

SPECIFICATIONS COLORADO COLLEGE CAMPUS MASTER PLAN

Colorado College, an independent, residential liberal arts institution, seeks proposals from a select group of architects/planners to contract with the College to complete a Campus Master Plan.

Colorado College offers a traditional education in the liberal arts to 1900 undergraduates taught by 150 full-time faculty. The institutional mission is *to provide an excellent liberal arts and sciences education which challenges well-motivated students of varied social, ethnic, and economic backgrounds and prepares them for positions of professional leadership and civic responsibility in an interdependent world.*

PURPOSE OF THE CAMPUS MASTER PLAN

The master plan process must identify, clarify, and shape a long-term vision for the Colorado College campus. This vision must strengthen the overall unity of the campus and the harmony of buildings with each other and within the larger campus context. It must evoke support from the campus community, the neighborhoods surrounding the College, and the Colorado Springs community. It must achieve its organization and strength from giving central attention to the key features that distinguish us and our goals, among them: our curricular format (Block Plan), interdisciplinary study, cooperative learning, extensive athletic and fitness programs, a salubrious but semi-arid climate, an urban location, close-in residential facilities, spectacular vistas mixed with urban sprawl, and historic architectural resources of considerable importance. Colorado College will begin a major fundraising campaign in late 1995 to support capital improvements identified in the campus master plan. The plan will serve as a guide for campus maintenance and improvements into the 21st century.

AESTHETIC GOALS

Originally, the Colorado College campus was laid out as part of a Baroque city plan with compatible stone buildings organized around a traditional quad. In the mid-20th century, brick and concrete modern buildings replaced several of the old stone structures. Designed and constructed one at a time to meet specific needs, these buildings--some of them quite handsome--have failed to coalesce as a unified campus. New textures and colors, together with a variety of forms, created an architectural cluster far different from the original. Further, little attention was paid to the marvelous vista of Pikes Peak; solid brick, west-facing building walls in several instances have totally obliterated the view. A major goal of the campus master plan will be to establish a design framework to ensure that proportions, scale, and placement of structures, features, and landscaping work aesthetically and functionally with other projects--even those developed at a later date.

THE PLANNING PROCESS

The process used to develop the Colorado College Master Plan must be inclusive of those individuals with stakes in the outcome. We value new insights gained from experiences at other institutions, but we recognize that such contributions are likely to be welcomed here only when we see that they answer the questions that we have posed or solve local problems. We envision an iterative process starting with vision-clarification and an assessment of current facilities and needs.

OBJECTIVES OF THE CAMPUS MASTER PLAN

The Academic Program and the Block Plan: The proposed campus master plan will speak first to the academic program, and particularly the special circumstances of study on this campus. Colorado College operates within a curricular format known as the "Block Plan" under which students take and faculty teach one course at time. Each block course is three-and-one-half weeks long (a few courses extend over two or three blocks) and is followed by a two-day break. The academic year comprises eight such block/break units, followed by a summer session and a schedule of conferences. With the exception of breaks in late summer, at year's end, and spring, the campus is heavily used year around.

In addition to dividing the academic year into month-long modules, the Block Plan incorporates new approaches to teaching and learning. All classes are small: the average enrollment is fifteen, the maximum for most courses is twenty-five. Because classes typically convene for several hours a day, professors rarely rely on lectures. More often than not, classes are run as seminars, with a great deal of discussion. Increasingly, education at Colorado College is hands-on and participatory; still, within our tradition, there is room for courses that rely almost entirely on the reading and discussion of texts, along with frequent writing assignments. An important feature of the Block Plan is the ease with which faculty can schedule field work. With no competing course demands, classes can be in the field the entire block.

Adoption of the Block Plan in 1970 triggered a new approach to space use at Colorado College. Most block courses have dedicated rooms that are available to the assigned class, at least theoretically, for 24 hours a day. Some professors, particularly those with special equipment (art studio, psychology laboratories, etc.) use the same room each block. Many rooms, however, are part of a space pool and are allocated each block to meet the need. There are two important implications to this circumstance: 1) we have a high need for instructional space because classrooms are not shared by multiple courses, as they typically are under a semester system, and 2) many of the existing spaces have never been fully converted to the pedagogical opportunities of the Block Plan. There are several important exceptions: our new science center, completed in 1989, was specifically designed to accommodate teaching under the Block Plan. The same can be said of the music and arts building, constructed in the late 1970s. Several lecture halls were converted to new uses, although there still exist several spaces that are no longer optimally used. Colorado College is short on classrooms and on faculty offices as well. Our hope is that with creative planning, existing space can be better utilized to meet this shortage. **One objective of the proposed campus master plan will be to survey and analyze existing instructional space with an eye to adapting it more closely to the College's special**

academic program needs associated with the Block Plan. The identification of new construction projects will be the second part of this task.

Residential Life: Nearly two-thirds of our students live on campus, most of them in large residence halls (three date to mid-20th century, the others from the turn of the century). In the main, students today prefer smaller, older buildings. Seniors are allowed to live off campus; most choose apartments within two blocks of the College. The three 20th-century residence halls are being remodeled to meet current student preferences: improved rooms, increased capacity for electronic equipment, and small social units. The three halls under renovation will be brought up to code and fitted for improved access. **Because this is a residential campus, an opportunity exists for greater integration of the academic program with residential life. Meeting this goal will be a second objective of the campus master plan.**

Athletics: We are a land-locked, urban campus with less acreage than meets our needs. Like colleges everywhere, we have seen increased interest among students in sport and fitness. This increase, along with the issue of gender equity, places enormous demand on our inadequate facilities, particularly our playing fields. New acquisition of adjoining residential area may provide some relief. We will look to the planning consultant to examine other options, which may include the development of property away from the campus. **A creative solution to the need for more athletic facilities and fields stands as a third objective of the campus master plan.**

Environment: Environmental concerns are high on the agenda of Colorado College students, faculty, and staff. Concerns range from the intensive water use needed to maintain our New England styled campus to energy uses that might be redirected for greater efficiency and to the impact of noise and air pollution, particularly from vehicular traffic on arterials through the campus. **A fourth objective will be an assessment of environmental impacts on the campus and of the campus, including landscaping, energy use, traffic control, parking, and integration of the Colorado College campus with surrounding park lands, residential areas, and cultural institutions.**

Historic Preservation/Neighborhoods: Colorado College exists in the urban environment of a rapidly growing community (400,000 pop. in 1994 projected at 585,000 in 2015). The College's 90 acres are surrounded on the north and east by residential historic districts, on the west by a historic linear park, and on the south by a transitional residential/commercial area that leads directly into downtown. Three square blocks of adjoining residential property have been acquired by the College, including more than thirty homes that are already listed on the National Register of Historic Places or are eligible for listing. A historic preservation survey and plan have been completed in preparation for the campus master plan. **Finding the best and highest use for newly acquired property, protecting neighborhood interests, and taking prudent care of historic resources constitute a fifth objective of the campus master plan.**

Infrastructure and Land Uses: The College's physical plant has completed a study of utilities and building condition. This information will need to be folded into a survey of related issues including roads, pathways, circulation, parking, traffic, and landscape maintenance. Attention will be directed as well to campus boundaries, entrances, and identifying features such as signs, fences, walls, and plantings. Many campus facilities lack both the power and space required for

modern technology, which includes computers and other high-tech equipment. A campus prepared for the future will need a state-of-the-art resource center as well as a high-tech infrastructure for dispersed classroom use of new media. **Developing a plan for an improved infrastructure, including a greater capacity for technology functions, is a sixth objective of the campus master plan.**

EXISTING AND FUTURE SPACE NEEDS

The planning consultant will assist the College in (completing an inventory of campus space.) This information in and of itself may suggest solutions to existing space needs. On the other hand, the inventory may bring to light additional space needs that are not now evident. Although we are not yet able to present an exhaustive list of space requirements, many needs have been obvious and in evidence for a long time. The programs/projects that seem particularly pressing, and for which we will need guidance from the planning consultant, are listed below. All campus projects and needs must be considered within the context of the six objectives outlined above.

- drama/dance: these programs, combined in one department, are located in three different buildings. Although the remodeling of existing space is a possibility, a new building may be the optimum solution.
- art/music: housed in a recently constructed building (Packard 1976), these departments need additional space for performance, offices, classrooms, and support services, including departmental libraries.
- social sciences: currently housed in Palmer Hall (1903), the departments of this division need additional space and improved space with a capacity for multi-media instruction. These departments were not included in the 1976 and 1989 renovations of Palmer Hall.
- humanities: these departments occupy a problematical 1960s building (Armstrong) that has classrooms and offices organized around a central theater/lobby. The theater requires attention (its future is linked to that of drama/dance), as well as the instructional areas, which are regarded by many faculty and students as bleak and clinical.
- natural sciences: although the sciences occupy new or renovated space, their needs should be identified as part of the campus plan.
- faculty offices: more are needed in several departments, primarily to accommodate visiting faculty but also for emeritus faculty.
- interdisciplinary programs: Women's Studies, Ethnic American Studies, International Studies. Each requires a home; future programs will have similar needs.
- library: reorganization of functions, especially electronic communications.
- technology: dispersed instructional uses; a resource center.

- environmental issues: noise and air pollution; energy and water consumption; community context.
- chapel: lighting, repairs; conversion of space for greater social service function, while protecting historic character.
- athletic facilities: improved facilities, expansion of playing fields.
- meeting spaces: for large committees and small groups.
- campus center: improvements and modifications of this 1987 building.
- social/recreational spaces, especially for students: a coffee house, outdoor patios, sports areas near residence halls have been suggested.
- historic residence halls: renovation.
- fraternity quad: renovation or relocation of houses.
- historic residential areas: adapt for mixed uses for College, including rentals.
- administrative offices: occupation of newly acquired space in peripheral historic buildings.
- support services: storage, access, printing, and mail services.
- land use: academic, commons, residential, recreational, circulation, parking, plantings, vistas, roads, street closings, redevelopment.

FINAL CAMPUS MASTER PLAN REPORT

The final presentation to the college needs to include the following information:

- A written bound report that addresses the six objectives outlined in the RFP request. Appropriate plans and graphics should accompany the report. Number of copies required and distribution will be determined at a later date. The report is to include:
 1. Campus space use: inventory of existing space use and needs: academic, residential, athletic/recreational, administrative, student services, and parking.
 2. Analysis of space use: resolution of needs including costs for renovations and new facilities.
 3. Priority list of projects.
 4. Recommendations on locations for future buildings.
 5. Strategy for land utilization and acquisition decisions.
 6. Strategy for landscape, parking, and pedestrian/vehicular circulation decisions.
 7. Strategy for neighborhood and community interface.
 8. Design criteria for new buildings, renovations, and landscaping.
 9. Implementation plan.

- Model to illustrate campus master plan.
- A computer inventory of facilities with room information and usage by square footage.
- Materials to use in the capital campaign case statement.

TIMELINE

In June 1994 the Campus Planning Committee and consultant selected as planner will develop a timeline for the project.

A preliminary timeline for the project is:

May 31, 1994:	Select the planner/architect for the project
June 15, 1994:	Contract negotiations complete and project begins.
July 10, 1994:	Consultant and Campus Planning Committee develop timeline and methodology for project.
February 1995:	Conceptual report to Campus Planning Committee. Identify projects for capital campaign.
March 1995:	Conceptual report presented to Buildings and Grounds Committee at the Trustees Meeting.
April 1995:	Draft of preliminary report for Campus Planning Committee.
June 1995:	Final Campus Planning Report for Board of Trustees.

PROJECT MANAGEMENT AND COORDINATION

To achieve the planning objectives, the College anticipates that the successful planning consultants will bring together a project team experienced in dealing with the ideas of the many constituencies of a college community. The team must have a willingness to work collaboratively with a client representing a range of interests, including campus faculty, students, trustees, staff, and alumni, the surrounding local community, and the general public. Local government officials, planning consultants, and realtors who are familiar with community issues are to be involved with the process.

The Campus Planning Committee which reports to President Mohrman will serve as the steering group for the project. The broad based committee has expertise from the entire college community on facility issues. The Planning Committee will review all reports. Sub-committees will assist with the planning process and provide direction to the consultant. A copy of the committee membership is enclosed.

The Director of the Physical Plant, Phil Rector, will provide day to day liaison with the consultant, schedule meetings, oversee availability or preparation of college source materials, and administer the contract. Other administrators will assist the Director of Physical Plant in gathering information for the consultants as needed.

The Board of Trustees will be responsible for approval of the final report and involved with key decisions.

COLLEGE RESOURCES

The Physical Plant has plans for each of our buildings, utility infrastructure, and site plans. The plans are single line for pre-1950 buildings and construction drawings for post-1950 buildings. An aerial photograph of the campus was done for the Dober Planning Study in 1983. The College does not have an inventory of each building with rooms and square footage. This is one of the items the Master Planning Committee wants included in the project. The College's administrative computing system has a program for scheduling meetings and classrooms.

The following resources are enclosed with the RFP:

- 1983 Dober Planning Study
- 1993 Historical Survey and Preservation Plan
- 1994 Strategic Planning Report: "Interim Report on the Future of Colorado College"
- 1993 Strategic Planning Reports on Athletics, Residential Life, and Physical Plant
- 1993 Summary Report of Deferred Maintenance by Building
- College Admissions Viewbook
- Site Plan for Campus

The following additional resources are available:

- 1924 Olmsted Landscape Plan for Campus
- 1993 Utility Upgrade Plan
- 1993 Feasibility Study Report for Renovation of Mathias, Slocum, and Loomis Residence Halls
- 1993 Deferred Maintenance Report by Building
- 1991 McKee/Weese Report of Site Visit to the Tutt Library
- 1993 Downtown Action Plan

SELECTION PROCESS

The selection process has two steps. The College will first review the written proposals submitted by the firms and determine a short list to interview between May 3-13th. Firms should indicate in their proposals on which days they would not be available to interview on campus. The firm's proposed price will not be discussed in the first step. The second step of the process will be the interview and negotiation of the fee and contract terms.

On April 8, 1994, firms are asked to attend a pre-proposal conference from 1:00 p.m. to 5:00 p.m. in Armstrong Hall Board Room. Firms will be given an opportunity to ask questions about the RFP, tour the campus, and review source materials.

First Step Review. The written responses will be reviewed and evaluated. Phone interviews will be conducted to clarify questions in the proposals. A short list of firms will be selected to interview on campus between May 3-13.

The following criteria will be used to evaluate the firms:

- Demonstrated special expertise, qualifications, and experience on similar campus planning projects.
- Qualifications and abilities of the personnel assigned to the project.
- Approach used to meet the purpose, objectives, and resolution of space needs outlined in the RFP.
- Commitment of firm and staff to the special needs of Colorado College.
- Ability of the firm to translate our requirements into a meaningful campus master plan for implementation by the Administration and Board of Trustees.
- Ability of the firm to interact with the Planning Committee, College, and local communities. Techniques for resolving sensitive and controversial issues.
- Client references.
- Written, visual, and oral presentation skills.

Second Step Interviews and Price Negotiations. A short list of firms will be invited to campus between May 3-13th to interview with the Planning Committee, make a public presentation to the College community, and present pricing for the project. Firms invited for interviews will be contacted by telephone by April 29th at the latest. Pricing will **not be presented** until the interview. The Planning Committee will make a recommendation to President Mohrman by May 25th. The Vice President of Business, Jan Cassin, will coordinate the negotiation of final pricing and contract terms by June 15th.

In developing the pricing for your proposal (**for presentation at the interview**) you should submit a lump sum proposal and a time and direct expense proposal for each phase of the proposal with a not to exceed price using the format outlined below:

- An hourly rate for professional employees, including profit and overhead.
- An hourly rate for sub-professional technician services such as drafting, clerical, and office computations, including overhead and profit.
- An hourly rate for support staff, including overhead and profit.

- The cost for any professional services used outside your firm such as engineering, landscape.
- A statement detailing costs for direct expenses not chargeable to overhead; these include expenses for travel, building a model, printing, and reproduction.
- An estimate of the time and staff to be used for each phase of the master campus plan. During negotiations the College wants to be able to determine costs for each phase of the project so items can be added or deleted. This will allow us to determine what services the College wants to include in the project.

The College does not have a public bid opening or make proposal pricing public.

INSURANCE

The successful firm will provide the College with a certificate of insurance showing professional liability, liability, property, and workers compensation insurance coverage.

CONTRACT FORM

The contract with the selected firm will be executed on the appropriate AIA form or your suggested contract (enclose sample with the RFP). The contract will incorporate the RFP, firm's response to the RFP, negotiated price agreement, project timeline, and any other pertinent information developed during negotiations.

Firms will submit itemized monthly bills to Phil Rector, Director of Physical Plant and the terms will be net 30 days. The College is a private tax exempt institution.

**COLORADO COLLEGE
PROPOSAL RESPONSE FORMAT**

All firms need to submit five copies of their proposal to:

David Lord
Business Manager
Colorado College
14 E. Cache La Poudre
Colorado Springs, CO 80903
Phone: (719 389-6696)
Office Location: Second Floor Armstrong Hall

By April 18,1994 at 4:00 p.m. MST

Firms do not need to resubmit information included in the RFQ.

Each RFP must include the following materials:

1. A detailed description of the approach to the work, suggested timeline, and staff assigned to each phase. This should address our specific issues: purpose, objectives, and space needs. Project timeline and staffing requirements for each phase will be used to negotiate the fee for the project.
2. Team structure and organization for the Colorado College project. Include resumes and references. Describe the role you are proposing for any consultants, engineers, or architects in the project. During the negotiation process the college will suggest consultants or local firms to add to or delete from your team. A commitment to meet the time schedule established by the College.
3. Services your firm or team offer for use in completing the Campus Master Plan.
4. A critique of the Colorado College campus.
5. Examples of two master plans for campuses of similar setting, size, and scale completed within the last five years. You need to submit only one copy of each plan, and the College will return the samples.
6. Examples of your work in architectural design, space and land utilization, and landscape work. You are encouraged to submit one set of pictures or slides to illustrate your firm's work. The College will return the pictures after reviewing them.
7. Experience of your firm in assisting with a case statement for a capital campaign.
8. Sample contract.

Each response must answer the following questions:

1. What elements are important to a successful campus master plan?
2. How does your firm approach setting priorities for the College's facility needs? What techniques are used to resolve controversial and sensitive issues?
3. How will your firm interact with different college and community constituencies? How will your interact with the Planning Committee?
4. How does your firm estimate costs for new or renovated facilities?
5. What is the availability of staff and firms assigned to the Colorado College project?
6. What is the experience of your firm in making presentations: writing, editing, and producing reports?
7. What dates would your firm not be available to interview on campus between May 3-13th?

The response to the RFP will be included in the contract with the successful firm. All responses are to be signed by a corporate officer.