

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 institutions 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
Joshua Leaskey, ASLA, RLA
Takashi Sato, RLA

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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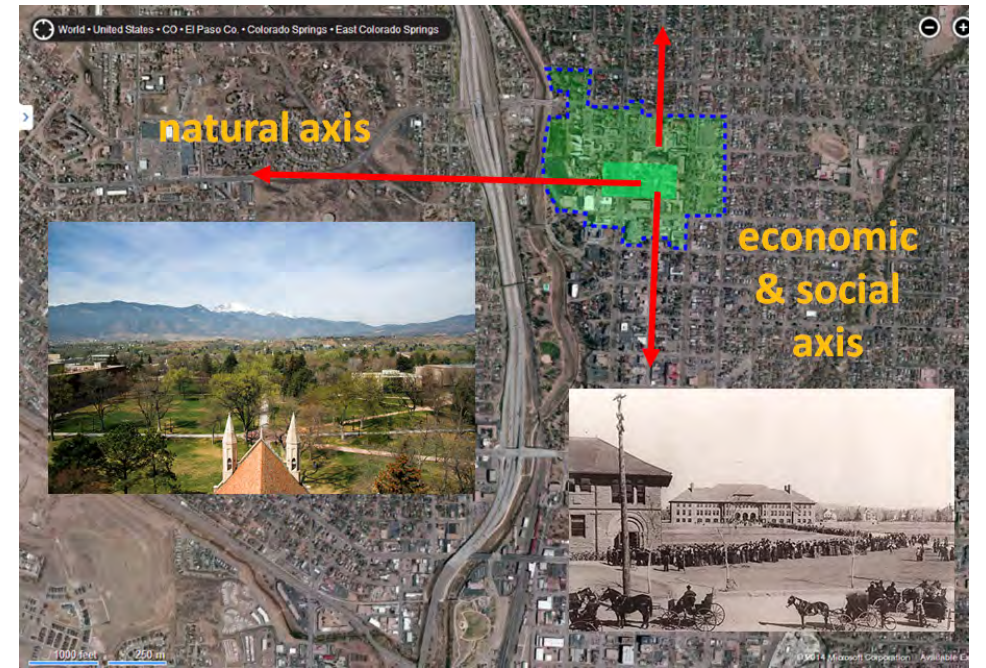
MASTER PLAN VISION

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



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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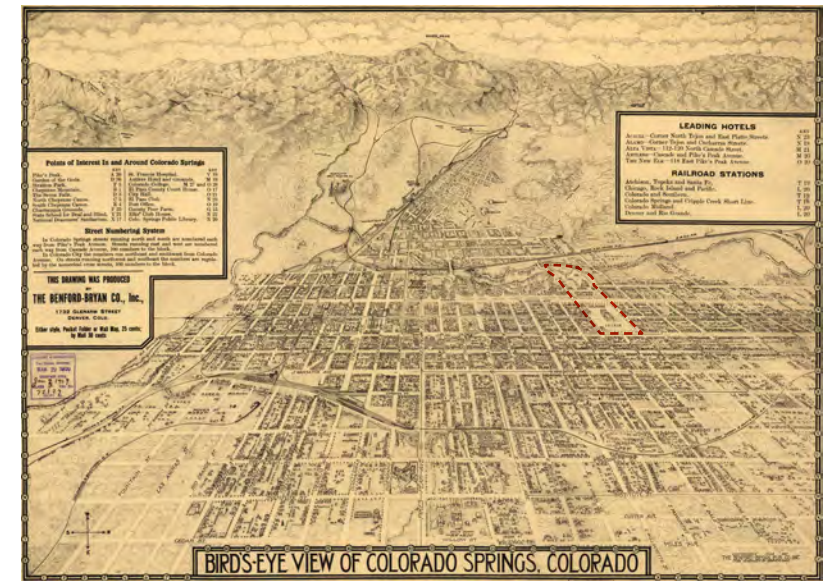
CIRCULATION

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

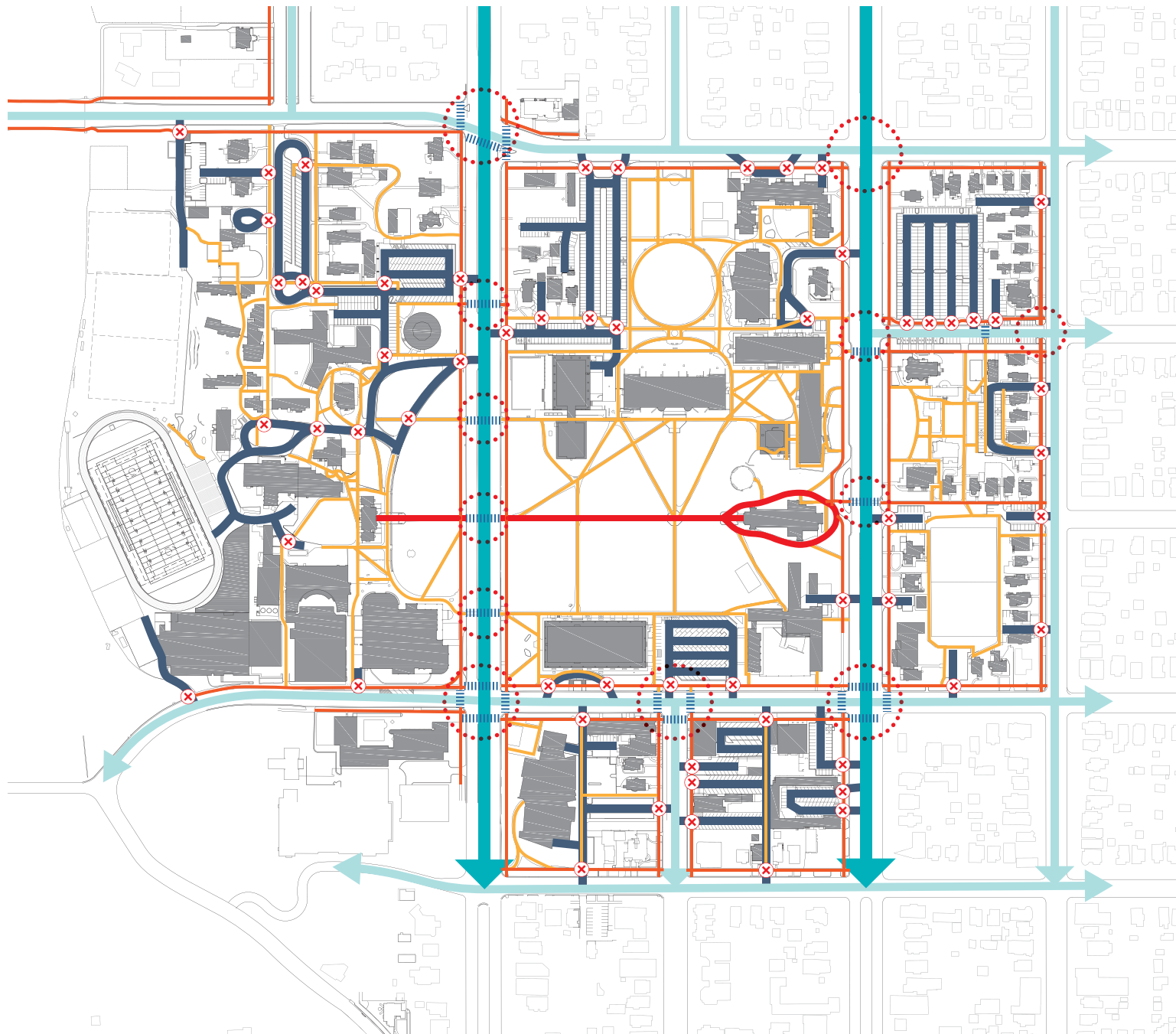
The Block Plan, unique to Colorado College, has a profound influence on the physical form of the campus. The culture of life and learning necessitates mixed-use buildings and open spaces throughout the campus as opposed to the traditional distinct zoned development. A sense of community is central to 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



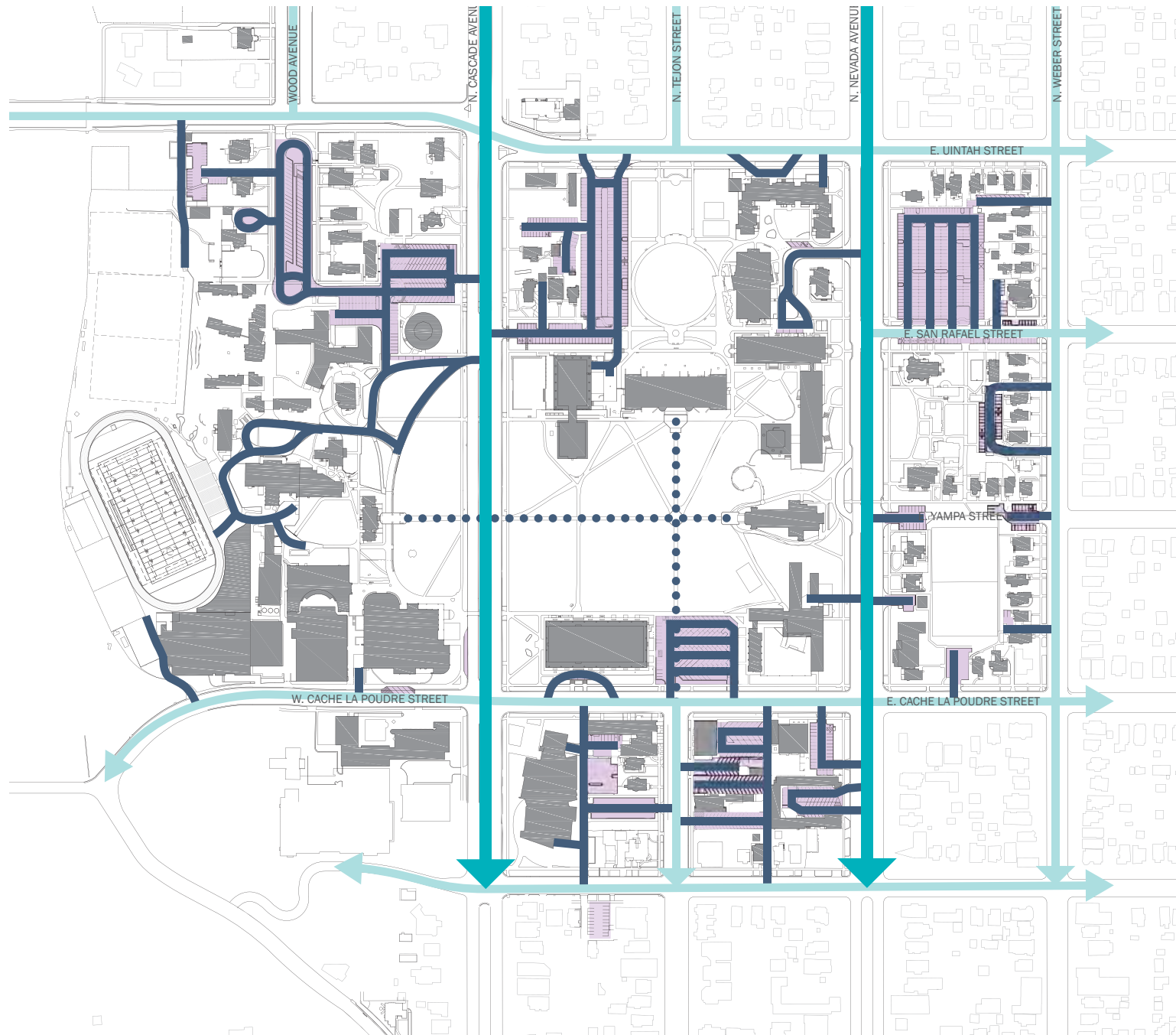
1904 PALMER HALL & MAIN QUADRANGLE



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)

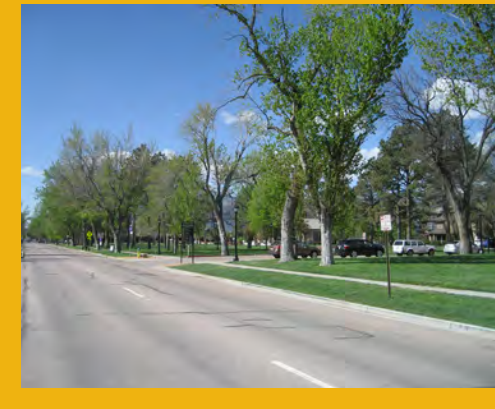
VEHICULAR CIRCULATION

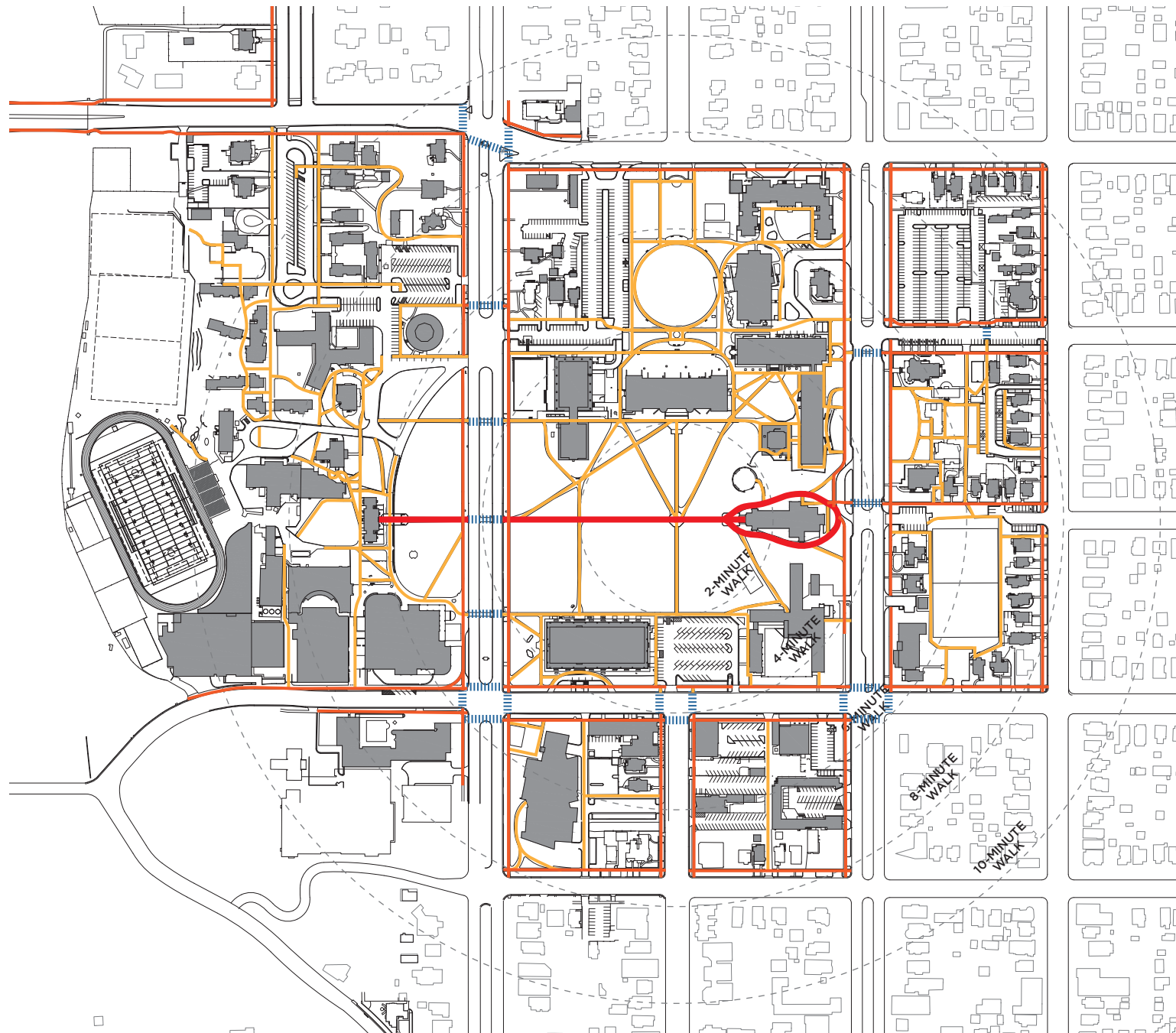
Since the campus is located within the urban context, roadways pierce through the campus. The college has a balanced approach to the vehicular access within the campus. The access is limited to large parking lots adjacent to roadways and the required service roads and fire lanes. This arrangement successfully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



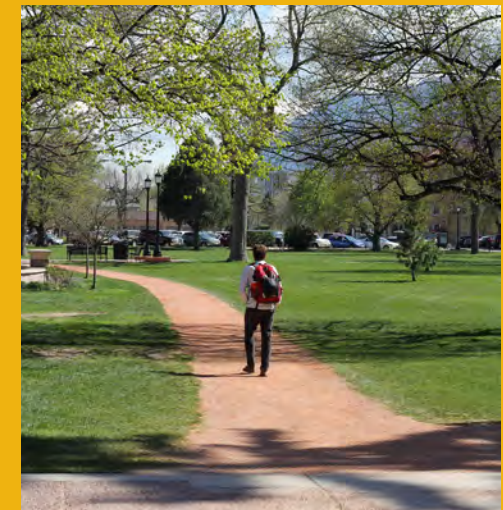
SECONDARY WALKS

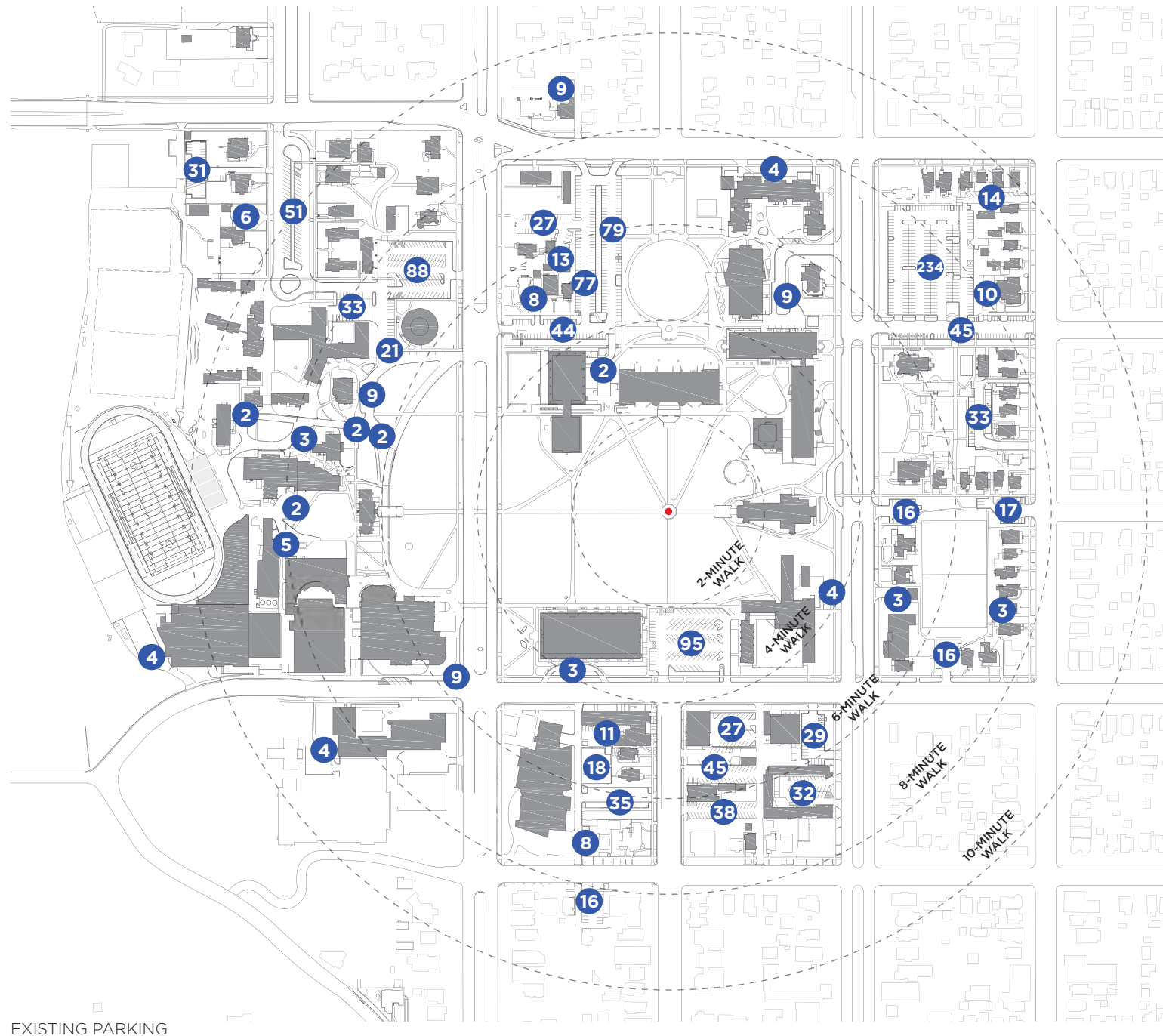
PEDESTRIAN CIRCULATION

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.







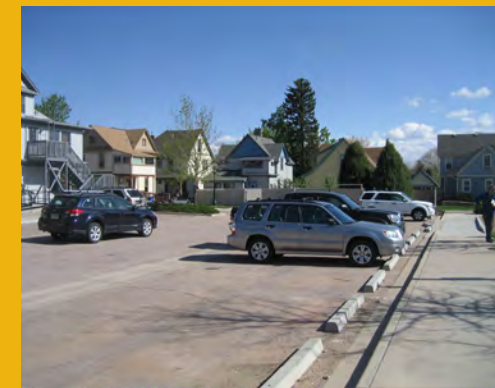
ARMSTRONG LOT

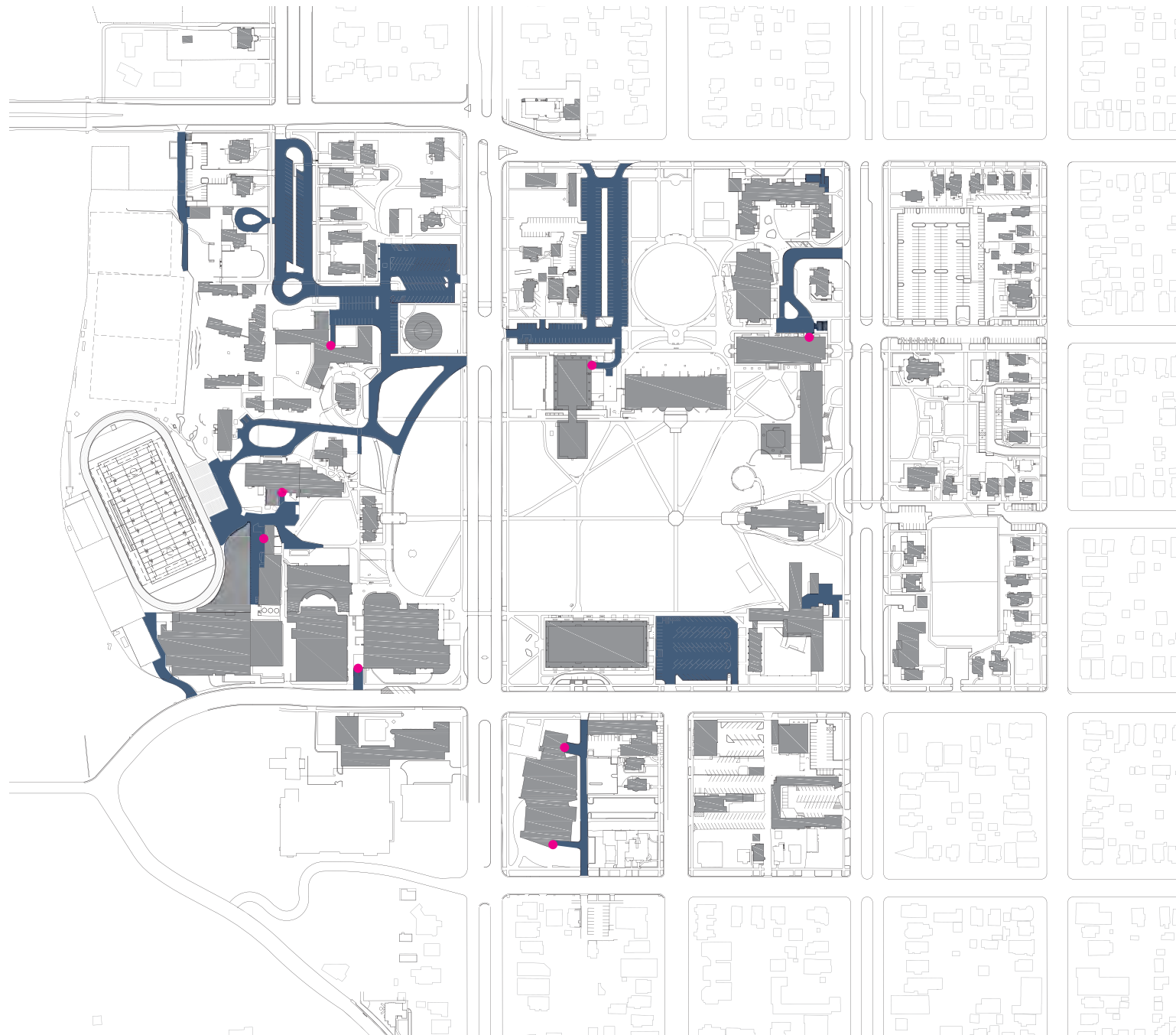


NORTH QUADRANGLE LOT

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.





EXISTING SERVICE ACCESS

■ SERVICE ACCESS AREAS

● LOADING DOCKS

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

CURRENT CAMPUS

CIRCULATION



STREET MEDIAN: NORTH NEVADAE AVENUE



STREET MEDIAN: NORTH CASCADE AVENUE



STREET MEDIAN: NORTH NEVADA AVENUE IN OLD NORTH END

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

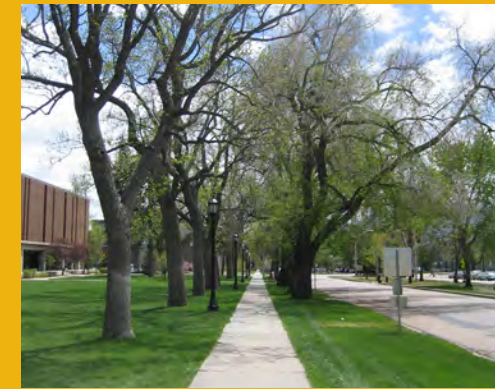
- Streetscape is inconsistent; tree species and spacing are random.
- The medians within the campus along North Nevada and Cascade Avenues are cluttered with coniferous trees and plant beds. The median on North Nevada Avenue in the historic Old North End, just north of the campus, better exemplifies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

Edges

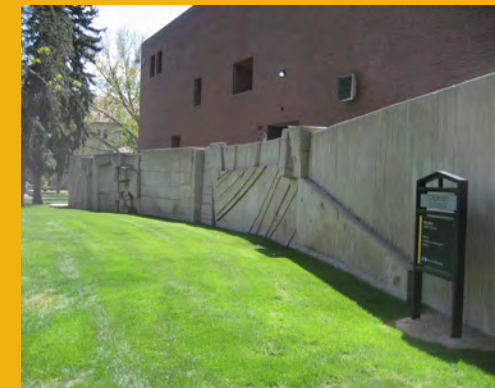
- The siting of existing buildings loosely suggests wider setbacks along the Primary Streets and narrower setbacks along the Secondary Streets. Although consistent setbacks appear to exist, buildings are not sited to form effective edges. The tall site wall such as the one in front of Olin Hall along 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.

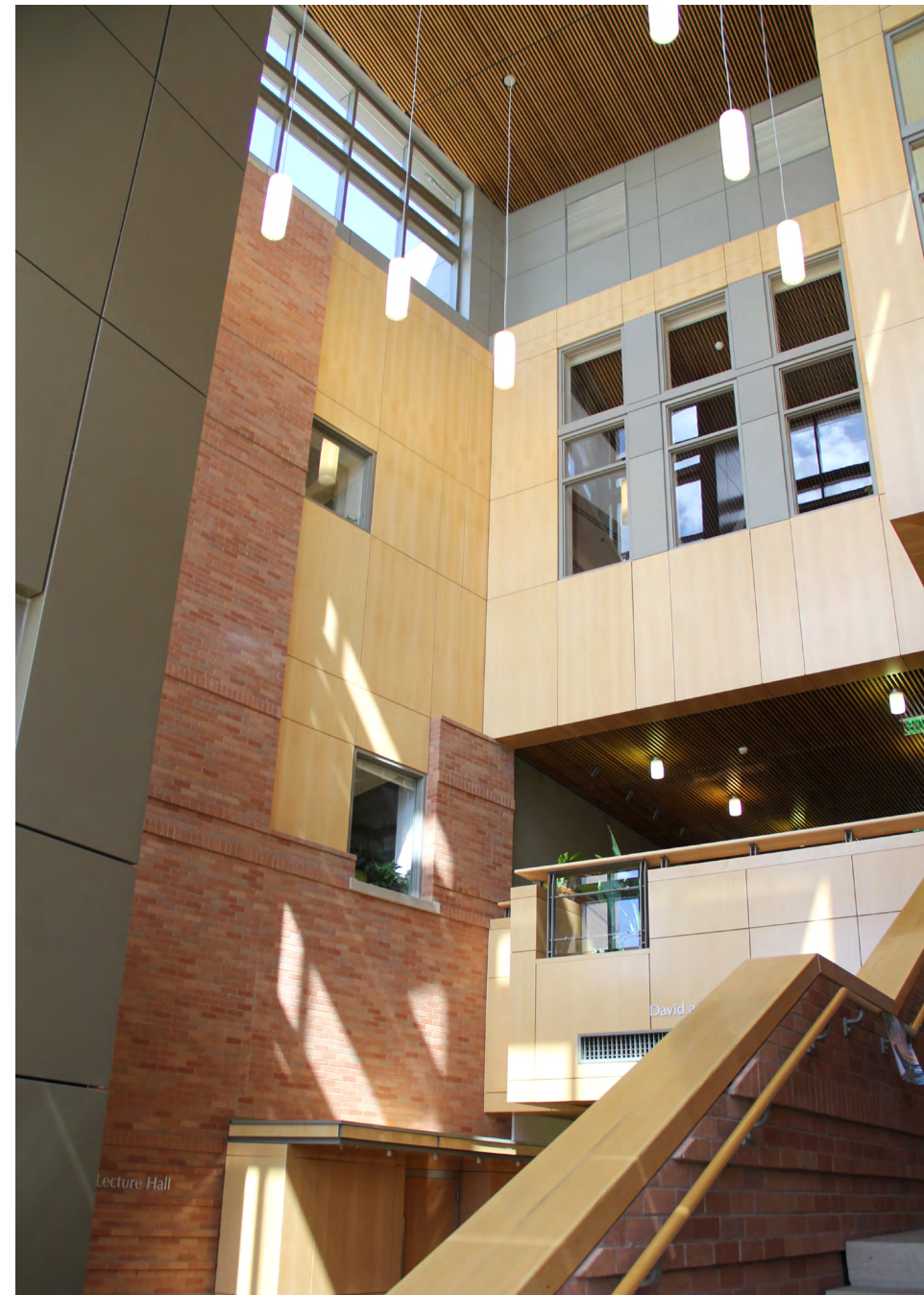
HISTORIC CHARACTER OF CAMPUS ARCHITECTURE

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)

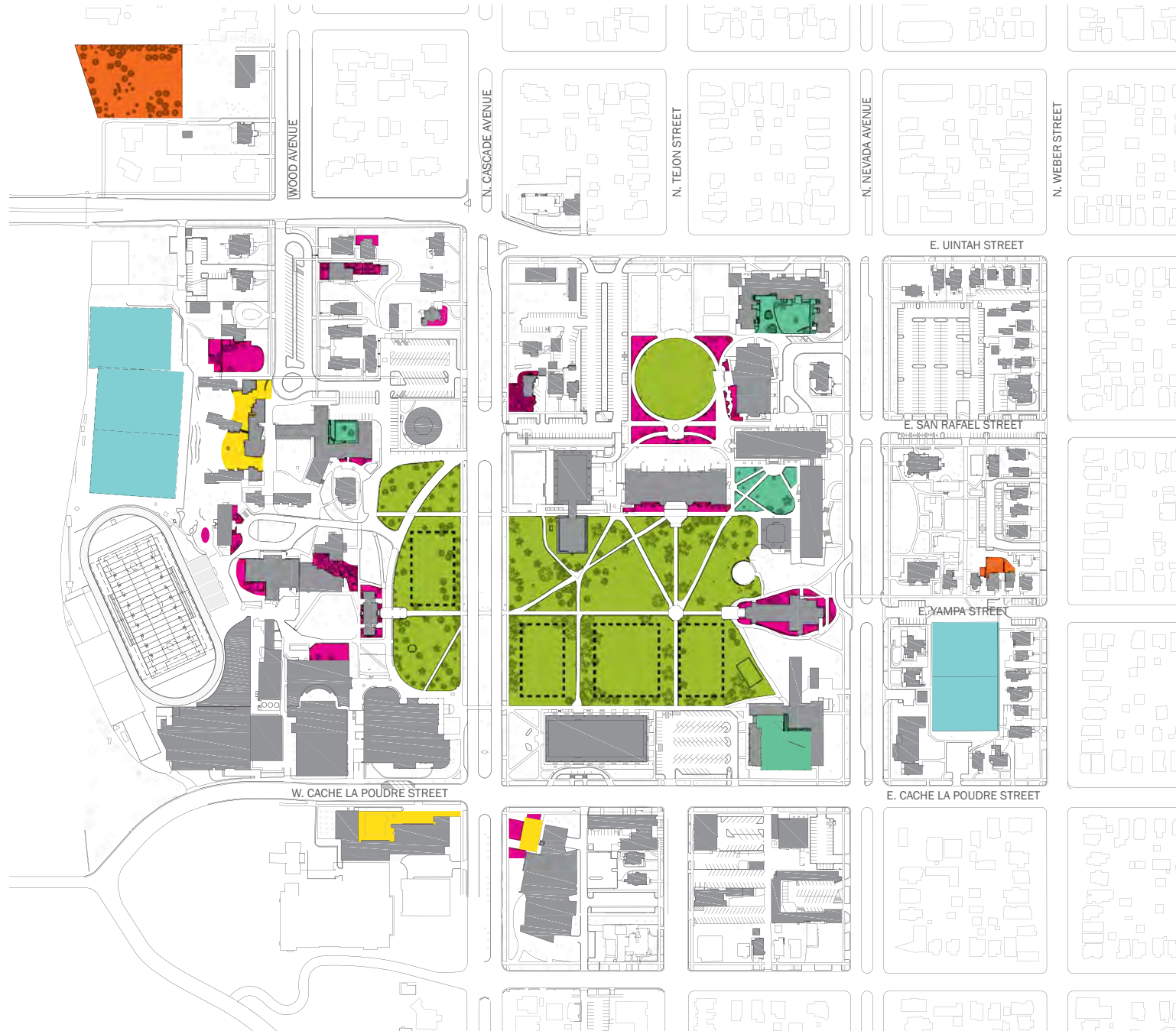


1927 VIEW OF PALMER HALL (CONSTRUCTED IN 1904)



1890 COLORADO SPRINGS

LANDSCAPE



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

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

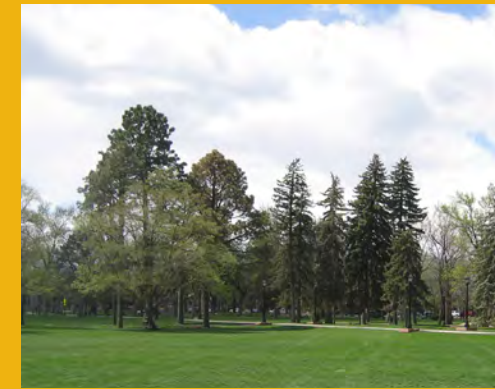
The primary characteristic of a garden is its abundance of planting. It tends to be a more reflective place for individuals or small groups. There are many small thematic gardens equitably distributed throughout the campus. Gardens have a significant value as a source of restoration to the campus community.

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



- Cast-in-Place Concrete
- Stone Fines
- Specialty Paving
- Asphalt Paving
- Lawn
- Fields and Courts
- Gardens

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.



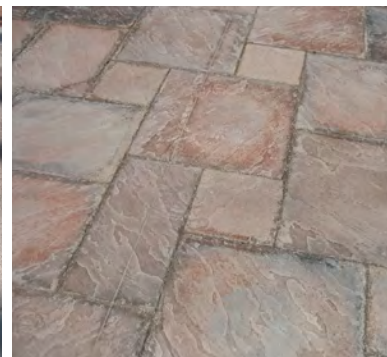
Cast-in-Place Concrete (Some are tinted to match adjacent building)



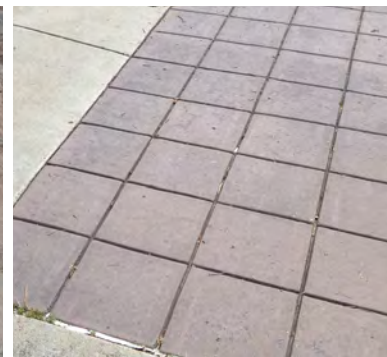
Cast-in-Place Concrete with Sandstone Bands



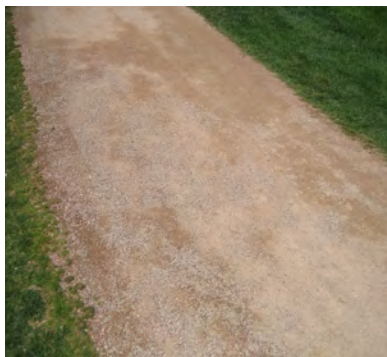
Cast-in-Place Concrete with Exposed Aggregate Finish



Cast-in-Place Concrete with Stamp Finish



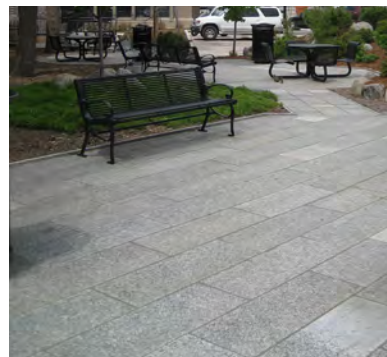
Specialty Pavers: Clay Pavers at Crosswalk Curb Cut



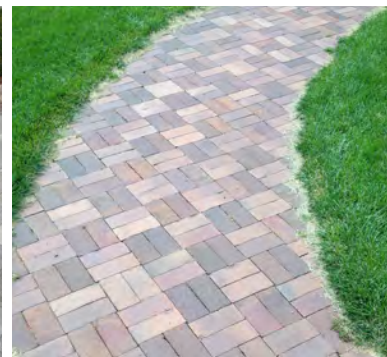
Stone Fines



Specialty Pavers: Sandstone Pavers



Specialty Pavers: Granite Pavers



Specialty Pavers: Brick Pavers



Asphalt Paving

LANDSCAPE

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

EXISTING SITE FURNISHINGS

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.



LANDSCAPE

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	Austrian 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	Siberian 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