

Project Approach
for
The Colorado College
Campus Master Plan Project

Thompson and Rose Architects
with
Child Associates, Inc.

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Project Approach

The purpose of The Colorado College Campus Master Plan is to identify, clarify and shape the long-term vision for the campus. Our task will be to strengthen the overall unity and harmony of the campus buildings and landscape. We will seek to evoke support for our recommendations from the campus community, the neighborhoods surrounding the campus, and the greater Colorado Springs community by establishing a process of dialogue with the community, creating an environment of participation and collaboration. Our approach to the project will focus on the distinctive features and goals of the college including the Block Plan, interdisciplinary and cooperative learning, athletics, the relationship of academics and residential life, and the special programmatic needs of various aspects of the college, as outlined in the Request for Proposals. Our plan will serve the college well into the 21st century: it will be a central element for the Capital Campaign, it will locate and guide the design of future improvements, and it will prioritize future maintenance efforts.

Our objective will be to propose solutions which are highly responsive to a broad range of concerns. We will work closely with the Planning Committee and with the students, administration, faculty, trustees and alumni, neighborhood groups and the general public, in a process which examines a broad range of concerns. Our process seeks to develop a community vision, responding to critical planning issues and questions central to the physical development of the site. We will carefully consider: the current esthetics of campus architecture and landscape; the splended views to the Rockies; the place of the college within the city; the impact of the city on the college; the incorporation of historic architecture into the overall vision; the semi-arid climate; and the potential for ecologically sound development in the future. We will seek to articulate an overall campus identity and character. The intent of our intensive process is to establish a greater understanding of the issues facing the college, while developing a plan in which the entire community has a vested interest.

To meet the project schedule, we will provide efficient project management and coordination within the consultant team and with the Planning Committee. The college will work directly with firm principles who have successfully coordinated projects of similar scope and complexity.

The Planning Process and Community Involvement

Our most successful planning and design projects to date have been founded on substantial and illuminating dialogues between the planning group and the design team. Our design process is inclusive and dynamic. It is always flexible and tailored to the challenges of each project. Our enthusiasm for the Colorado College Master Plan Project is in part a response to the interest of the college in a "process" oriented approach. We feel that the success of an institutional project of this scope stems from the sense of ownership engendered in the community by the interest and effort it has vested in the project. We have found that involving the broad community in an interesting, inspiring and enlightening process is critical both to a sense of ownership and the implementation of sound and esthetic decisions.

The process for the Hartsbrook School has been documented by Henry Sanoff in his book School Design. The process included numerous workshops with the faculty, parents, trustees and children. We worked with study models, landscape models, perspective drawings, and with slide imagery. Our process, in the end, was an educational quest which gave the planning group tremendous insight into the history of their region, a greater knowledge of their site and surroundings (geology, topography, flora, fauna) as well as an understanding of school architecture, local vernacular architecture, ecological planning principles, and the composite elements in the making of place. The project has been published internationally, and has won a national design award.

At Kenyon College we worked with students, faculty and administrators and through lively sessions we planned for the future growth and residential reorganization at the campus. We set the stage for a useful dialogue by making several slide presentations which considered the campus plan of Kenyon within American traditions of campus planning. We uncovered broad principles and formal traditions, which then suggested campus planning solutions for the future. We also worked closely with twelve students, and held a weekend long design workshop where we designed in model and drawings the ideal suite for four students, an ideal which now is now realized in the "Woodland Cottage" dormitories which are now complete. Our process at Kenyon was critical to the final built product. Within the sessions held at Kenyon we carefully considered the relationship between architecture and landscape. We then designed four buildings around a courtyard landscape, carefully considering and respecting the traditions, materials and the built context of the campus, while reinterpreting this context into unique landscape spaces and modern, yet contextual buildings which respond to the current needs of the college. Our community inclusive process at Kenyon was critical to the overwhelming acceptance of the final product by the students, faculty, alumni, and trustees.

Proposed Process and Scope of Work

Workshops

We propose to hold a series of workshops and meetings which fully explore esthetic issues and issues of place at The Colorado College campus. The workshop participants would include the Planning Committee and other members of the community as desired by the college: students, faculty, alumni, trustees and neighborhood leaders. The composition of the workshop group would be discussed with the college in June, 1994. The workshops and meetings would stimulate a vision clarification process, enlightening both consultant and the community and creating a common basis for qualitative and quantitative decision making. Surveying techniques and large and small scaled group discussion will be employed as information gathering tools. Large scale models with movable pieces will be used to stimulate group participation and discussion.

The purpose of our proposed community involvement process is to establish clear intention and vision, in written, drawn and model form, which reflects the identity, character and aspirations of The Colorado College.

The project would be divided into several phases each of which will cover a variety of themes. The overall process and schedule would be discussed in June and July, and re-evaluation of the process and direction of the study would occur periodically during the course of the project. Each phase would include a series of workshops and meetings which would address pertinent issues.

A summary of the phases is included here, listing themes and topics to be covered, and the proposed products generated by each phase.

Phase I: Establishing an Esthetic Basis for the project

Workshop and Meeting Themes:

- This phase will seek to establish a qualitative and esthetic basis for the project by exploring the esthetic strengths of campus planning, architecture and landscape at the College. This first phase of work will lead to the articulation of campus identity and design guidelines for future improvements at the College. In order to create a common basis of understanding, the following issues will be examined:
- We will investigate the historic and formal precedents of The Colorado College, with respect to site planning, architecture. Through the vehicle of slide presentations we will look at the history of and precedents for American Campus architecture and planning. We will discuss the place of Colorado College within this context, and understand the formal traditions and heritage of the campus.
- We will study existing campus architecture with respect to scale and massing, historical precedent, materials and symbolism. We will study the existing traditions and built form of the existing college with the planning group. We will examine past and present attitudes towards nature and the natural landscape as well as architecture and planning as manifested at Colorado College, establishing a deeper understanding of the campus and its heritage, its formal aspirations, and its relationship to the powerful landscape.
- We will investigate campus identity through the study of five "successful" American campuses which have a spatial, programatic or architectural relationship to Colorado College, and review the critical ingredients leading to the creation of a unique and distinctive sense of place. We will discuss esthetics, design principles, site planning, and the importance of landscape. Additionally we will review recent campus architecture and campus plantings which respect traditions of place.
- We will investigate historical landscape solutions to the creation of a site specific campus landscape which responds to the distant symbolic landscape of the Rockies. We will reference examples of site specific design, such as designs which frame views of distant landscapes and significant points on the horizon. We will also look to ancient examples, such as Delphi, Greece and the Pueblos of New Mexico and Colorado, where structure and entire settlements gain majesty and meaning from distant landscapes.
- Using the above studies as our basis, we will analyse the Colorado Campus, identifying visual, spatial, and esthetic issues. We will gather information, using questionnaires and "wish lists", exploring the

community's qualitative disappointments, successes and dreams for the campus. Through group walking tours, slide presentations, drawings and working models, we will focus the group's attention on issues of proportion, massing, scale, materials, and texture, in both the architecture and landscape throughout the following zones at the campus:

- Points of entrance to the college
 - Nevada Avenue and the East Campus area
 - Cache La Poudre and the South Campus Area
 - Cache La Poudre and the Packard Hall, El Pomar "civic area"
 - The Western Ridge edge and Athletic Fields
 - The Quad, Cascade Avenue and the West Quad area
 - Residential areas at northwest of campus
 - Residential and mixed area to north of Palmer Hall
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- We will examine the place of historic residences in the identity of the campus, and the relationship of residential architecture to the block plan and residential life.

 - The condition of the college within the city is another theme of exploration. We propose to examine the college with respect to its place in the urban context, as a significant landscape, architectural ensemble, and cultural institution within the city of Colorado Springs. We propose to explore social and institutional ties between town and gown, and their formal, architectural and urbanistic expression. We will study the relationship of the college to the adjacent residential areas and to the downtown commercial districts, seeking to understand its role both as a social institution and as a formal planning composition of buildings and landscapes within the increasingly urban environment of Colorado Springs.

 - The consultant team will review all local development restrictions in this phase, including state and local codes and Historic District Regulations.

 - The consultant team will prepare for discussion a site analysis which considers issues of sun, shadow, wind, views and establishes the natural environmental context of the College.

 - Our investigative and analytic work would lead to an articulation of a sense of place and campus identity. The consultant team will prepare and circulate for discussion and critique a written and graphic workbook of campus design guidelines which would address architecture, site planning and landscape issues. The discussion will focus on the characteristics appropriate to the future development of the campus. This workbook, and the discussion it generates will be incorporated into the campus design guidelines and into the final campus plan.

Products Generated During this Phase:

Draft Workbook of Esthetic Planning and Design Principles
Draft of Design Guidelines: Architecture, Planning and Landscape
Analytic Drawings of Campus Planning Design Principles
Analytic Drawings of Architectural Design Principles
Analytic Drawings of Landscape Design Principles
Qualitative Opinion Survey Results
Campus Study Model (Working Model)
Aerial Photo of the Campus
Slide Library: Images of the Campus and Campus Views
Slide Library: Images of the City
Summary of Planning and Historic District Regulations
Historical and Precedent Research: Images and Text

Phase II: Clarifying the Vision and Related Programmatic Needs

Workshop and Meeting Themes:

- This phase will begin with a thorough introduction of the consultant team to the Block Plan, the Residential Life and Leisure Program, Athletics, the Strategic Planning Study, and vision statements regarding the future of the college. The consultant team and Planning Group will study the pedagogical goals of the college, and will review the instructional needs of the block plan.
- The consultant will create an database inventory of existing campus spaces, and develop a database which will permit a rigorous analysis of block plan courses, class schedules and the resultant spatial needs. An additional database will be created which will categorize each current and future block plan course relative to criterion reflecting its spatial requirements. The results will be presented and additional spatial needs, not yet known, would be added to the program scope as necessary. The consultant's inventory and computer program will be useful to the college in the future.
- A series of programming meetings will be held reviewing the area and adjacency requirements of all facility needs defined in the RFP or during the process. The consultant will meet not only with the planning group, but with extended sub-committees from each department or user group. Programming sessions will arrive at optimal area requirements for each facility need. This phase will include a program and facility review of the following areas of need:
 - Drama and Dance
 - Art and Music
 - Social Sciences
 - Humanities

- Natural Sciences
 - Faculty Offices
 - Interdisciplinary Programs
 - Library
 - Technology Resources and Resource Center
 - Chapel
 - Athletic Fields and Facilities
 - Meeting Spaces
 - Campus Center
 - Residential life programming
 - Administration
 - Landscape spaces (non-athletic)
- Concepts for renovation, and adaptive re-use of buildings, and new facilities at the campus will be presented by the Consultant for discussion.
 - Cost estimates will be prepared for all proposed improvements. These proposals will compare renovations costs with new construction costs, where applicable.
 - We will study Circulation, both vehicular and pedestrian, and Parking, and after gathering appropriate data will prepare conceptual plans suggesting improvements, for discussion with the Committee.
 - Security issues will be reviewed and addressed in this phase, and campus-wide goals will be established.
 - Existing signage and lighting campus wide will be inventoried.
 - As a part of this phase we will consider environmental and ecologically sensitive alternatives for future development of the college. We will develop a workbook outlining the various alternatives for discussion. Specifically we will investigate and discuss the following issues:
 - Passive solar heating and cooling
 - Renewable Building materials
 - Non-toxic building materials
 - Interior air quality and alternative HVAC systems.
 - Exterior air quality, and automobile traffic
 - Recycling programs
 - Computerized energy management systems.
 - Alternative lighting systems
 - Site Acoustics
 - Water consumption reduction
 - A discussion and assesment of the current and future technological needs of the college will be included in this phase, leading to the programming

of a technology center and documenting the needs for technological infrastructure at the site.

- We will investigate the existing infrastructure at the campus, including utilities, lighting, roads, paths, and signs.
- We will study and inventory the existing plantings at the college and compare them with indigenous, ecologically sensitive plantings. We would review how indigenous plants would impact the campus with respect to water conservation, aesthetics, plant typologies, and the making of exterior spaces. We would seek to develop a palette of drought tolerant, low impact plant palettes, for use in specific areas of the campus, while maintaining the traditional spatiality in the campus landscapes.
- We propose to analyse the campus with respect to the principles of landscape ecology, investigating the impact of different plant species on the potential increase of diversity of bird species at the site.
- The consultant will review all existing conditions plans and documents during this phase, with respect to buildings, utilities, technology services, property plots, existing plantings, roads and paths, parking, irrigation systems, drainage systems, lighting and signage and so forth, and generate a comprehensive existing conditions plan.
- This phase will culminate with the identification of spatial needs and projects at the campus, and the detailed programming of these needs. The identification and prioritization of projects, including an analysis of costs.

Products Generated During this Phase:

Creation of Database Inventory of Interior Spaces

Creation of Computer Programs analyzing Space and Block Plan Schedule

Tree and Shrub Survey

Existing Conditions Plans:

Overall Property:

Property Lines

Planting Information

Buildings

Roads, Paths, Trails

Utilities including Technology Infrastructure

Athletic Fields

Parking

Irrigations Systems

Programs for All Proposed Projects

Cost Estimates for All Proposed Projects

Technology Assessment

*Circulations Analysis and Recommendations: Automobile and Pedestrian
Preliminary Priority List of Projects
Summary of Ecological and Environmental Alternatives and I
Implementation Strategies
Analysis of Existing Irrigation Systems
Summary of Proposed Landscape Ecology Interventions
Proposals for Renovated Space, Adaptive Re-use, and New buildings*

Phase III: Exploring Land Use Alternatives

Workshop and Meeting Themes:

- Land use at the campus and in the surrounding neighborhoods will be carefully reviewed. Current districts will be studied and we will examine the impact of identified programmatic elements on various zones of the campus, leading to the development of alternative land use plans for discussion.

Essential issues of historic preservation in surrounding neighborhood areas will be reviewed by the Consultant

- The characteristics of each zone on the campus and in the surrounding neighborhood will be studied in detail. We will review the impact of proposed intervention with respect to programmatic content and programmatic scale. We will examine the possibility of housing various programmatic elements in existing residential structures, and will study the impact of large Athletic fields within the surrounding residential area.
- Alternative land use plans for the east and south campus blocks will be proposed by the consultant for discussion. Alternative plans for land-use on the existing campus will be proposed for discussion. Overall programmatic needs will be juxtaposed with future land acquisition options.
- This phase will include some form of traffic analysis as it impacts on Land Use alternative. The form of analysis will be determined during the course of the study.
- Alternatives for an overall Land Use strategy will be presented by the consultant. These alternatives will consider:
 - Athletic field configurations
 - Western ridge solutions
 - Design Criterion for individual landscape zones
 - Parking options

- Pedestrian circulation and Path options
- Location of College program within the surrounding urban context
- The best and highest Uses for the land will be reviewed and recommendations for additional purchases will be proposed for discussion.
- This phase will culminate with Planning Committee decisions which direct the consultant with respect to the programmatic characteristics of each zone of the campus. Once general Land Use patterns with respect to program are established, the Consultant will be able to begin intensive study of how the programmatic objectives are best met at the campus and in the surrounding urban areas. Portions of this Land Use phase may need to be revisited later in the project, as additional work is completed.
- The costs of alternative land use and landscape options will be compared.
- Land acquisition strategies will be reviewed relative to the creation of campus zones with distinct characteristics.
- A conceptual report will be made to the Buildings and Grounds Committee at the end of this phase.

Products Generated During this Phase:

Alternative Land Use Plans

Photo Summaries of Distinctive Neighborhood Characteristics

Analysis of Neighborhood Architectural Features: Footprint, Scale, Mass, Details, Programmatic Size

Summary of Land Acquisition Strategies

Neighborhood Response Assessments to Various Alternatives

Land Use Recommendations

Cost Implications of Land Use Alternatives

Articulation of Program and Characteristics of Recommended Land Use

Phase IV: Examining Alternative Master Plan Options

Workshop and Meeting Themes:

- In this phase we propose to review master plan alternatives which meet the esthetic, programmatic, spatial and visual identity needs of the college. We will work with study models, plans, and perspective sketches, as well as written documents, and would present and discuss several solutions for each programmatic aspect of the study.

- We will review in drawings and in model form how the various architectural programmatic needs can be met, and will consider:
 - Possible renovations to existing buildings
 - Relocation of Existing Historic Structures
 - Adaptive reuse of existing historic residential buildings
 - Locations, size, scale, and mass for new buildings
 - Design criteria for new buildings and renovations

- We will propose architectural changes to certain existing structures which will improve their relationship to the program they house, while improving their relationship to the overall campus identity, as defined in the Design Guildelines.

- The phase will culminate with the adoption of a Draft of the Colorado College Master Plan Report which will include the following elements:
 - Inventory of existing space use and needs
 - Programmatic Development of space needs
 - Draft Priority List of Projects
 - Recommendation of Future Adaptive Reuse and Renovation Projects
 - Recommendations on Locations of Future Buildings
 - Recommendation and Strategy for Land Aquisition
 - Recommendation and Strategy for Land Use:
 - Athletic Fields
 - Parking
 - Circulation of Vehicles and Pedestrians
 - Cost Analysis of Proposed Projects
 - Architectural Design Criterion
 - Landscape Design Criterion
 - Strategy for Neighborhood and Community Interface
 - Study Model
 - Mock-up of Capital Campaign Case Statement
 - Implementation Plan

Products Generated During this Phase:

*Draft of the Campus Master Plan
Completed Working Study Model*

Phase V: Revisions

Workshop and Meeting Themes

- In this phase we will present the draft plan to the campus community and hold a series of workshops, informing the larger community of the plan as a completed entity, and discovering through a series of discussions, any

shortcomings not yet discovered in the plan. The forum for these presentations and response gathering techniques will be discussed during this phase and in the previous phase.

- This phase would also include the formal presentation to the Campus Planning Committee. In response to this presentation and presentations to other groups at the College, the Draft of the Colorado Campus Master Plan would be revised.

Products Generated During this Phase:

Revisions to the Master Plan as required

Phase VI: Presentation of the Campus Master Plan to the Community

Workshop and Meeting Themes:

Once approval of the Revised Draft Master Plan is received by the Consultant from the Planning Committee the Consultant will begin production on the final Report and Model. The report will include text, graphics and photographs, and will include elements in the scope of work identified in the Request for Proposals.

The consultant will also produce appropriate written and graphic material for the fundraising campaign. Case statements will be prepared by the Consultant, Planning Committee and Fundraising Office.

This phase will culminate with the presentation of the final Master Plan Report to the Board of Trustees. The Plan will also be presented to the General Public during this phase.

Products Generated During this Phase:

*Final Master Plan Report
Final Presentation Model
Fundraising Materials*

Proposed Project Schedule and Staff Assignments

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|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June, 1994 | Develop Timeline with Planning Committee Finalize Composition of Planning Committee |
| July, 1994 | Develop Methodology for Project Phase I: Establishing an Esthetic Basis for the Project |
| September, 1994 | Phase II: Clarifying the Vision and Related Programmatic Needs |
| November, 1994 | Phase III: Exploring Land Use Options |
| January, 1995 | Phase IV: Examining Alternative Master Plan Options |
| February, 1995 | Conceptual Report to Campus Planning Committee |
| March, 1995 | Conceptual Report to the Buildings and Grounds Committee at the Trustees Meeting |
| April, 1995 | Draft of the Preliminary Report for the Campus Planning Committee Phase V: Revisions Production of Presentation Model Production of Final Report Production of Fundraising Materials |
| May, 1995 | Phase VI: Presentation of the Campus Master Plan to the Community |
| June, 1995 | Final Campus Report for the Board of Trustees |