

## V. WHAT WE HEARD

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## CAMPUS ENGAGEMENT

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

### STUDENTS

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

#### Mapping

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

#### Themed discussions

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

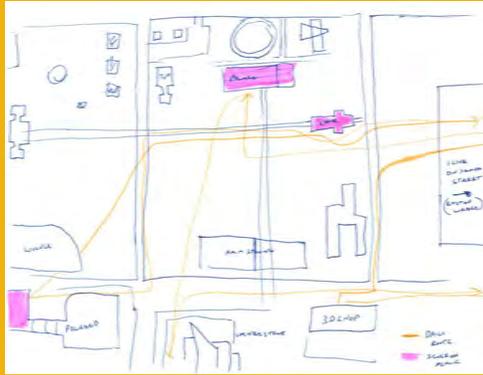
**Sense of Place** - When asked "How can campus build on its particular "sense of place?", the students first identified the locations on campus which resonated most with them. These were the front of the Preserve and Alumni Plaza, the upper floor of Slocum Hall, Palmer Hall and the



Students mapping their paths



Student maps overlaid on one another



Student Cognitive Maps

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

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

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



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

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

### PLACES

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

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



WHICH CAMPUS PLACES DO YOU LIKE MOST?



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

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

### WHICH CAMPUS PLACES DO YOU LIKE LEAST?



WHICH CAMPUS PLACES BEST REFLECT A SENSE OF PLACE?

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



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

### WHICH CAMPUS PLACES BEST REFLECT THE BLOCK PLAN?



STUDENT ENGAGEMENT

WHICH CAMPUS PLACES OFFER THE MOST OPPORTUNITY?



Specific opportunities for improvement identified were:

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

### INTERACTIVE MAP

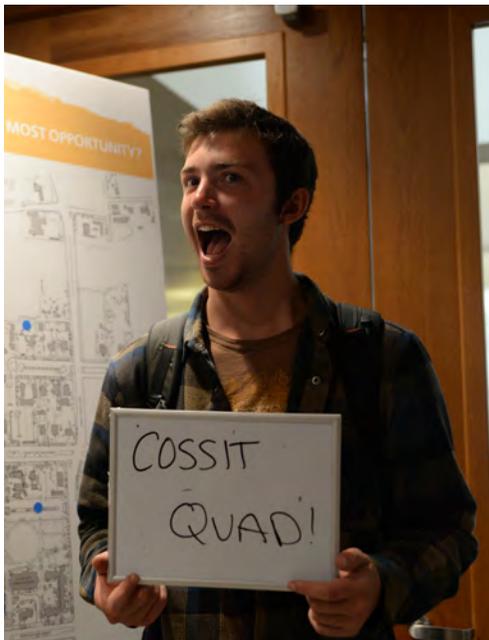
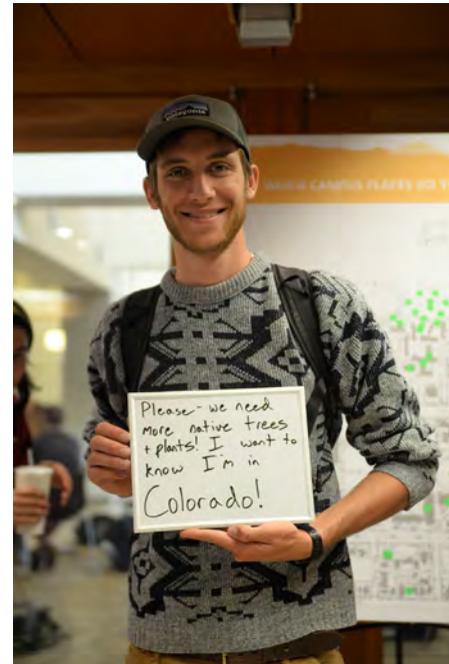
Once the team had begun sketching out ideas for the Master Plan, it was important to us that we bounce future thoughts and plans off of the campus community. We decided that a great way to do this was through an interactive map, something that people could gather around, touch, move, and discuss at their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

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

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

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







### **FACULTY**

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

### **DESIGN AND EDUCATION**

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



### **CREATIVE EXPRESSION**

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

### **DESIGN REVIEW**

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



**STAFF**

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

**SENSE OF PLACE**

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

**ACCOMMODATING ALL PROGRAMS, NOT JUST ACADEMIC**

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



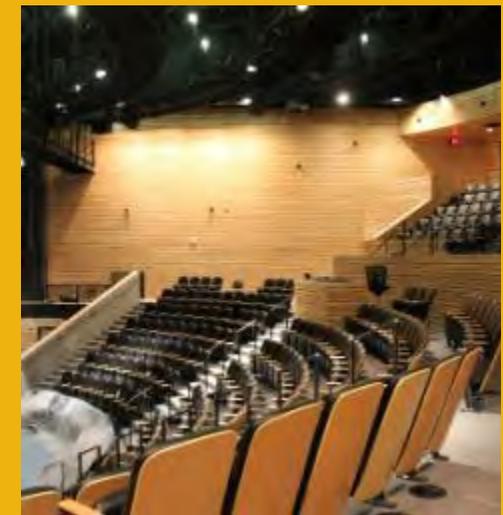
could hold up to 500 people with views to the mountains. The staff also noted a need for a central gathering space for students. While Worner is clearly the heart of social gathering on campus, staff felt that it didn't have the natural pull that a student center should embody.

**CONNECTING TO DOWNTOWN**

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

**CAMPUS CIRCULATION**

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



## IDENTIFICATION OF PROGRAM NEEDS

### ACADEMICS

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

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

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

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



**FACES OF INNOVATION**

- Charity Haygood**: teaching children how to 'fish'
- Shane Lory**: it's food, not waste
- Jane Hilberry**: the revelatory nature of poetry
- Marc Webb**: modern-day mythologist
- David Phillips**: rethink everything
- Shawn & Laura Sears**: promoting educational equity
- Beza Taddeas**: driving global health equity
- Azeem Sola**: saving small business from disaster
- Rebecca Tucker**: making the museum the classroom
- Paul-miki Akpabli**: enabling more reliable communications



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



### **STUDENT LIFE**

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

### **RESIDENTIAL LIFE**

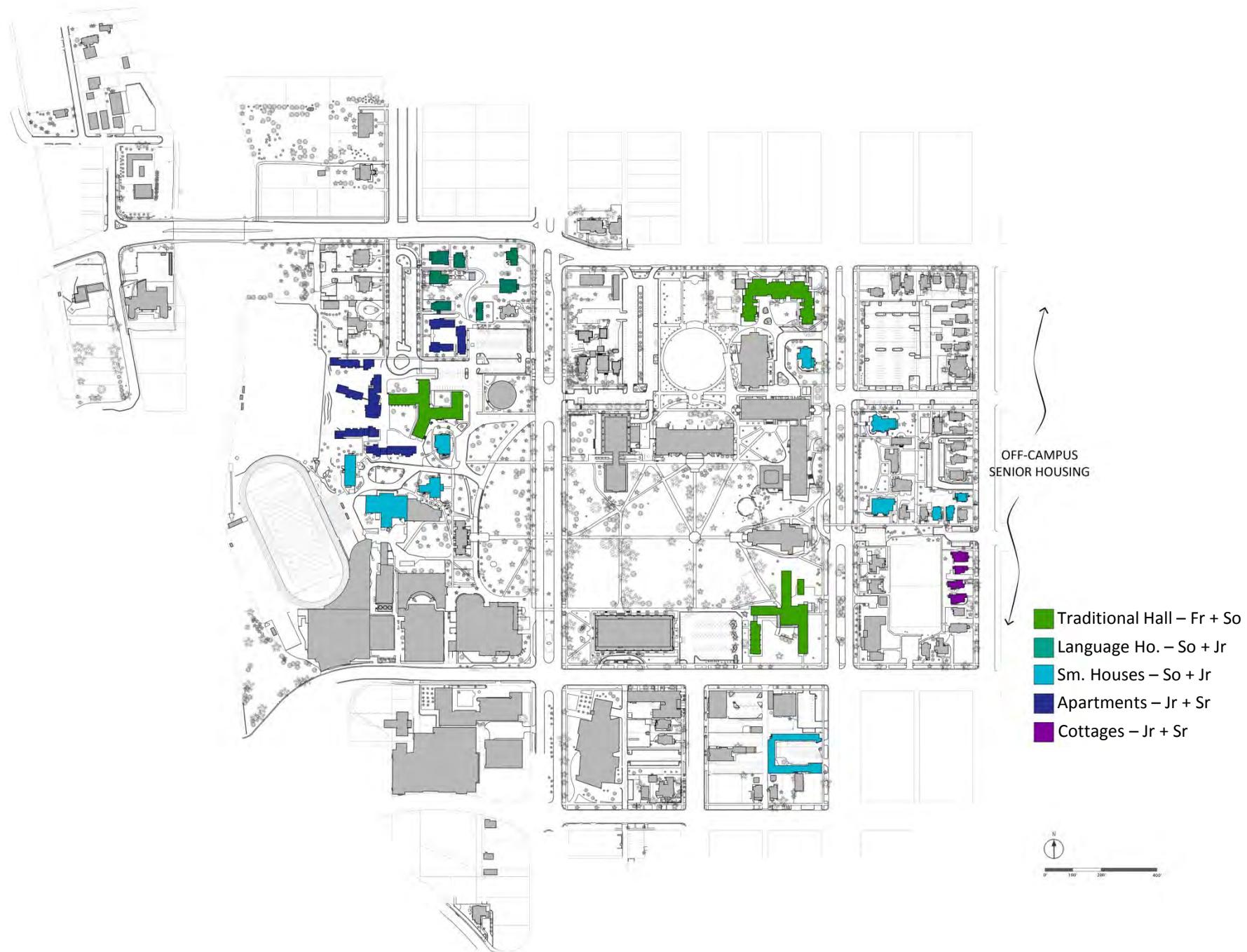
A very visible and appealing aspect of many college campuses is their residential life program and accommodations. Colorado College has an array of housing types ranging from traditional dorms to stand alone cottages. This variety not only provides options but helps usher students through an increasingly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

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

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

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





TYPOLOGY OF EXISTING RESIDENTIAL BUILDINGS

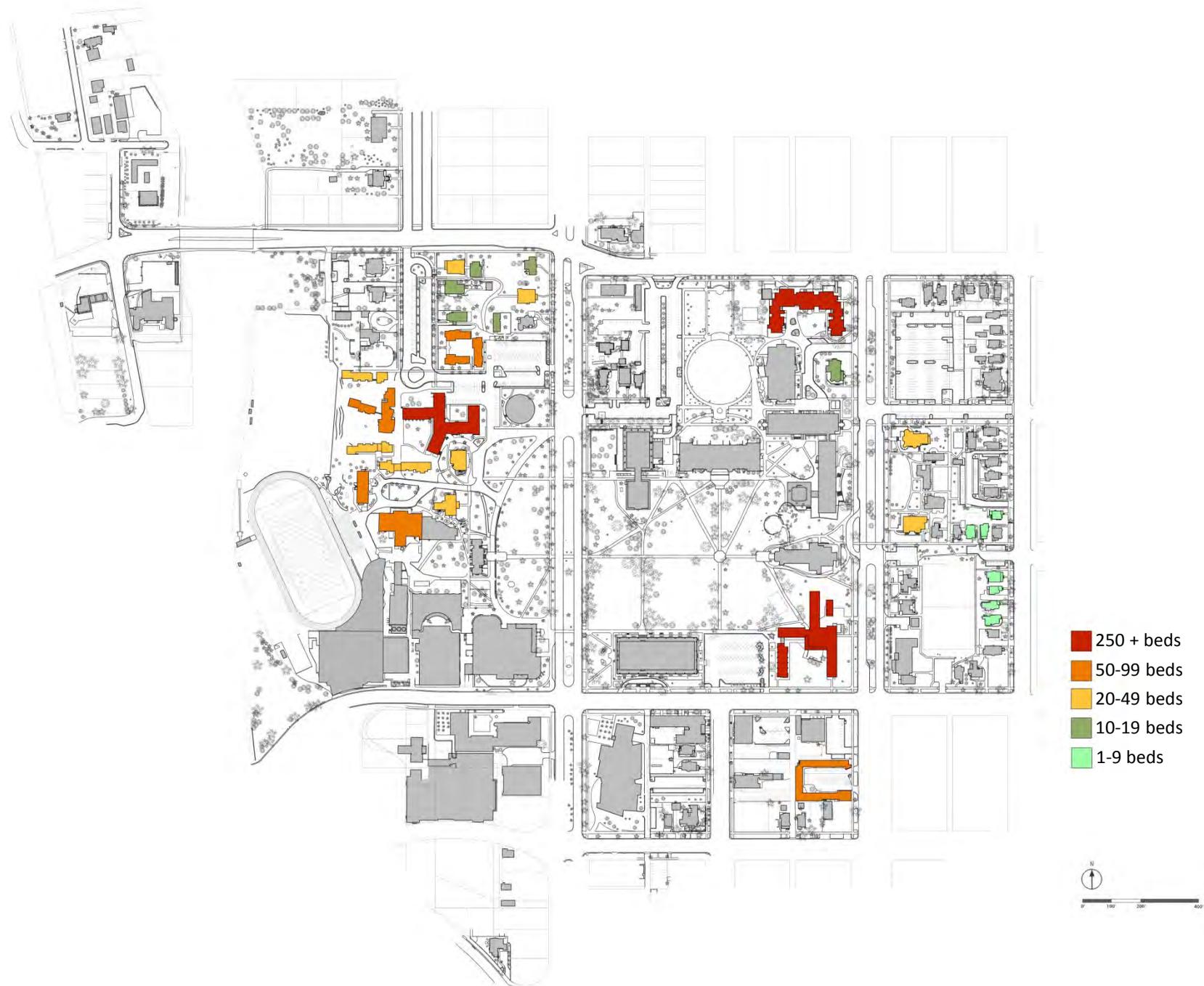
the need for continued renovations to Mathias and a comprehensive renovation of Loomis. Additionally, the 2013 Strategic Plan has as one of its primary recommendations, the creation of robust summer block courses, which brings the need for a substantial increase in the availability of air-conditioned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

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

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

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





CAPACITY OF EXISTING RESIDENTIAL BUILDINGS

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

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

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

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

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

### STUDENT CENTER

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



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

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

### DINING SERVICES

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

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

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

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



### ATHLETICS

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

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





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

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

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

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

**Facilities**

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

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

**INDOOR NEEDS:**

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

**OUTDOOR NEEDS:**

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



EXISTING ATHLETIC FIELDS AND FACILITIES



## VI. MASTER PLAN CONCEPT

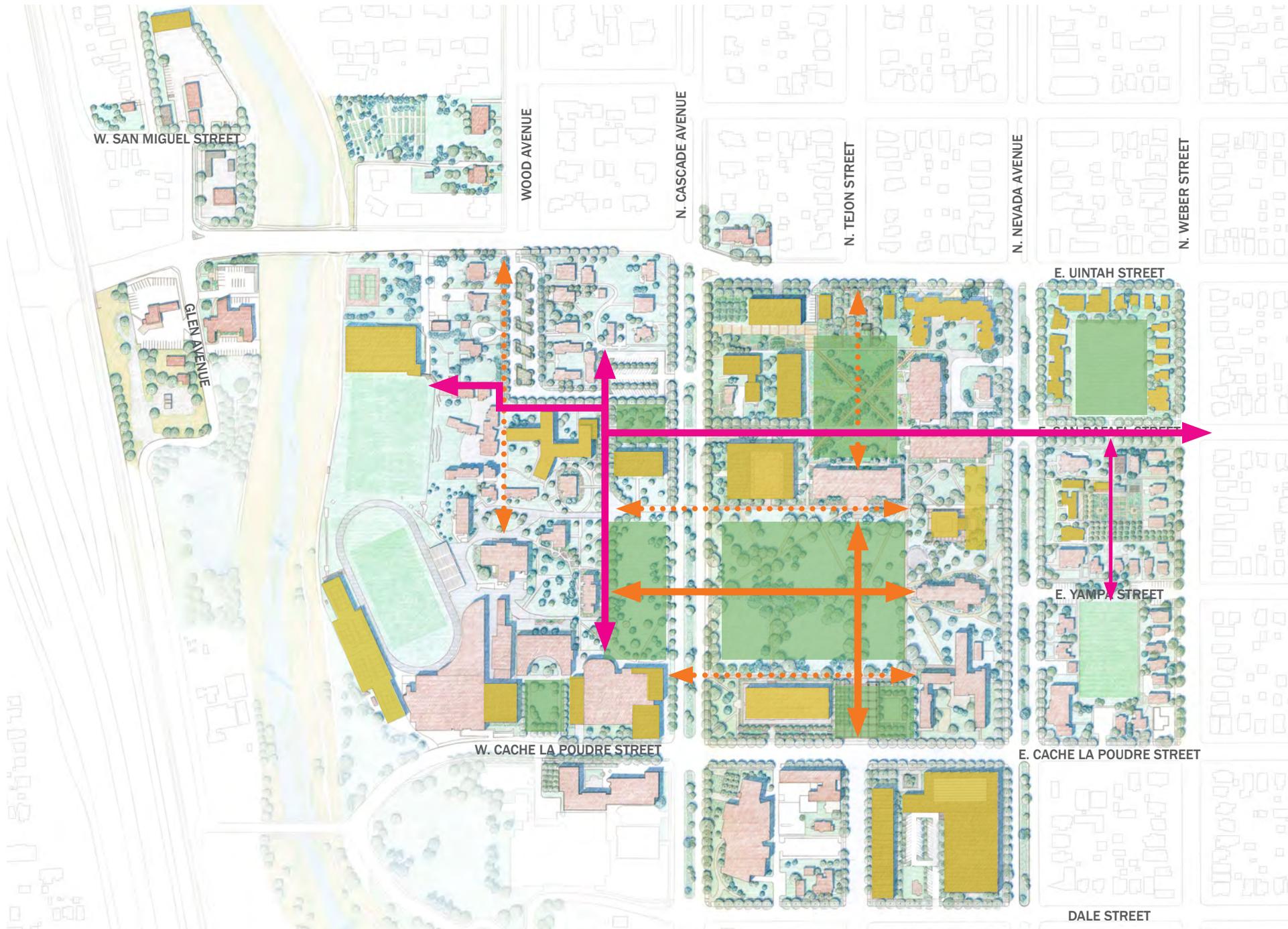
## VI. MASTER PLAN CONCEPT

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

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

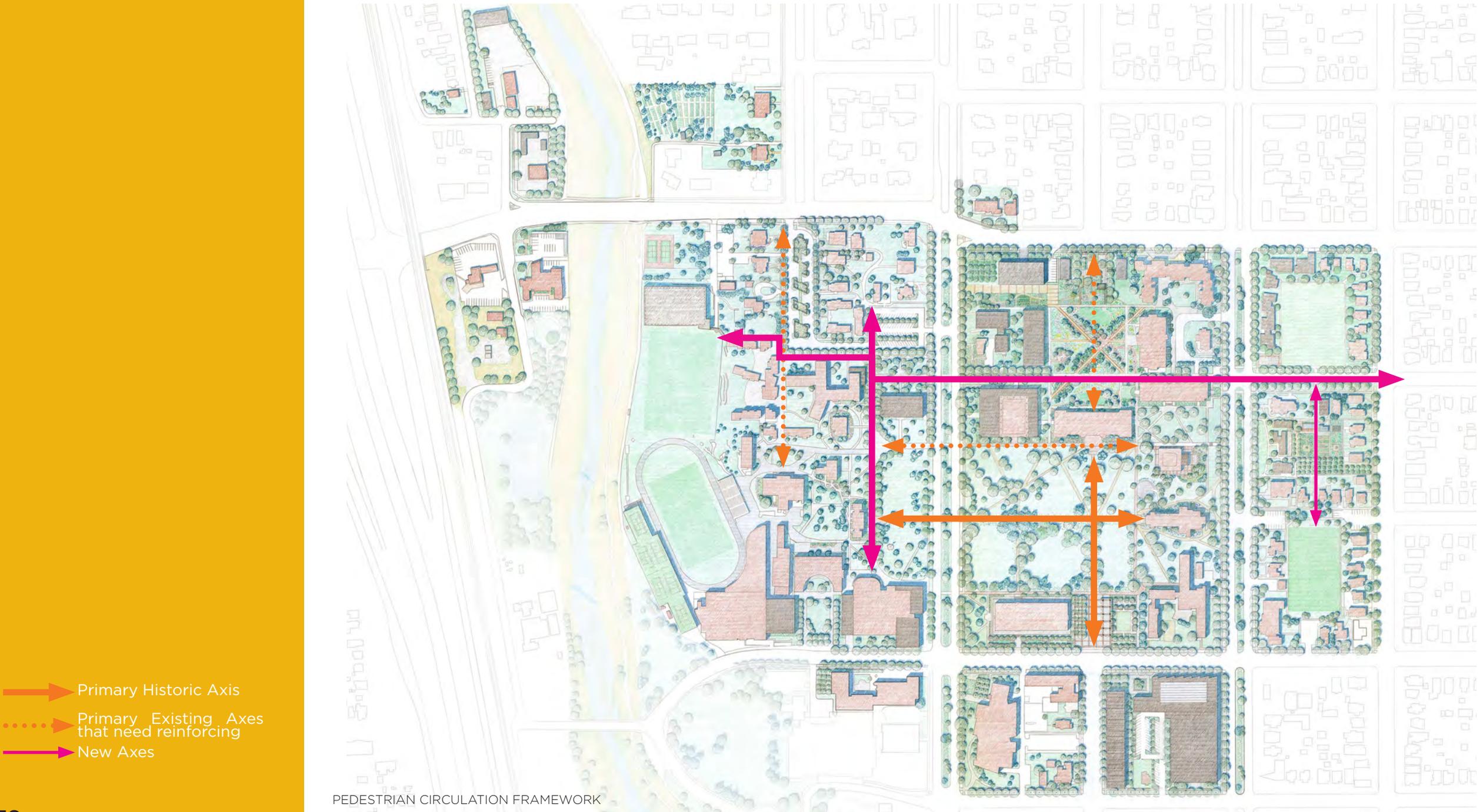
plan seeks to build upon these relationships. First and foremost, the concept is to identify and reinforce the primary axes, both historical and new, throughout campus as a means of creating meaningful and strategic connections between the eclectic buildings that create Colorado College's unique sense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





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

CIRCULATION AS FRAMEWORK



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

PEDESTRIAN CIRCULATION FRAMEWORK

**CREATE A CIRCULATION HIERARCHY**

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

**WALKWAYS**

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

Walkways serve to:

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

**Activate the Walkways: Varied Academic and Campus Buildings**

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

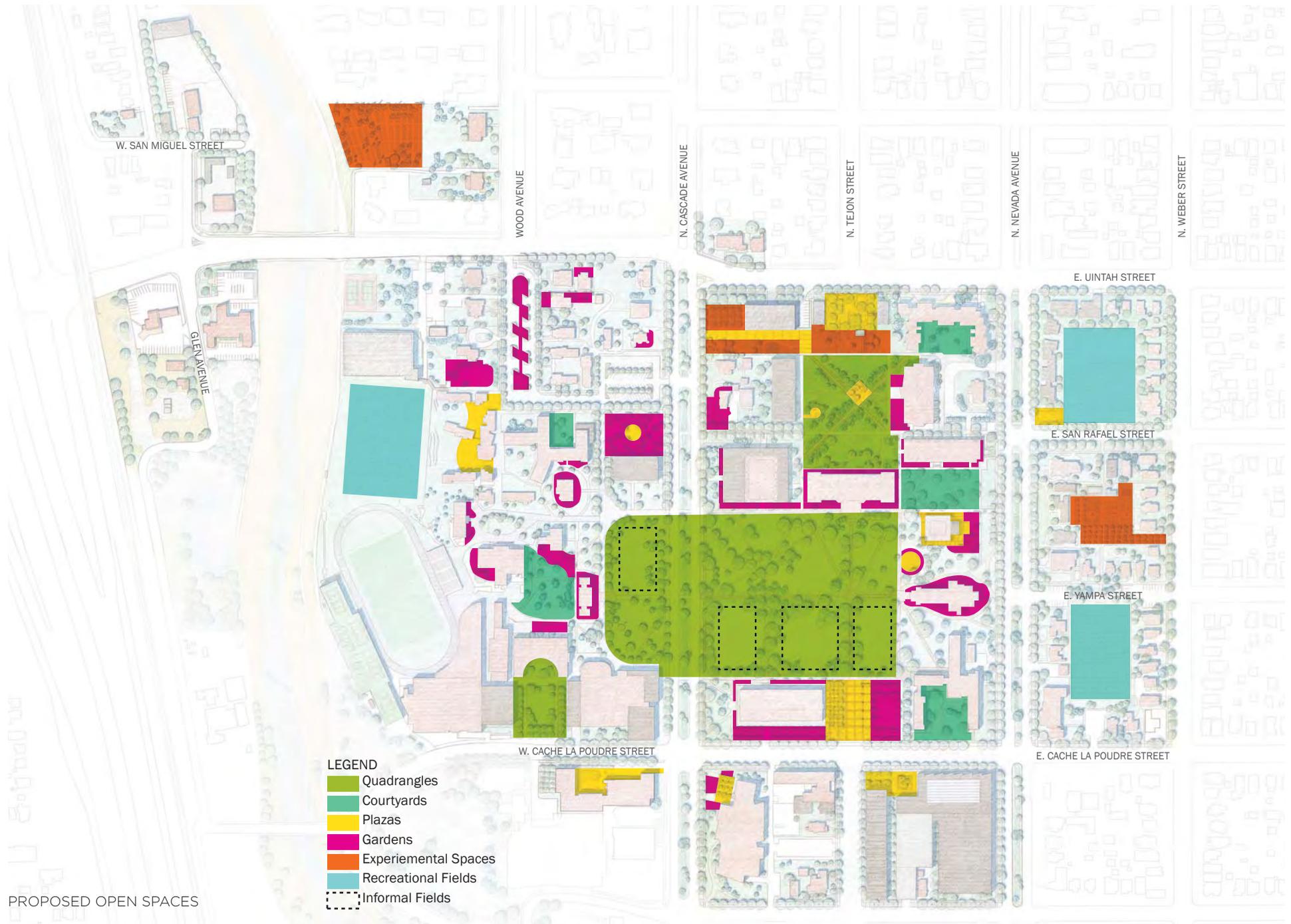
The walkways engage various plazas and places of interaction throughout their length. These plazas consist of areas of hard surface marked with durable, aesthetically pleasing paving materials and will be located at entry courts of buildings and circulation crossroads on campus. These connective, flexible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

**Activate the College Walk: Diverse Landscape Spaces**

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

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





LANDSCAPE STRUCTURE

**OPEN SPACES**

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

Quadrangles

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

Plazas

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

Gardens

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

Experimental Spaces

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

Fields

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



Exemplary Quadrangle at Yale University



Exemplary Courtyard at Swarthmore College

