

II Introduction

To provide an excellent liberal arts and sciences education which challenges well-motivated students of varied social, ethnic and economic backgrounds and prepares them for positions of professional leadership and civic responsibility in an interdependent world.

The Colorado College Mission Statement

Recapturing the Commons

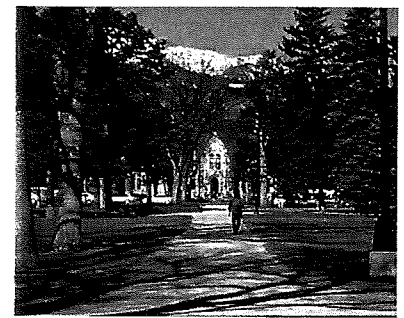
Fundamental to the Master Plan is the enhancement of the institutional mission of the College. The Plan examines the long-term objectives for learning, living, and working at the College and, in response, shapes the vision for the physical future campus. The Plan strengthens the overall aesthetic unity and identity of the campus, harmoniously integrating programmatic intent, the natural site, architecture, and landscape.

Outwardly, the symbolic commons of the collegiate landscape is perceived in the quadrangles of the Plan, which reveal dramatic vistas of Pikes Peak, the Rocky Mountains, and the expansive western sky, metaphorically reflecting the intellectual, spiritual, civic and social aspirations of a college community, and the quest to prepare students for the larger world. The Main Quadrangle as well as Palmer North, Bemis, and the proposed residential quadrangles, suggest the shared goals and purpose of the College. The creation of recreational greenways at Monument Valley Creek and along Cache La Poudre Street contributes to a regional Commons that benefits both the College and the broader community, as does the Plan's commitment to the strengthening and preservation of historic architecture and neighborhood streetscapes.

Inwardly, the Plan focuses on the Commons of a shared experience that embraces diversity and enriches the intellectual climate of the campus: the Academic Village, with its integration of living and learning, incorporating academic spaces within the residential cultural and physical fabric, emphasizes the commitment to shared uses and goals in the broad design and the details of the Plan. Within existing academic buildings, departments and programs are strengthened through space reorganization that emphasizes collegiality and shared responsibility. The design of each new structure is responsive to the Commons of open landscape spaces and guided by the harmony of the Commons of campus identity, where each building contributes to the overall sense of place.

The Block Plan

Another important Commons at Colorado College is the legacy and curricular opportunity of the Block Plan, a unique pedagogical innovation instituted twenty-five years ago, which allows students to study intensively one subject at a time. The Block Plan encourages seminar teaching, has no large lecture courses, and permits extensive field work. It also enables the College to engage visiting teachers who would not otherwise be available for an entire semester of study. While the College has determined that the student body will remain at about 1,900 students, there is a need to create additional classroom and seminar space to adequately support the Block Plan.



View across the Main Quadrangle to Cutler Hall from Shove Chapel, 1995.

General Requirements of the Block Plan

With the exception of the Barnes Science Center and some academic and residential renovation work, facilities at Colorado College were designed prior to the adoption of the Block Plan. Under the Block Plan all classes are small, with an average enrollment of fifteen students and the largest classes not exceeding twenty-five. Classes typically convene every day and tend to be organized in a seminar format with a great deal of discussion and participation. Students are able to focus on a single subject with no competing course demands. Classes may be held any time of day, but are typically held in the morning and early afternoon hours to allow students to participate in extracurricular activities later in the day. The College needs better spaces for students to congregate in their academic departments and more conference rooms. The College must meet the inherent need of the Block Plan for dedicated instructional space, even as it seeks more efficient ways to make use of that space.

Existing facilities were not planned with the Block Plan in mind and as a result their design does not adequately support its underlying pedagogical principles and goals. Space configurations are needed to facilitate the building of community within departments and programs. The Plan reconfigures departments and programs with centralized office suites rather than isolated offices lining corridors, or remote offices within a building. The Plan dedicates space for student lounges, and provides flexible common space for informal gatherings. Additionally, the Plan calls for the inclusion of appropriate new teaching technologies in all new construction and renovations, allowing for the creation of flexible and “smart” classrooms that foster the use of technology for academic enrichment. In general, the Plan favors the mixing of academic and residential spaces, and academic and administrative spaces, recapturing and promoting collegiality, community, and the spirit of the Commons.

Aesthetics

The solutions to the facility needs of the College are based on an understanding of, and appreciation for, the aesthetic and historic underpinnings of the natural site, the original city plan, the original campus plan, and the early architecture and landscape architecture of the College. The Plan, both implicitly and explicitly, establishes design values that will increase harmony, ensuring an integrated, powerful, and captivating campus identity.

The aesthetic cohesion of the College has eroded over time. The original design of the campus sited striking stone buildings around a large, traditional quadrangle, oriented to the dramatic view of Pikes Peak. In the mid-twentieth century, brick and concrete buildings, derivative of modern architecture, replaced several of the historic stone buildings. Both in their placement and design, these additions infringed on the original architecture and planning principles of the campus. This ad hoc approach also extended to the design of the landscape. Open spaces that originally had great definition and character soon gave way to a random collection of plants, trees, and orientations that no longer acknowledged the magnificent view or reinforced the original geometries of the



**View across the Main Quadrangle
from Tejon Street to Palmer Hall, 1995.**

Introduction

campus plan. Today, the main quadrangle at Colorado College is all but lost in a confusion of plantings, and the compelling view to the west is often completely shrouded by misplaced trees.

Recapturing the aesthetic Commons of the campus will be achieved only through the careful selection of architects and landscape architects and the attentiveness and vigilance of the College to each and every detail of future design and construction.

Principles of the Plan

- **Academics:** The Plan supports and enhances the principles, pedagogy, and structure of the Block Plan. The Plan improves the operations of academic departments and programs, placing special emphasis on interdisciplinary, collaborative, and independent learning. The Plan embraces a flexible approach to emerging teaching technologies.
- **Collegiality:** The Plan envisions shared spaces and commons, coupled with human-scaled design. The development of athletic, recreational, and social spaces is an essential element of the Plan.
- **Aesthetics:** The Plan, in both its landscape and architecture, embraces the historic roots of the College, while emphasizing its unique, western identity and sense of place. Original open spaces and views to the Rocky Mountains are recovered.
- **Residential Setting:** The Plan integrates the spaces of academic and residential life, encouraging teaching and academic functions within the residential context. The Plan establishes smaller, independent apartment and home-like residential structures, which broaden the range of student and faculty housing opportunities and reflect surrounding residential types and neighborhood scale.
- **Pedestrian Focus:** The Plan limits the impact of automobiles on the tranquility and safety of the collegiate setting through the relocation of parking, the calming of traffic, and the proposed closure of roadways. The Plan supports regional bike paths and reduced dependence on the automobile.
- **Conservation of Resources:** The Plan advocates landscapes and buildings that are “green,” flexible, and “smart.” Whenever possible, buildings are recycled rather than demolished and replaced.
- **Harmony with Neighbors:** The Plan is sensitive to the concerns of surrounding neighborhoods, and remains flexible and respectful of their desires.

- **Historic Preservation:** The Plan is committed to the preservation of significant historic architecture on the campus. Buildings that contribute to the historic nature of the campus and the streetscape of adjacent neighborhoods are retained for College use through relocation and restoration.
- **Design Quality:** The Plan recognizes the need for the highest quality design at the College if the vision is to be attained. A standing committee for design and construction is proposed in order to guide the development of College building and to promote the general principles and specific solutions of the Plan.

Existing Conditions Site Plan, 1995



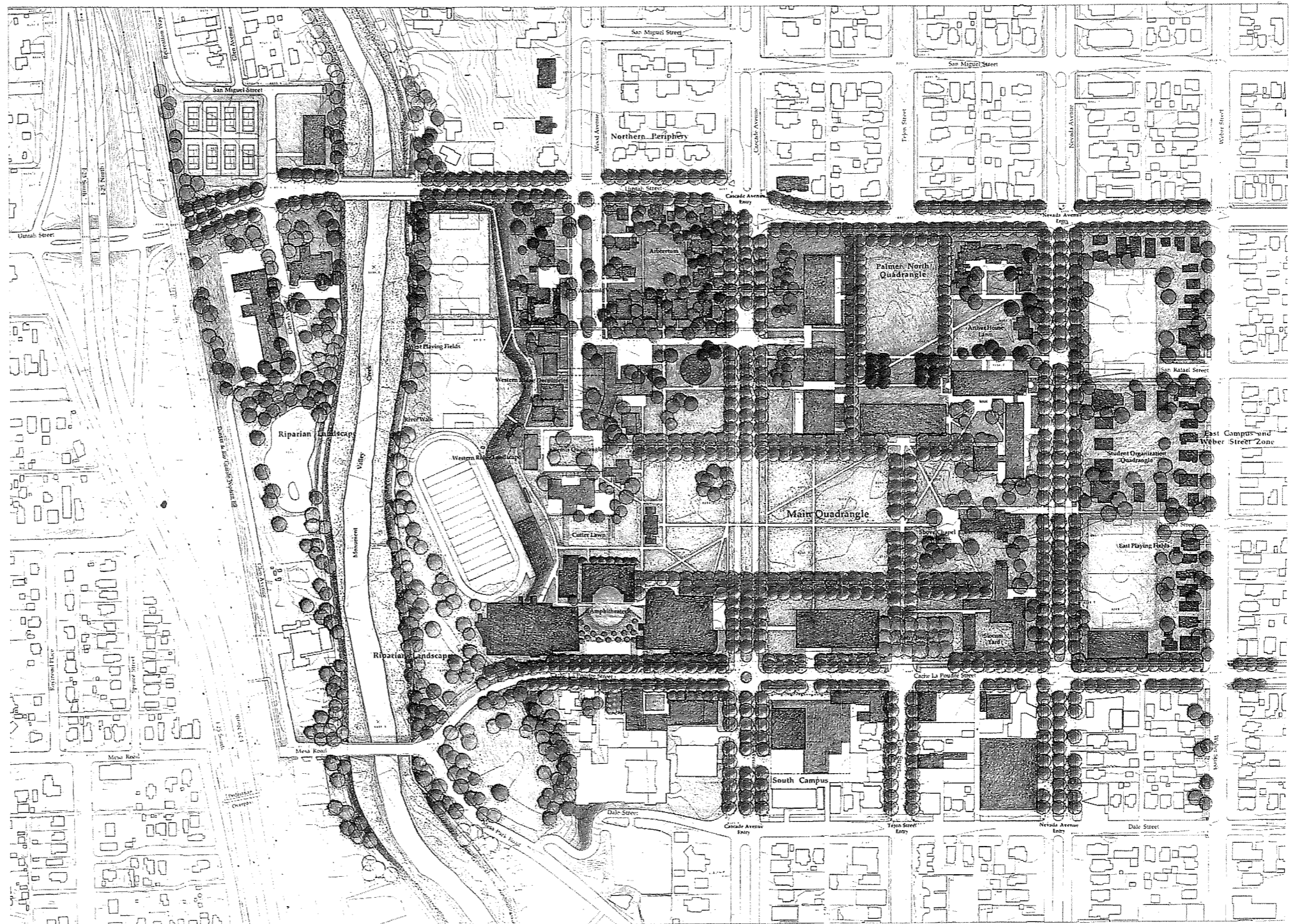
EXISTING CONDITIONS PLAN, 1995
 The Colorado College
 Colorado Springs, Colorado
 November, 1995



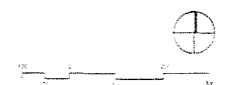
THOMPSON AND ROSE, PLANNERS
 CHILD ASSOCIATES, INC., LANDSCAPE ARCHITECTURE

Five Lee Street, Suite 100, Cambridge, Massachusetts 02138
 Tel. 617 576 0900 Fax 617 576 9927

Conceptual Site Plan, 2025



CONCEPTUAL SITE PLAN, 2025
 The Colorado College
 Colorado Springs, Colorado
 November, 1995



THOMPSON AND ROSE, PLANNERS
 CHILD ASSOCIATES, INC., LANDSCAPE ARCHITECTURE

File See Plans Suite 100 Cambridge Massachusetts 02142
 Tel. 617 278 4900 Fax 617 278 4901