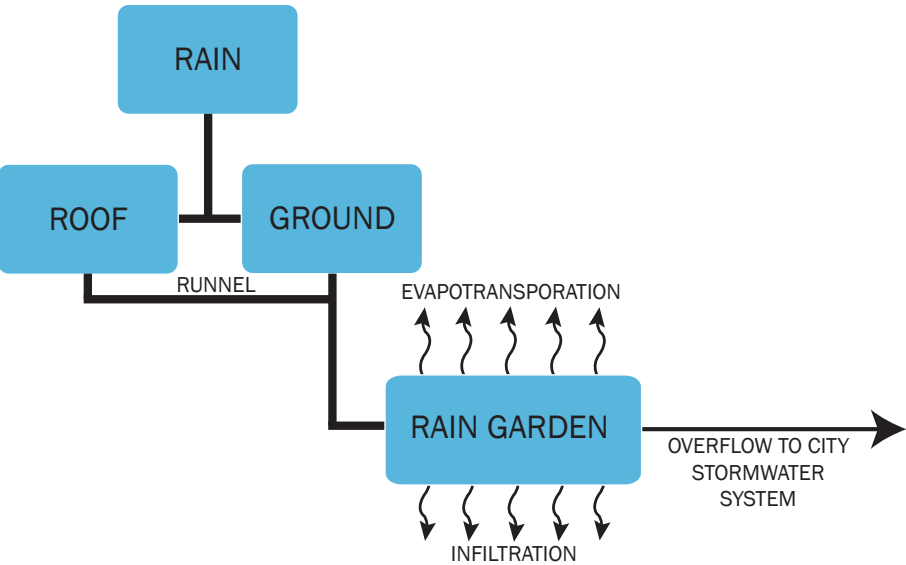


UNDERGROUND DETENTION / STORAGE, MIT STATA CENTER

The Master Planning Team supports the goals and the guidelines set forth by the Facilities Services Department and believes that by ensuring that purchasing decisions continue to be made not just by price or availability but by weighing environmental and social considerations as well will position Colorado College at the forefront of sustainability.

STORMWATER MANAGEMENT

The master plan seeks to promote a campus and college community that fosters social, environmental and intellectual sustainability. The college has the responsibility to offset impacts and improve campus sustainability. The master plan works in conjunction with the college's sustainability goals to reduce the environmental footprint of the campus. Stormwater management strategies that encourage groundwater infiltration, improve water quality, reduce soil erosion and contribute to the health of local and regional ecosystem function will be implemented. As new buildings are erected, the surrounding landscape should be designed and constructed at the same time in order to manage stormwater on site. The first series of projects to be implemented following the master plan guidelines, including the Tutt Library renovation and expansion, Innovation Institute and New Science Building are all projects that encourage sustainable development on campus.



RESPONSIBLE USE OF ENERGY AND NATURAL RESOURCES

Each project should undertake a comprehensive analysis to diminish the use of energy and reduce the use of non-renewable resources. The College intends to be a leader and champion of environmentally sensitive design, demanding innovation and creativity from our design consultants and helping to educate our community.

The College is committed to creating a campus environment that moves beyond merely sustainable, to one that actively improves the quality of life and the environment for its users.

- Our goals include:
- Reducing dependence on non-renewable resources by using appropriate recycled materials and by promoting adaptive reuse of existing structures;
 - Reducing marginal energy costs by promoting selection of locally manufactured or fabricated products and materials;
 - Siting new structures mindful of orientation, shading and the effect on adjacent buildings and spaces;
 - Using landscape design to create healthy and ecologically appropriate spaces, provide pleasant outdoor environments, reduce exterior lighting demand and minimize stormwater runoff;
 - Minimizing maintenance and operating costs by employing whole-systems lifecycle evaluation to determine the true project costs, and by integrating innovative daylighting and building engineering solutions at project inception;
 - Improving indoor environmental quality;
 - Adopting monitoring, measuring and feedback systems to establish baselines of energy usage and building performance, against which the College can evaluate improvements and set goals for future projects;
 - Maximizing building flexibility to satisfy the varied demands of current and future users and residents.
 - Reducing energy consumption of building and site systems (HVAC, hot water, lighting) through the use of appropriate mechanical and construction technology (natural cooling, light recovery, passive solar design, etc.)

The construction process should also respect these goals.

Sustainable Landscape

1. Energy
2. Water
3. Materials
4. Transport and mobility
5. Soils and Vegetation-Habitat
6. Social issues

ARCHITECTURE

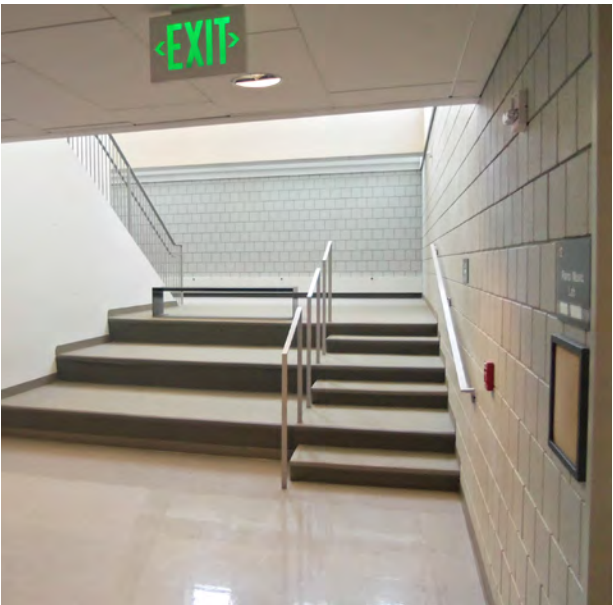
BUILDINGS AND SPACES THAT PROMOTE INTELLECTUAL AND SOCIAL EXCHANGE

The purpose of a campus is to bring together diverse people and their ideas in an environment that creates potential for intellectual and social exchange. While the physical character and quality of a campus is defined by both its buildings and its open space, it is the shared space which has the greatest potential for unifying the campus. It can promote the sense of community, and provide for the enriching experiences of both planned and chance encounters. Comprised of streets, walkways, greens courtyards, plazas, gardens, and playfields, open space knits together the diverse elements of the campus in a coherent way.

Individual buildings should also be designed to maximize the opportunities for social and intellectual exchange. Public spaces should be generous, provide places for seating and conversations, and be visible to those using the buildings and passing by them. Each area of campus should have both indoor and outdoor spaces suitable for gatherings and social occasions. While there will always be pressure to maximize the proportion of dedicated spaces in buildings, their success will ultimately depend upon an open and generous spirit where public and private spaces are balanced.

HEIGHTS OF STRUCTURES

Buildings should be in scale with the surrounding structures, and the streets and public ways that are adjacent to them. Typically, structures should not be taller than three to four stories. Care should be taken not to cast shadows on open spaces or important walkways, particularly during the daylight hours of 11 am to 3 pm.

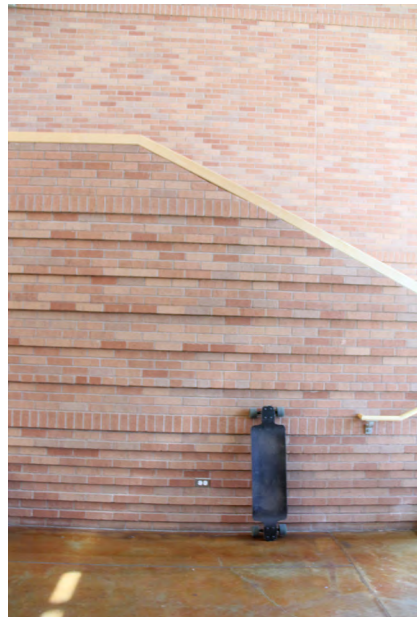


PREDOMINANT MATERIALS

Many materials have been used on campus over the years, and to good effect. New buildings should not duplicate historical features or details, however consideration should be made towards achieving a similar richness through the fenestration of individual facades. Continued use of Colorado red sandstone should be encouraged, even if only as an accent material. Tutt Science is an excellent example of this. Use of this stone helps to demonstrate an awareness and respect for the local geology.

Future residential structures should use materials that are warm (such as brick and wood) and should be of a scale and proportion appropriate to living spaces. They should reinforce the social patterns being promoted through the varying housing styles promoted by the College.

Commercial structures adjacent to the campus may depart from the predominant campus materials, but should be respectful in other ways (program, scale, contribution of life onto streets, etc.) to the campus.



BUILDING ORIENTATION

Most campus buildings are seen from perimeter streets as well as the campus interior. Roofs of shorter buildings are visible from taller nearby buildings. All should be designed to contribute to the buildings, streets, and pedestrian ways on each side.

Building entrances should be visible to those arriving on the campus, and should contribute to the life and activity of streets and walks. Buildings that front on public streets should have a public entrance there. Building entrances are frequently gathering places for those using buildings, and should be designed to encourage interaction.

The academic activities of the College, in so far as they are compatible, should be visible to passers-by. Windows should be placed to light and provide views to internal spaces, but also to give walks and streets the security and richness that derives from the visibility of adjacent activity. Views to Pikes Peak, other mountains, and iconic buildings on campus should be analyzed with every building design and interior spaces should be designed to take advantage of these iconic views. Highly reflective or deeply tinted glass should not be used on the campus.



COMMITMENT TO ACCESSIBILITY

The College is committed to providing equal, and dignified, access to all buildings. All new construction must comply with the Americans with Disabilities Act (ADA) guidelines. Renovations of historic buildings should seek to improve access for all in a manner compatible with their historic integrity.

FUNCTIONAL AND MECHANICAL FACILITIES

Areas devoted exclusively to building loading and services, the removal of trash, or to mechanical equipment should be designed so that their operation and visibility from public areas, including walkways, is minimized. Rooftop mechanical equipment should be enclosed in structures that are integrated into the building design. Acoustic mitigation should be required to ensure the quality of the pedestrian environment.



ARCHITECTURAL STYLE

Buildings on the campus reflect many styles. The essential quality of the campus is one of buildings that speak in their own voice about their purposes and the era in which they were built. New buildings should express the aesthetic ideas of our times, so that as we look back on them they also become a cultural record of ideas about architecture and campus life. Colorado College's finest older buildings are admired for their contributions to architecture and campus design. The College should engage architects who are recognized leaders, and aspire to design each structure so it not only suits its occupants and addresses its physical and historical context, but also contributes to ways of thinking about buildings. The faculty and students of Colorado College are deeply aware of the power of buildings to be teaching tools and the didactic power of places should be explored in all major design efforts.

RESPECT FOR CULTURAL RESOURCES

Many of the existing structures on campus have local, regional or national historic significance, and are included on the corresponding registers of historic structures. An inventory of all campus buildings has been prepared by the College, outlining each structure's level of importance as a cultural resource, and the specific aspects of the buildings that deserve special protection. New buildings or adaptations to existing structures must take this into account. The College's 1993 preservation plan should be updated to reflect the current state of campus, as a number of buildings shown as significant have already been demolished, and other buildings are proposed for demolition in this campus master plan. The 1993 plan appears to have taken an approach that buildings older than fifty years are significant. There is a logic to this, as these buildings could be considered eligible for the National Register, thus triggering review by the State Historic Preservation Office if federal or state funds are used in construction, but this approach severely limits the ability of Colorado College to continue to evolve to meet its mission. The updated plan should also identify which buildings are to receive what levels of review by the Design Review Board. The criteria for identification should be discussed and reconsidered to represent the current understanding and practice of preservation on the Colorado College campus.



Colorado College Master Plan

February 28, 2015