



In 2017, Colorado College and the Fine Arts Center formed a historic alliance. Although full integration is still in progress, this alliance has already enriched life and learning throughout the college and the Colorado Springs community. On July 1, 2018, the Bemis School of Art (“Bemis”) will begin its integration, marking the second phase of the Fine Arts Center strategic plan implementation (the FAC museum was the first to implement, and the performing arts program will be third and begin in the summer of 2019). Earlier this year, a committee with members representing the breadth of the college was charged with visioning and devising the implementation plan for Bemis (see charge in Appendix B). Prior to this committee’s work, however, much thought and consideration had already been given to the future of Bemis during the strategic planning process. Not wanting to lose these valuable insights, this committee referred to and built upon previous work completed by colleagues in the Bemis School of Art Subcommittee of the FAC Strategic Plan Committee (see their report in Appendix C).

From its onset, the Bemis School of Art Implementation Committee recognized that it held a unique opportunity to shape a broader vision for the college. With this in mind, rather than crafting the future of Bemis in a silo, the committee envisioned bold, long-term reform with the potential to serve as a model of innovation, education, and inclusivity in the arts. Central to this vision is radical collaboration. In particular, committee members saw and appreciated the overlapping goals and synergies between Bemis, Innovation at CC, the Education Department, the Art Department, and Arts & Crafts. Over the course of several months, the committee crafted a comprehensive plan centered around this restructuring. To ensure the future success of this implementation, this committee strongly recommends this new collaborative entity—which we have referred to as the “Creativity Complex” or “Innovation and Creativity Complex,” for fundraising purposes—exist in a shared physical space or spaces. With students, staff, faculty, and community members crossing paths and working near one another, collaboration will not only be inevitable, but meaningful and fruitful.

The exciting program initiatives of the Creativity Complex position the College at the forefront of new approaches to the undergraduate liberal arts education, and contribute to the aim of creating a national model of distinction for an arts center that joins with a college to serve the campus, the community, the region, and the world. The blend of community engagement, co-curricular offerings, and academic programming will mark Colorado College as a leader amongst peer institutions. The commitment to the creative capital of our civic community and undergraduate community is clearly outlined in these initiatives.

Moving forward, a thoughtful and appropriately timed process is necessary for these initiatives to become a successful reality. In particular, we cannot underscore enough the importance of a deliberate and thorough process focused on careful dialog with all stakeholders regarding space and programming. While dedicated resources will still be needed for particular programming and/or specific timeframes (public versus CC students, artists-in-residence versus teaching artists or student studio space, etc.), shared resources will be an intentional, strategic, and effective use of efficiencies and cross-audience engagement. To be realized, this project will not only require communication and investment in a shared purpose from various programs, it will require significant institutional investment in staffing and financial resources.

Building on the three main themes of the Fine Arts Center strategic plan – Excellence, Access and Collaboration – as well as the six recommendations, the following document is laid out as a series of 1) initiatives (what we aim to do), 2) tactics (how we plan to do it), 3) timeframes, and 4) recommendations for further exploration of projects/initiatives that are beyond the scope of this committee.

INITIATIVE #1:

Establish a Creativity Complex that includes the Bemis School of Art, Innovation at CC, CC Arts & Crafts, the CC Education Department, and the CC Art Department to create a nationally recognized collaborative program in innovation and creativity.

There are manifold benefits to bringing these programs together in one shared space. Students, coming and going, will naturally collide with others using the building. They will see and talk about the work others are doing and find new sources of inspiration. They will make contacts with students from other programs, with community members, and with staff, faculty, and teachers from other programs. We recognize that some programs—namely, the Education and Art Departments—may continue to live in their current spaces while utilizing the shared and flexible spaces in the Creativity Complex.

Close proximity to other programs and spaces allows for natural interactions that are not possible in the current siloed locations. Speakers, visitors, and programs sponsored by the Art Department could be coordinated with Bemis, Arts and Crafts, and Innovation. If the Press were also to become part of the Creativity Complex, there is enormous potential to coordinate with the community and the Art Department; facilities that support Printmaking courses during the academic year could roll over to create a summer institute in printmaking, which would partner Bemis, the Press, and the Art Department.

BUILD UPON EXISTING PROGRAMS OF EXCELLENCE:

- Spotlight our Arts & Crafts student-centered program as a national model for co-curricular programming.
- Emphasize excellence in Bemis School of Art programming for youth and adult community members. Ensure quality programming that integrates CC students. Create class offerings that focus on the mediums in which we can be excellent and can be recognized as leaders (e.g. ceramics/clay, painting/drawing, printmaking, fiber, jewelry, glass).
- Highlight the Art Department 3-D Arts and Design Facility as unique amongst peer national undergraduate institutions. Support co-curricular partnership through proximity and integration with Creativity Complex. Develop a student-centered Creativity Lab through Innovation at CC that engages students across all academic departments (curricular, co-curricular and extra-curricular).
- Photography and Printmaking are programs that have historically linked the community to educational institutions – these can play a lead role in bridging shared programs with Bemis.
- Elevate current arts instruction and access for marginalized and underrepresented audiences, such as opportunity youth, youth with special needs, and military members and their families.
- Bemis and Art Department collaborate to expand non-credit offerings in the Arts to the Colorado College community. Adding to existing opportunities in clay, fibers, and jewelry, new non-credit workshops and classes would allow non-credit experiences in drawing, painting, printmaking, photography, and 3D. Photography and Printmaking are programs that have historically linked the community to educational institutions and these can play a lead role in bridging shared programs with Bemis.
- Open space that is restricted during the academic year to be used by community or other academic programs.
- Build upon existing success and excellence of Education Department's Masters of Art in Teaching program through collaboration and hands-on laboratory training and experimentation as outlined in Initiative #4.

DEVELOP NEW PROGRAMS OF EXCELLENCE:

- Develop co-located space for the Bemis School of Art, the CC Arts & Crafts program, and Innovation at CC, where strategically shared space and resources can provide economies of scale and efficiencies, where intentional collaboration may flourish, and where chance collisions can lead to innovation and collaboration yet to be identified.
- Develop a Bemis Summer Arts Institute: 1-2 week residential workshop opportunities for mid-level and professional artists. Similar to programs such as [Anderson Ranch](#) and [Penland School](#), offer a nationally recognized workshop in a vibrant summer program through our unique location and facilities.

- Leverage the collaborative nature of the Creativity Complex in order to develop a First Year Experience course in Innovation and Design that would build an annual cohort of students involved in the Creativity Complex and support the general education curriculum.
- Develop an all-college, co-curricular requirement in Creativity and Innovation.
- Create partnership between the Art Department and Innovation to support the Summer Intensive in Design program.
- Develop a Creativity and Integrative Design program through Innovation collaborating with the academic curriculum.
- Leverage the expertise and leadership of the Art Department with the new and rapidly expanding Architecture and Integrated Design Track to develop a culture and community of design consciousness on campus.
- Develop a Creative Leadership Program with training/practice in: 1) design-thinking facilitation, 2) reflective thinking and awareness practices, 3) creative problem-solving methodologies facilitation, 4) service design training, 5) empathic design training, and 6) community problem-solving using creative practices.
- Provide access to a co-op hackerspace, which is different from an individually-focused solo makerspace.
- Develop an Alumni Creativity Program. This program could include: 1) a specific annual gathering of alumni arts leaders during homecoming, 2) inviting alumni artists of color for workshops and acquiring their works in the collections, 3) connections to current alumni outreach efforts in academic departments, such as the Art Department New York Alumni program, 4) an alumni advisory committee that gives alumni voices in program development across the Creativity Complex, and 5) an Alumni Emerging Artist Residency program, running Block 8 through Block A, including community workshops through Bemis in early June.
- Create a home for the Art Department's 3D Arts and Architecture and Integrative Design track in the Creativity Complex. The Art Department has the expertise, leadership, and mission to develop the culture of design awareness at Colorado College. The Conway Design Fund charge calls for the development of programs that impact the entire campus, specifically to underscore the importance of design, broadly defined...“promoting a culture of design, and understanding the field as a way of thinking, making, and problem solving.” Centering the 3D Arts and Design programs in the Creativity Complex will allow the Conway Programs to impact the campus and Colorado Springs community

EXISTING PILOT PROGRAMS TO BE CONTINUED (or SUSTAINED)

- Successful partnership between Art Department and Bemis School of Art to offer non-credit courses and workshops to joint community and CC students:
 - Photography and Silkscreen courses sponsored by the Art Department and coordinated with community participants
 - Community workshops through the Alumni Emerging Artist Program in a variety of media. This year Eleanor Anderson (see description of Alumni Emerging Artist Program below) is offering a community workshop in surface design in clay.
 - Weekly Figure Drawing sessions offered throughout the year and are open to CC students and Colorado Springs Community
- FAC Artist-in-Residence Program funded by a Mellon Grant. CC will also develop a Residency Cohort, described below.
- New Innovation at CC student-led engineer build club: a club of makers, hackers and tinkerers.
- Alumni Emerging Artist residency program is being piloted this year and supports an emerging artist to return to campus from Block 8 through Block B. The alumnus is provided a studio work space and opportunities to teach community classes through Bemis. Surface Designer Eleanor Anderson (2012) is the piloting the program this year. Based upon learnings from the pilot program with CC alumni, future programming can be piloted for Bemis alumni as well.

- The Graphic Research Lab extended format class is an Art Department offering that coordinates student designers with community projects. This year the G.R.L. students worked with Professor Stanec and with FAC museum education programs to design interactive programs for young museum visitors.
- Creation of Block 8 Creativity Cohort classes through Innovation: six block courses piloted a cohort creativity approach in Block 8. Classes shared visitors, workshops, lunches, and speakers including calligraphy, coding for e-textiles, fiber arts, design workshops, laser cutting for printmaking, and digital photography.

INITIAL PILOT PROGRAMS WILL INCLUDE:

- Develop a Residency Cohort that is centered on a central theme or question each year or each semester where alongside an Artist-in-Residence, Innovation at CC will fund an Innovator-in-Residence and, in time, we could potentially have a Scientist-in-Residence or a Journalist-in-Residence (or any other discipline).
- Bemis and Art Department Community Printmaking Series in 2019 to celebrate 100th Anniversary of the Broadmoor Academy.
- Expanded non-credit offerings in Drawing, Painting, Lithography, and Photography through Bemis school and Art Department partnership in 2018/19.
- Adobe Suite design courses to be offered throughout the year through Bemis.
- Creative Block Break and Winter programming through Bemis.
- Education Department and Art Department pilot cross-listed Block courses in Art Education Blocks 6 and 7 of 2019.
- Education department's Mitchell High School outreach program to partner with Art Department's Graphics Research Lab in spring of 2019.
- Half Block course in January 2019 in Design History (an Art History course on the overview of major design movements).

INITIATIVE #2:

Understanding that the Arts are a critical vehicle for empowerment, social dialogue, self-identity, and cultural leadership, and that missions of inclusion need to be actualized at this college, the Creativity Complex, at every turn, will play a critical role in furthering the mission of inclusion at Colorado College. We recognize that only by examining and enhancing our institutional practices can we best serve and reflect our broader community.

BUILD UPON EXISTING PROGRAMS OF EXCELLENCE:

- Amplify the missions of the Butler Center, Feminist and Gender Studies, Race, Ethnicity, and Migration Studies, etc. on an ongoing basis, as proactive leaders in the mission of inclusion. Consult with student groups and community cultural groups as part of program development (prior to program commitments) in order to understand what would be useful to support student, faculty, and staff actively pursuing the work of inclusion, as well as to be a beacon of community inclusion.
- In order to avoid an “if you build it, they will come” scenario, direct personal outreach to student groups, the Butler Center, and diverse community groups/organizations/audiences will be an explicit commitment of the staff of the Creativity Complex.
- Provide and promote access to programming through expanded financial scholarships for opportunity audiences.
- Work with current and future student clubs whose purpose is supporting students of color (ex. Black Student Union/Native American Student Union) who have programming and/or events with an arts focus. Host events for those groups in the Creativity Complex; provide support and encouragement for their members to take advantage of all that the Bemis School of Art, the Creativity Complex, and the FAC have to offer. Hosted events would not necessarily be arts-related, but could serve as a launching point for students to explore the FAC and all of its programs.
- Expand Block Break, Fall/Spring Break, and summer programming in order to support students who may otherwise be isolated because they do not leave campus.

DEVELOP NEW PROGRAMS OF EXCELLENCE:

- Develop a paraprofessional position to serve as a Creativity Complex liaison to identity-based, cultural celebration clubs and other groups and organizations. This position would not act in isolation, but be an integral component of an active feedback loop between the student body, local affinity groups, and the Creativity Complex, as well as serve as a consultant to the directors and program planners in ensuring diversity and inclusion is embedded in programming.
- With the help of the aforementioned paraprofessional, the Butler Center, and Creativity Complex directors, develop a long-term toolkit and checklist for directors to use to help ensure programming is inclusive. Develop and implement an annual report that assesses how programming met the mission of this initiative, including opportunity for open feedback sessions.

INITIAL PILOT PROGRAMS WILL INCLUDE:

- Craft an initial draft toolkit and checklist for Creativity Complex stakeholders to utilize in their programming. – 2018/19
- Develop an annual report format to assess the success of this initiative in programming. – 2018/19
- Gain approval for a Creativity Complex paraprofessional position and complete a search process for a position to begin alongside the 2019/20 academic year. – 2018/19

INITIATIVE #3:

Facilitate access to the artistic process for community members through quality Creativity Complex programming, including: an immersive youth program that supports growth opportunities for talented young artists, a therapeutic art program for veterans and their families, and programs for under-served audiences across the Colorado Springs community.

BUILD UPON EXISTING PROGRAMS OF EXCELLENCE:

- Support and emphasize the current programming supporting veterans and their families, including:
 - Military Artistic Healing for veterans and active duty: Includes 8-week class X 3 sessions, with art therapist from Aspen Pointe.
 - Mt. Carmel: This program is a monthly workshop to develop works to display on exhibit.
 - Ft. Carson Survivor Outreach Services: Art Therapy for Grief and Loss for families of the fallen; assists in connecting survivors with people who can help minimize stress.
 - Gold Star Wives: Programming for surviving United States military spouses and their children.
 - Creative Forces: Programming in collaboration with Fort Carson as part of their participation in the NEA and DOD's Military Healing Arts Network.
- Support and emphasize the current programming supporting marginalized groups in our community, including:
 - Emily Griffith Center: Supports children who are at-risk and low income; up to 90% also have mental health challenges.
 - Round Up School & Day Treatment: Supports youth with autism, developed for dual-diagnosed students who have trouble in more traditional school settings.
 - Dale House: Supports delinquent, neglected, and abused teenagers who cannot return to their families. Arts programming supports their goal of teaching these youth the skills necessary to live independently.
- Increase access to "opportunity youth" community members by collaborating with the new college-access program and participating students.

DEVELOP NEW PROGRAMS OF EXCELLENCE:

- Develop an endowment for individual scholarships towards programming at the Bemis School of Art and across the Creativity Complex.
- Create an immersive visual arts program for youth who have expressed interest in pursuing education in art prioritizing diversity and inclusivity. Begin with painting and drawing and add mediums as program grows. Endowed funds from the former Marie Walsh Sharpe Art Foundation are restricted in the FAC Foundation for purposes of this nature.
- Create an immersive, collaborative summer youth leadership program in design, architecture, drawing, and painting. Incorporate a mentorship program to promote connections, competitions, and exhibitions for participating students.

INITIAL PILOT PROGRAMS WILL INCLUDE:

- Partner with the [Independence Center](#) to develop a pilot curriculum to work with their patrons. Providing art programming that supports their mission of working with people with disabilities, their families, and the community in order to create independence so that all may thrive.
- Develop and pilot an expressive arts program in partnership with Mt. Carmel veteran services to begin to broaden the impact of the Military Artistic Healing program.
- Create a pilot series of one-week residential courses in drawing and painting for budding young artists (Sharpe Foundation) from the western states to start. Develop pilot for launch in Summer 2019.

INITIATIVE #4:

Develop a premier art educator program that focuses on innovation in teaching and learning through arts integration.

Note: With the potential to begin extensive pilot programs immediately, this initiative includes much more comprehensive detail on two specific tactics, rather than brief descriptions of bulleted tactics.

Establish an Arts Integration Teaching and Learning Laboratory within the Creativity Complex

This tactic is broken down into two action items. The first builds on the existing ED210 Power of the Arts course and the Education Department's Gifted and Talented Plus summer program. The second creates a new early experience program in partnership between the Education Department, Art Department, and Bemis School of Art.

ED210 and GT+:

- Build on existing programming to develop a strategic partnership between the Bemis Art School staff, Education and Art Departments by utilizing two existing programs: ED210 Power of the Arts and Education Department's Gifted and Talented Plus Summer Program.
 - When?
 - ED210 in Block 6, 2019. Planning for ED210 will commence as soon as an instructor is selected.
 - GT+ in June 2019. Planning for summer 2019 will begin in September 2018.
 - Who?
 - ED210: Block 6 instructor, faculty, and local school in collaboration with Bemis Staff, Art Department Faculty and Education Department Faculty.
 - Mike Taber is the Summer Programs Faculty Director; In collaboration with Jennifer Wakeen, Assistant Director for GT+, will recruit a local master teacher to develop the three-week program.
 - Where?
 - ED210 will take place in a classroom that has easy access to the Creativity Complex, taught into the laboratory setting of Bemis.
 - The GT+ class for kids will take place in the Creativity Complex under the administration of the Education Department. The program will run from 8:45 AM to 11:30 AM during the last three weeks in June.
 - Why?
 - We believe that the best structure for innovative teaching and learning is one in which failure happens in a safe environment. We also believe in the integration of theory into practice to better develop or refine theory and improve practice. This supports the recommendation of the FAC's strategic plan to develop and support an innovative program of arts education that will become highly regarded nationally.
 - How?
 - Establish a task force working group consisting of Bemis Art School staff, Education department faculty, Art Major/Education Minor students and a master art education teacher from the community. The task force will help guide the implementation and review of the pilot phase.
- Building off of existing Bemis School of Arts children's classes, we will develop an early arts education experience for undergraduate students during the spring semester.
 - When?

Establish an Art Educator Scholar in Residence program

- Establish an Art Educator Scholar in Residence program that brings a premier art educator and artist to the Creativity Complex. The Art Educator Scholar in Residence would contribute pedagogical expertise and lead the design for the laboratory school curriculum. In addition, the Scholar would offer College, FAC, and Bemis faculty and staff, artists, and art educators in the community professional development opportunities. This would be in support of the existing Kennedy Center's Partners in Education Program between UCCS, FAC, Academy D20 and Colorado Springs D11.
 - When?
 - Begin Fall 2019 after conducting a national search in Fall 2018.
 - Who?
 - Education Department, Art Department, FAC and Bemis School administration/staff and would lead the search for the Art Educator Scholar in Residence.
 - Where?
 - Creativity Complex (Bemis School of Art initially).
 - Why?
 - Bringing in a nationally recognized art educator scholar in residence would greatly expand our ability to offer new innovative methods in art education for all. This would improve our own pedagogical deliveries, as well as offer opportunities for CC students and Colorado Springs community members to engage more with the Creativity Complex.
 - How?
 - We would first develop a set of criteria for conducting the national search.

RECOMMENDATION #1: Southwest Institute

The Creativity Complex Committee respectfully recommends that a group be formed, comprised of representatives from across campus, to explore the feasibility of and potentially develop a proposal for: building a nationally recognized annual Southwest Institute, inviting educators, scholars, artists, and others from around the country and world to celebrate the unique sense of place in the Southwest, and establishing CC/FAC as a destination for Southwest culture.

This institute could be held in the summer timeframe and include multiple collaborative partners: the Southwest Studies Department, the FAC Museum, the Mellon residency program, the FAC Bemis School of Art, the Art Department, the Arts & Crafts Program, Innovation at CC, and others such as Geology, The Native American Student Union, and more, who could contribute to creating a program unique to CC.

Collaborations with other regional programs, such as Anderson Ranch, could be explored to share resources and visits from nationally recognized artists, scholars and experts. Venues that may be available in the summer, such as Packard instructional studios and senior studios or 3D shop spaces, could be utilized for programming.

Other ideas to be explored could include creating a new Art Department emerging artist program in which artists are asked to respond specifically to the FAC's Taylor Collection. Arts & Crafts courses and workshops could be offered in clay, fiber and jewelry by experts in the fields, that are high level, nationally recognized and engaged with current critical dialogues in Craft disciplines.

By bringing in other departments, such as Geology, associated themes could also be explored, such as examining critical inquiry around the topic of landscape, as an example. This could perhaps even include a themed, multi-disciplinary cohort (e.g. "Water access and power in southwest" - artist/environmental science/philosophy/race and migration studies). This could be tied to summer work in geology GIS lab and imaging.

With artists-in-residence such as Melanie Yazzie, Raven Chacon, Max Early, Virgil Ortiz, Christine Howard Sandoval, and others, there is opportunity to connect these respected visiting guests with Institute programming.

RECOMMENDATION #2: Van Briggle Pottery

The Creativity Complex Committee respectfully recommends that a group be formed, comprised of representatives from across campus and possibly appropriate community representation (e.g. Pioneers Museum, arts & crafts historians?), to explore and propose a direction for the Van Briggle Pottery intellectual property acquisition.

With the recent acquisition by CC of the trademarks, tradenames, molds, tools, and other physical and intellectual property assets of the historic Van Briggle Pottery enterprise, there is a need to identify how these assets can be properly activated and for a plan to be developed to implement the activation.

Because of the sensitivity of the original Van Briggle designs and molds pre-1930s versus the more contemporary iterations of Van Briggle works under subsequent ownership, careful consideration and examination must be undertaken to assess the inventory of acquired property and potential opportunities for future engagement.

APPENDIX A – Notes on Future Space

The Creativity Complex sees working in close physical proximity as crucial to overall success and genuine, meaningful collaboration. There would be spaces for dedicated uses in each of the programming areas for things such as offices, equipment and classes, studios, storage, etc., as well as considerable shared space for things such as a makerspace, meeting space, kitchen, restrooms, etc., and also significant opportunity for creating intentional co-use spaces that can be programmed specifically for multi-use functionality. The recommendations on space below come from stakeholders in the Creativity Complex.

GENERAL

- Creativity Lab/Hack Space/Makerspace – equipment for making that must be accessible to all students, faculty and staff. This space may also be accessed by community members.
- Designated academic classroom space for 3-D Arts, Design and Creativity blocks as well as interdisciplinary blocks across departments.
- Administrative space, such as meeting areas, offices, kitchen, restrooms, etc.

BEMIS SCHOOL OF ART

- What works about the space you are presently in that you don't want to lose?
 - Autonomy
 - Dedicated spaces (drawing studio, painting studio, printmaking studio, ceramics, darkroom, multi-spaces)
 - Proximity to FAC (museum and theater)
 - Ability and access to invite the CS and CC communities in, including a variety of audiences: youth, adults, students, school districts, military, youth at risk, etc.
 - Sense of welcome for everyone, safe place, safe to explore
 - Ample, close parking for elderly, disabled and parents/guardians for the very young
- What would you like to include in a new space that you don't presently have?
 - Glass studio
 - Foundry
 - Industrial space with heavy duty table for woodshop, metalworking, welding, torches
 - Expanded ceramics program to include wood-fired kiln
 - Staff to monitor open hours and equipment use
 - Access to outdoor work spaces
 - Display space
 - Classrooms and meeting space
 - Access to kitchen
 - Space to accommodate all levels of ability

CC ARTS AND CRAFTS

- What works about the space you are presently in that you don't want to lose?
 - ALL SUPPLIES PROVIDED: The ability to supply ALL of the materials that students need to work in the clay, fibers, metals studios (Support by the Student Activity Fee that students pay).
 - STUDENT ONLY SPACE: Being a student only space is necessary to form and direct a community of like-minded peers.
 - 24 hour Access: The fact that we can be open for students 24 hours a day during all 8 Blocks.

- CENTRAL LOCATION: The close proximity to the central part of campus for students to easily come by to work, even if just for 15 minutes! The close-knit studios which promotes cross-pollination of ideas and processes.
- Adequate space for kilns to support exploration and innovation.
- What would you like to include in a new space that you don't presently have?
 - More space in each of our dedicated studios of clay, fiber and metals, to accommodate more students in classes and open studios.
 - A designated studio for Papermaking.
 - A designated studio for Textile Printing including screen printing (washout booth, exposure unit, many padded tables to stretch fabric), block printing, and many other processes for textile work.
 - A designated studio for stained glass, enameling, and other glasswork.
 - A designated Dye studio including many sinks, many gas burners, washing machine and dryers, large counter tops, shelves for dyes, and great access to outdoor space for drying in the sun.
 - A designated space for "classroom" work, with large whiteboards (like those in Innovation!), tables, and chairs that could be used by us for meetings, and shared as classroom space.
 - A designated Wood Shop for Arts and Crafts.

INNOVATION AT CC

While there will be specific Innovation programming, all will be based on collaboration. The goal is to shift our mindsets and think about innovation less as a program and more as an ethos that is embedded throughout the campus, with the whole college as an innovation program and staff as the facilitators of collaborations across multiple divisions.

- What works about the space you are presently in that you don't want to lose?
 - Accessible by all students
 - Interdisciplinary - no department silos
 - Students have 24 hr. access
 - Flexible work space – everything on wheels
 - Design Thinking Workshop Space
 - Outdoor work space
 - Student ownership over the space
 - Comfortable work space – couches, lounge chairs
 - The feeling that "creativity happens here"
 - Not precious - students can make messes in the space
- What would you like to include in a new space that you don't presently have?
 - Wood shop, metal shop, other maker tools that are accessible to all students, faculty and staff
 - Staff member to run creativity lab that has inclusivity and diversity training (preferably woman, non-binary and/or POC)
 - Warehouse like or industrial large amount of space where students can work on long-term projects outside of academic blocks. For example, place where students can build tiny houses or furniture
 - Large self-reflection spaces where technology does not function - a non-denominational meditation space that will hold large groups as well as individual and small group self-reflection spaces
 - Commercial kitchen with attached greenhouse space
 - Classroom spaces to promote interdisciplinary block classes

ART DEPARTMENT – 3-D ARTS, DESIGN, AND OTHER PROGRAMS

- What works about the space you are presently in that you don't want to lose?
 - The ability to offer outstanding block courses with exceptional facilities
 - Ample designated classroom space with large access doors and fluid connection to outdoor workspace
 - 4 senior art student studios
 - Faculty Studios
 - The ability for students enrolled in classes to have priority access to complete their academic assignments
 - The fully equipped professional grade tools and equipment (see current facility list)
 - Ample covered outdoor workspace that takes advantage of the unique weather conditions of our region - allows for outdoor work all year round
 - Woodshop, metal shop and outdoor work space separate from classroom for blacksmithing, metal fabrication, stone carving and wood processes such as milling, fabricating and carving (some processes produce noise and dust)
 - Outdoor storage for raw materials and sculptural and architectural projects
 - Weatherproof outdoor storage for equipment and artworks
 - Indoor storage for artworks and raw materials
 - Full time professional staff supervising technical space
 - Student workers supporting access to low risk hand tools after hours
- What would you like to include in a new space that you don't presently have?
 - Foundry
 - Kiln yard for ceramics, glass and metal casting
 - Digital fabrication lab separate from analog machine shop and classroom
 - Full time professional staff to support digital fabrication lab
 - An additional classroom is desperately needed to be able to offer multiple 3D classes during the same block. 3D Arts is currently located in a temporary building across campus from the Art Department - design courses and 3D Arts courses both use the shop facility. There is enormous demand for block courses in sculpture, 3D Design, and architecture - we currently cannot offer enough courses to meet the demand because there is only one classroom.
 - Additional Faculty Studio for anticipated line in Architecture
 - Additional visiting artist/scholar/innovator studios (perhaps with attached residences)
 - Potential to share an expanded printmaking or photography facility with Bemis

APPENDIX B – Committee Charge

Fine Arts Center – Bemis School of Art Implementation Committee Charge

The 2017 strategic plan for the Colorado Springs Fine Arts Center at Colorado College is guided by three themes – Excellence, Access, and Collaboration and centered around six recommendations. Implementation of the strategic plan within the Bemis School of Art is to begin in July 2018. Building on the work of the 2016-17 planning subcommittee for the Bemis School of Art and guided by the six recommendations in the strategic plan, the Bemis School of Art Implementation Committee is asked to develop specific initiatives (what will be done) and tactics (how it will be done) that can begin during 2018-19. The following questions will guide the work of committee.

Guiding Questions:

- *What new programming could be offered that would promote enhanced access and collaboration between the various communities of Colorado Springs, FAC and Colorado College?*
- *What initiatives would bring collaboration and integration of the programs within the Bemis School of Art and the college's Arts & Crafts programs?*
- *How might existing programming transition to be aligned with the six recommendations and themes of the strategic plan?*
- *What structure can you envision that would promote collaboration across the FAC and college community?*

The recommendations for initiatives should also include resources needed to implement as well as barriers that would need to be addressed. The committee will not work on the specifics of space and building needs, as a separate committee, informed by the Bemis Implementation Committee's work, will be formed in late 2018 to begin looking at the space.

The committee will begin working in late January and will conclude with a report to the President by June 1.

PROPOSED MEMBERSHIP

Colorado College

- Chair, Erin Hannan, Director of the Fine Arts Center
- Tara Thomas, Director, Bemis School of Art
- Jeremiah Houck, Assistant Director, Bemis School of Art
- Kris Stanec, Director of Museum Education
- Kate Leonard, Professor of Art
- Dez Menendez, Director of the Innovation Institute
- Jeanne Steiner, Director of Arts & Crafts and Fiber Instructor
- Mike Taber, Associate Professor and Chair of Education
- Alyssa Miller, Student and Arts & Crafts Instructor

CSFAC at CC Advisory Board members

- Heather Carroll '89, Executive Director, Joseph Henry Edmondson Foundation, Board of Trustees

Colorado Springs Arts/Education Community

- Priscilla Barsotti, Retired Educator, Marie Walsh Sharpe Art Foundation

Facilitator– Process, Guidance, and adherence to FAC Strategic Plan

- Lyrae Williams, AVP, Office of Institutional Planning & Effectiveness

APPENDIX C – Bemis School of Art Subcommittee Report

Vision

Imagine Bemis, a welcoming place, where the creative process is accessible to our community. Imagine programming that includes nationally renowned visual and performance artists collaborating with community members ages 2 to 102. Imagine a complex with large industrial studios full of up-to-date tools and equipment; from lathes, torches and kilns that support sculpture, ceramics, and woodworking, to laser cutters, 3D printers and presses that support integrative technologies, where a variety of processes and techniques are explored. Envision dedicated studio classrooms, designed for adults and children equipped with easels, looms, enlargers, drafting tables and sewing machines with ample and safe storage for materials, appropriate ventilation and careful consideration of physical needs.

Imagine small children leaving a tour of the museum on the way to their class taught by professional Bemis instructors and CC education students. Imagine a safe place where a variety of art making methods and media can be brought together to foster creative experimentation, individual growth and a sense of shared community. Imagine a place where collaboration is encouraged, where veterans work with practicing artists and senior citizens make books and write poetry with high school students. This collection of spaces will provide a unique and multi-faceted experience for artists of all ages and skill levels to explore a broad approach to learning in the arts.

Bemis School of Arts will offer exemplary arts learning in an innovative flexible space that allows for the incubation of ideas, where the creative process is celebrated as a shared human experience and fundamental human need. Since its inception as the Broadmoor Arts Academy in 1919, Bemis has been dedicated to teaching art and fostering creativity. For many, Bemis has served as a gateway to the FAC as well as an entrance into the world of art. Recognizing the power of the arts to foster positive change, Bemis has an important role in expanding inclusivity. The alliance of the FAC and CC will provide resources and opportunities to develop, implement and research new and adventurous approaches to teaching and learning in the arts, and will position Bemis as an exemplary learning environment for all ages.

Recommendation #1: Support Visionary Arts Learning

We envision a physical space designed to inspire visionary arts learning that supports all stages of the creative process and is accessible to all levels of expertise. Close proximity that is easily accessible to the historic FAC building and CC campus is crucial, so collaborations between the museum, theater, academics, and student life can inspire and inform art-making at Bemis while establishing a synergy that respects institutional programming, purpose and intent. This "creativity lab" will offer programming that encourages students and teachers to bravely explore both skill building and experimental work. From newcomers taking art classes for the first time to experienced artists learning from and collaborating with internationally known experts, Bemis will encourage the mindset that taking risks to try new things, failing and trying again is a positive and necessary part of the creative process. Art learning will include introductory classes, ones that are more experimental, and those for accomplished artists. Classes will range from skills-based content classes to those that explore interdisciplinary processes. Functional spaces will be configured to allow for learning a multitude of media with up-to-date art equipment. An understanding of the users' unique requirements will be critical to the design process of the spaces, in order to balance the needs and safety requirements for children with the processes and tools used by those with more expertise. Well-designed spaces, flexible when appropriate, with ample storage are needed to facilitate access for innovative connections among

community, academic, co-curricular and interdisciplinary programming. These collaborations and resources will establish the Fine Arts Center as unique among peer institutions.

Recommendation #2: Foster experiential interactions among various entities of the FAC, CC and the community

Bemis will provide classes and programs relevant to a variety of audiences, art forms and levels, creating synergy that respects institutional programming, purpose and intent. Formal instruction in classes will be augmented with gallery tours, artist talks and connections to community organizations. Teaching and learning will become an iterative endeavor, encouraging reflection, critique and innovation. Opportunities to better understand teaching and learning will be open to Bemis/FAC staff and CC faculty/staff/students as they collaboratively study learning, creativity and new methods of arts education, continuously improving offerings for all constituents. By capitalizing on the knowledge and resources of the Education Department specifically, we envision interactions such as an art class for struggling readers, in which kids learn how visual literacy relates to reading, and where CC graduate students tutor them as part of their practicum hours. Imagine a physics major dedicated to social advocacy developing STEAM (science, technology, engineering, arts, math) programming for family day at Bemis, created with an understanding of best practices in how people learn. These connections between CC departments, groups on campus, and community organizations will leverage support for community-oriented and pre-professional programs at the FAC.

Recommendation #3: Increase visibility and attendance of diverse participants, prioritizing inclusivity as a vital element of the creative process

We will create an inclusive learning community by providing experiences that present diverse perspectives. Course content will be drawn from multiple sources and from a variety of art forms that represent many viewpoints and allow for intercultural exchanges. Programs and facilities will accommodate special and physical needs of visiting patrons, staff and students. To further increase attendance of diverse populations, a commitment will be made to develop external and internal revenue streams so cost is not a principal obstacle to participation in any program. Bemis will work actively on marketing and public outreach, since we understand that communicating effectively to diverse audiences is essential to increasing access.

These recommendations are based on listening sessions which revealed several themes:

The Bemis School of Art, its classes and programming are highly valued by the community for the classes available at all levels and for the unique programming for diverse populations. Throughout the feedback, respondents were adamant about their desire to keep the Bemis programs available to the wider community. Many noted the excellence of the ceramic offerings unique in this region. The Bemis teachers and K-12 educators look forward to expanded programming to include more school outreach, more professional development opportunities and more interaction between other entities of the FAC at CC such as the museum, the performing arts and college departments and programs.

Many noted the need to increase the community's accessibility to Bemis especially the affordability of classes and wheelchair accessibility to the building. Moreover, there was great talk of geographical outreach to get the word out to communities in the area who have never had prior access to Bemis and its offerings.

Finally, a strong desire was expressed for Bemis to better connect various communities, including CC students and Bemis students to local, national and international artists and to increase art education opportunities that would positively impact the FAC, the Colorado Springs community and Colorado College.

Who are we?

The Bemis School of Art Subcommittee consists of 10 dedicated members, half of whom were appointed by the Fine Arts Center and half whom were appointed by Colorado College. The members include art educators, patrons of the arts, current and former CSFAC board members and CC staff and faculty. The combination of the members' skills ranging from arts administration to community outreach created a team that is knowledgeable on and passionate about arts education.

Members listed below.

Kris Stanec (Co-chair), Lecturer and Associate Director of Education Programs, Colorado College

Tara Thomas (Co-chair), Executive Director of Education, CSFAC

Tom Fleecs, Fine Arts Coordinator, D11

Kathy Giuffre, Professor of Sociology, Colorado College

Jean Gumper, Artist/Visiting Professor of Art, Colorado College

Carlos Jimenez, Director of Admission-Recruitment and Outreach, Colorado College

Kate Leonard, Professor of Art, Colorado College

Jordan Radke, Assistant Director, Collaborative for Community Engagement, Colorado College

Allison Scott, Director of Communications, The Broadmoor

David Siegel, Executive Director, Bee Vradenburg Foundation

What was our charge?

Our charge, stated at the project's beginning, was as follows: "Through extensive research that is well documented, identify strategic themes, goals and initiatives to strengthen the art school's programming with an emphasis on implementing the CSFAC at CC mission. In addition, the subcommittee will make recommendations for a facility plan for the Bemis School of Art." With this in mind, the Bemis subcommittee met frequently from September 2016 through January 2017 to discuss what was heard and how Bemis might accomplish its goals.

To whom did we listen?

Listening is critical to crafting a successful strategic plan. The Bemis subcommittee participated in 4 Listening sessions, an additional 12 large group sessions, and hosted one focus group attended by a total of 393 community members. The subcommittee reviewed both the 415 responses from the comment cards and the 463 responses to a survey sent to specific audiences with more detailed questions. The Bemis Subcommittee targeted K-12 educators, CC faculty, staff and students, Bemis instructors, FAC docents, Bemis students and/or their parents, arts organizations and local artists, military populations and social advocacy organizations. The Bemis subcommittee studied the notes from each listening session and all survey responses and we met 6 times to synthesis the comments.