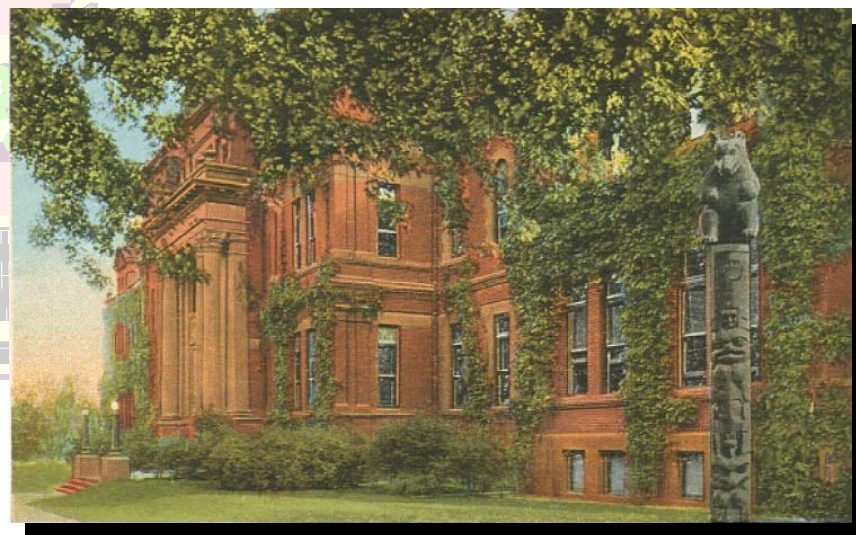
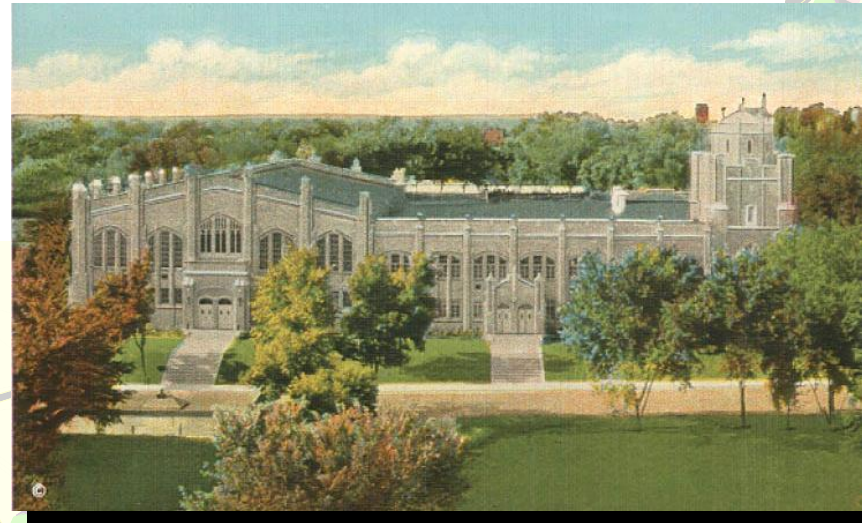




Facilities

Master Plan



Prepared By

**University of Northern Colorado
Facility Planning and Construction**

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Forward

I have often observed that a great university is more than people and programs: Physical surroundings can be equally important. Campus buildings, landscape, open spaces and quiet areas for reflection collectively create a sanctuary for teaching and learning-an environment that nurtures thought, debate, and academic rigor. With safe and attractive campus facilities, we are able to preserve our heritage, celebrate our accomplishments, build dreams and aspirations and display our values.

It may be easily understood, then, why so many students choose an institution based upon campus aesthetics. Fostering a total campus environment that encourages learning and is prepared to meet the demands of a complex and diverse society is vital to the University of Northern Colorado's long-term success as a university.

With input from throughout the university, the City of Greeley, and consultants, the university has concluded a three-year effort to create the first comprehensive physical master plan. The plan balances the need for continuity and consistency in our planning with the flexibility necessary to support the ever-changing needs of the campus and community. The result is a shared vision that the university community can take pride in pursuing.

Implementation of this plan will improve our university environment and build a legacy for future generations. The Master Plan is an important step toward a new era-a document that will guide the design of the University of Northern Colorado as we are Building for UNC's Second Century.

Sincerely,

Kay Norton
President, University of Northern Colorado

Introduction

University campuses are very complex and unique settings. Similar to small cities, universities provide a multitude of services that include but are not limited to education, research, business/retail, housing, recreation, transportation, and special events. What sets the university apart is its purpose. Universities have specific missions and hold a prominent place in society – a place where knowledge is launched and explored. This uniqueness requires special sensitivity to the total environment. Besides being functional, safe, accessible, aesthetic, and flexible, it is important to understand that the campus lands and buildings also communicate a university's values.

Campus master plans provide the framework for the physical planning of these environments. Their urban design principles help create a sense of place, which symbolizes the university's role and mission. The University of Northern Colorado wishes to create an intellectual environment that is conducive to the pursuit of scholarly excellence, an environment that demonstrates pride and legacy.

Building for UNC's Second Century is the new physical master plan for The University of Northern Colorado. It replaces the previous plan, last approved in 1981. ***Building for UNC's Second Century*** describes the physical image and vision for the future of the university well into the next century. It establishes the foundation for continuity, while being flexible enough to support ever-changing programmatic needs. As the plan is implemented, the university will improve campus aesthetics, meet required space needs, plan for facility upgrades, and improve site conditions through the use of incorporated architectural and landscape standards.

It is important to understand that the master plan is a process. As a process, the university reviews, challenges, and updates the plan to meet needs as they change. Thus, ***Building for UNC's Second Century*** is based on the ever-changing demographics of the university and NOT specific time frames.

The plan consists of multiple documents. A reference manual includes all the assumptions and data that drive physical needs and goals of all the campus master plans. The reference manual is a working document that is updated biannually. Each campus master plan is amended when the needs described in the reference manual so warrant.

The formal/layout is intended to create a user-friendly and flexible system, allowing information to be referenced quickly and easily while enabling adjustments when necessary.

THE UNC CAMPUS

The Beginning

On April 1, 1889, the governor of Colorado signed the bill creating the State Normal School to train qualified teachers for the state’s public schools. Greeley citizens raised the necessary money for the first building, and the cornerstone was laid on June 13, 1890. The school opened its doors on October 6 with a staff of four instructors and 96 students. Certificates were granted upon the completion of a two-year course.

In 1911 the school’s name was changed to Colorado State Teachers College by the state legislature. The college was then offering four years of undergraduate work and granting the Bachelor of Arts Degree.

In 1935 the name of Colorado State College of Education was adopted to recognize the fully developed graduate program, which started in 1913. Early in 1957 the state legislature approved shortening of the name to Colorado State College. In 1970, the name was changed once again to recognize further growth. It became the University of Northern Colorado (UNC), the name we know today.



The Campus Today

The University of Northern Colorado is a multipurpose institution offering a wide range of graduate and undergraduate programs in five academic colleges: Arts and Sciences, Business Administration, Education, Health and Human Sciences, and Performing and Visual Arts. The University offers more than 2,000 academic courses annually and enrolls about 11,000 students.

UNC is located in the city of Greeley, Colorado, about one hour north of the city of Denver, and one hour east of Rocky Mountain National Park. Greeley is a city with a population of 76,250.

The 253-acre UNC campus has two distinct adjacent parts. Both have residence halls and classroom buildings. The central campus features tree-lined site with older buildings and the west campus is distinguished by very large, modern buildings.

The Mission

The mission of UNC is to develop well-educated citizens and to improve the quality of life in the state and region through teaching, learning, the advancement of knowledge, and community service.

The University Plan

The University performs an academic planning process annually. The process establishes goals based on input from the faculty, chairs, and deans. In addition to the goals, are recommendations provided by external accrediting bodies and peer institutions. The Colorado Legislature and the Colorado Commission on Higher Education also have input. Planning goals are adopted by the Board of Trustees and used as a framework for College and Department plans.

The on-going plan is organized into seven major areas of emphasis. These include:

- Mission Statement
- Academic Programs
- Research and Graduate Education
- Facilities
- Administration
- Student Affairs
- Information Technology

The University Plan is included in the Master Plan Reference Manual under separate cover. It is the strongest force behind the facilities Master Plan.

The University Organization

UNC Board of Trustees
The Board of Trustees is legislatively responsible for the University. The President of the University reports directly to the Board, which consists of nine members, 7 voting and 2 non-voting. The Internal Audit office and the University Counsel also reports to the UNC Board of Trustees.

General Administration
The general administration is broken into three primary functions; academics, administration, and university affairs. A Vice President leads each discipline, distinguishing the Academic Vice President as the University Provost. Although other personnel report to each Vice President, the majority of the disciplines are described in the following text. The Vice President for Administration is ultimately responsible for this Facilities Master Plan. The Vice Presidents and Campus Architect work directly with the Colorado Commission on Higher Education to coordinate the Master Plan’s development, review, and approvals.

Colorado Commission on Higher Education
The Colorado General Assembly created the Colorado Commission on Higher Education (CCHE) in 1965. The Commission is a public agency that is designed to plan and coordinate higher education in Colorado. CCHE is the central policy and coordinating board for Colorado’s institutions of higher education. The Commission reviews and approves all long range plans, including but not limited to, degree programs, capital funding priorities, policies for master plans, administering student financial aid programs, determining institution roles and missions, and establishing enrollment policies.

The CCHE Master Plan refers to eight goals which support a vision for higher education in Colorado. Collectively these goals build upon a partnership between the individual attending school and the community in which the school resides. The benefits gained by both parties under this partnership are basis for the success of public higher education and ultimately society itself.

President’s Office
There are only a few programs that report directly to the University President, other than the divisional Vice Presidents. Athletics, Development Office and Institutional Research and Planning report to the President because of their global University responsibilities.

The President’s vision is based on the Latin meaning of the word “educate”, which focuses on the ability to “lead out” of each student the promise that is waiting to be developed. This, in turn, will tap each and every student’s potential. The vision includes seventeen areas of emphasis and will endure time, providing a foundation for all those to come.

Athletics
The University’s Athletic Department consists of seven men’s sports and nine women’s sports. These include:
Baseball (Men)
Basketball (Men and Women)
Cross Country (Women)

- Football (Men)
- Golf (Men and Women)
- Softball (Women)
- Soccer (Women)
- Swimming (Women)
- Tennis (Men and Women)
- Track and Field (Men and Women)
- Volleyball (Women)
- Wrestling (Men)



Development Office
The Development Office plays a major role in the overall funding of programs, scholarships, and capital development.

Institutional Research and Planning
Institutional Research and Planning provides institutional offices and programs with accurate and timely information and analysis which will assist in the managing the various activities of the University. Institutional Research and Planning also provides external agencies (state and federal) and other organizations with accurate and timely information about the institution.

Academic Vice President - Provost

College of Arts and Sciences
The College of Arts and Sciences provides the foundation for a liberal arts education through studies intended to impart general knowledge and to develop the intellectual capacities of reason and judgment. The broad areas include Humanities, Natural Sciences and Social Sciences.

General education courses, predominantly offered by disciplines in the College of Arts and Sciences, give UNC graduates a background in the liberal arts and sciences to better prepare them for living in our complex society.

The College of Arts and Sciences at UNC is committed to serious scholarly work, superior instruction, and research. The knowledge, understanding, and perceptions that lead to critical and independent thought, are fostered by the faculty and administration of the College. These qualities serve to enrich the lives and careers of its graduates.

Arts and Sciences majors are broadly educated and well-prepared to enter a wide variety of occupations. Many areas prepare students specifically for positions in industry and government. Pre-professional studies in law, medicine, dentistry, engineering and education are all based on a liberal arts foundation. Many businesses today prefer their employees to have a liberal arts background to support on-the-job training. As Americans change jobs more and more frequently, a broad liberal arts background makes these changes possible and successful.

The College of Arts and Sciences maintains a number of specialized facilities used by many departments. They include:

- Foreign Language Lab
- Television Studio
- English Writing Lab
- Animal Care Facility
- Greenhouse
- Computer Facilities
- Computerized news-writing lab
- Math Lab
- Psychology Lab.

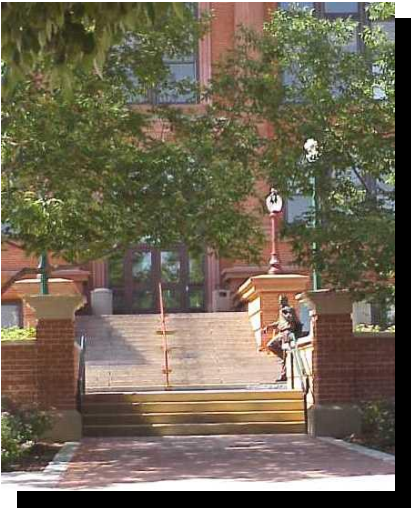


College of Arts and Sciences programs of study:

- Africana Studies
- Anthropology
- Biological Sciences
- Chemistry/Biochemistry
- Earth Sciences
- Economics
- English
- Foreign Language
- Geography
- Hispanic Studies
- History
- Journalism and Mass Communications
- Mathematical Sciences
- Philosophy
- Physics
- Political Science
- Psychology
- Social Science

- Sociology
- Speech Communications
- Women’s Studies

Kenneth W. Monfort College of Business Administration
The Kenneth W. Monfort College of Business Administration offers a Bachelor of Science Degree in Business Administration with opportunities for students to pursue specialized study in several disciplines. The emphasis areas are Accounting, Computer Information Systems, Finance, Management, and Marketing, and General Business. The College also offers minors in Business Administration and Computer Information Systems.



The Kenneth K. Monfort College of Business Administration was established in the summer of 1968 as an autonomous degree-recommending unit, with a primary mission to provide education for business administration. Since that time, the College has become an integral part of the University and is committed to advancing the Mission, Goals, and Values of UNC. The College’s own mission statement has been developed to support that of the University.

The primary mission of the Kenneth W. Monfort College of Business Administration is to provide high quality undergraduate instruction leading to a baccalaureate degree in business administration. The College’s programs and faculty are committed to preparing students to function as effective and contributing members of the business and professional community. The College values, encourages, and supports the scholarly and professional service contributions of its faculty. These activities enrich instruction. They also serve the College’s objectives of preparing its graduates for entry into and advancement in business and in graduate degree programs.

- Programs of Study:
- Accounting
 - Computer Information Systems
 - Finance
 - General Business
 - Management
 - Marketing

College of Education
The College Education is a professional college offering specialized undergraduate licensure and graduate degree programs in education and related areas to prepare elementary and middle school teachers, special education teachers, early childhood specialists, educational technology personnel and other educational specialists. Graduate programs are also offered to prepare school administrators, counselors and counseling psychologists for mental health agencies, and private practice. The programs also prepare college and university faculty and administrators in a wide range of programs.



The faculty of the College of Education is committed to the serious study of education and the promotion of professional standards to foster innovation in professional preparation. This commitment also encompasses social issues, such as multicultural and ethnic education and increasing public awareness of education in general. The faculty, staff and administration are fully committed to equal opportunity and affirmative action. Multicultural education for all educators is a high priority.

The College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All educator preparation programs are approved for licensure by the Colorado State Board of Education. The College is composed of the following academic units:

- School for the Study of Teaching
- Teacher Education
- Division of Professional Psychology
- Division of Educational Leadership and Policy Studies,
- Division of Special Education
- Department of Educational Psychology
- Department of Applied Statistics and Research Methods
- Department of Educational Technology

In addition, The School for the Study of Teaching and Teacher Education provides support to the University-wide professional teacher education programs. Other major units in the College are the Center for Applied Research, the Center for Educator Induction, Center for Educational Leadership, The Bresnahan-Halstead Center on Mental Retardation and Developmental Disabilities, and the Kephart Memorial Child Study Center.

- Programs of Study:
- Educational Leadership
 - College Student Personnel Administration
 - Early Childhood Education
 - Elementary Education
 - Foundations of Education
 - Middle Grades Education
 - Reading
 - Secondary Education
 - Counselor Education and Supervision
 - Professional Counseling
 - Counseling Psychology
 - School Psychology
 - Applied Statistics and Research Methods
 - Educational Psychology
 - Educational Technology
 - Special Education
 - Professional Teacher Education Programs
 - Licensure/Endorsement Areas

College of Health and Human Sciences
The College of Health and Human Sciences is a multi-disciplinary unit offering undergraduate and graduate programs in a wide range of disciplines in the health care, human service, and human performance professions. The College recognizes its obligations to serve in the several capacities of teaching, research, and service. The fundamental aim of the College is excellence and distinction in these pursuits.

Programs of the College are designed to prepare students for the proficient and successful practice of a profession and to pursue advanced educational opportunities.

Students are prepared for careers in:

- Athletic Training
- Exercise and Sport Science
- Outdoor Physical Education
- Physical Education
- Recreation
- Audiology
- Speech-Language Pathology
- Dietetics
- Gerontology
- Nursing
- Public Health
- Human Rehabilitative Services
- Rehabilitation Counseling and Vocational Evaluation
- Sport Administration

The College of Health and Human Science is a unique resource in terms of the quality and type of academic programs it offers. The mission of the College is to provide the best possible education for its undergraduate and graduate students, to contribute to knowledge and the solution of significant problems through research, and to serve the people of Colorado and the nation.



The College contains five units:

- Department of Communications Disorders
- Department of Community Health and Nutrition
- Department of Human Services
- School of Kinesiology and Physical Education
- School of Nursing

Programs within each unit are approved and/or accredited by appropriate professional organizations. The College provides a wide array of physical activity courses for college credit in order to enrich students’ present and future sport, recreation, and leisure pursuits.

Programs of Study

- Communications Disorders: Audiology and Speech-Language Pathology
- Community Health

- Dietetics
- Gerontology
- Human Rehabilitative Services
- Kinesiology
- Nursing
- Physical Education
- Recreation

College of Performing and Visual Arts
The College of Performing and Visual Arts believes that the arts are the most powerful tools available for refining and broadening human experience. They represent beauty and order in our environment and are important to the perpetuation of our cultural heritage. The specific role of the arts at UNC is to address the aesthetics and creative potentials of students by blending theory with practical study.

The College’s performing groups, artists and art works have brought regional and national recognition to UNC, as well as many opportunities for the placement of graduates in prestigious performance and educational positions.

The College of Performing and Visual Arts stresses a rigorous curriculum and maintains an annual calendar of more than 300 cultural events.

There are three divisions within the College: (1) School of Music, (2) Departments of Theatre Arts and Dance, and (3) Department of Visual Arts. These divisions provide valuable experiences for the students by enabling them to demonstrate their talents through numerous exhibits, concerts, operas, musicals, recitals, dance, and theatrical performances.



The College maintains Helen Langworthy Theatre, a 612 seat fully rigged theatre with production areas; Norton Theatre, an experimental space seating up to 125; and

Foundation Hall, which seats 550 and is used primarily by the School of Music.

Programs of Study:

- Music and Music Education
- Musical Theatre
- Theatre Arts and Dance
- Visual Arts

Vice President for Administration

Administrative Services at the University of Northern Colorado is a large, diverse group that acts as the business component to the University. Most of the services within the Division are support services for faculty, staff, students, and visitors. Departments most closely related to the Campus Master Plan are described below. Other Departments include:

- Accounting
- Admissions
- Career Services
- Campus Recreation
- Finance and Administration
- Human Resources
- Information Technology
- Parking
- Payroll Services
- Security/Police
- Student Financial Resources
- Health Center



Facility Operations
The Facilities Operation Department provides the campus community with an attractive, safe, well-maintained physical environment, which enhances and supports the educational objectives of the University.

Facility Planning and Construction
The Department of Facilities Planning and Construction provides effective and efficient physical planning, architectural and engineering design, and construction administration services to the University community. The Department works closely with Facility Operations to insure compliance with University standards on new construction and remodeling done at UNC.

Facilities Planning and Construction provides construction management and cost estimating on most large state and auxiliary funded projects. Planning and Construction is responsible for all contract administration for capital construction and controlled maintenance projects. Initial project development and feasibility reports are part of Facilities Planning and Construction’s responsibility.

Scheduling Office
The University Scheduling Office is responsible for the scheduling of space and the coordination of classroom use throughout the entire campus.

Auxiliary Services
Auxiliary Services serve the campus community at the University of Northern Colorado supporting campus life for students, faculty, staff, alumni, and guests of the University. Its primary goal is to contribute to the educational mission of the University by providing programs of excellence and support services in the areas of student housing, dining services, student union, campus bookstore, and other ancillary services. Auxiliary Services is committed to fostering an environment that promotes diversity of thought and culture, educational opportunities for students, and ethical professional standards throughout the auxiliary enterprises at the University of Northern Colorado.

UNC Card Program - The UNC Card Program assists students, faculty, and staff at the University by enhancing convenience and service for campus access, telecommunications and personal financial services. It is a goal of the UNC Card to maximize the use of current technologies in order to deliver efficient services to the UNC campus community. The UNC Card provides students, faculty, and staff with an all-in-one campus ID card. The UNC Card is not only an identification card, but also a calling card, facility access card and a prepaid vending card. The UNC Card is the key to campus life at the University of Northern Colorado.

University Center and Conference Services - The University Center is the community center of the University serving students, faculty, staff, alumni, and guests. It is an organization offering a variety of activities, programs, and services to support campus life and the mission of UNC.

A primary goal of the University Center is to contribute to the educational mission of the University. As the center of the university life, the University Center compliments the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education. The University Center is a student-centered organization that values participatory decision-making. Through volunteerism, board memberships, committees, and student employment, the University Center offers first hand experience in citizenship and educates students in leadership, social responsibility, and values. In its involvement with students, the UC encourages the development of the students as a person as well as their intellect.

Conference Services – Conference Services coordinates all summer conference events, including housing, dining services, and meeting facilities.

University Bookstore - The University Bookstore is managed by an outside agency, leasing on campus space to fit the needs of the campus.



Enterprise Services - Technical Enterprise Service provides a variety of information services and support to the students and staff of Auxiliary Services at the University of Northern Colorado. It is a primary goal of Enterprise Services to create a safe and secure computing environment for all auxiliary units and the remaining campus community. Technical Enterprises is committed to administering a technical environment that remains current with today’s technologies, while establishing an information resource that is both stable and secure.

Department of Residence Life - The Residence Life program is committed to the education and development of student potential, both academically and personally.

Residence Life provides an inclusive learning community which emphasizes the connection, support, diversity, and collaboration that makes it possible for the individual to succeed in their collegiate pursuits. The program seeks to maximize student involvement and learning through leadership opportunities, academic support programs, and intentional programs designed to assist students in their own personal development.

Residence Life accomplishes its mission through the following initiatives:

- (1) Expose and encourage participation by all students in cultural, intellectual, social, educational, and spiritual programs geared towards supporting the aspects of mind, body and community.
- (2) Promote and facilitate academic integration and collaboration in the resident halls to support the mission of the University and the learning community.
- (3) Provide opportunities for students to further develop cognitive, intrapersonal, interpersonal, practical, and social responsibility competencies.

Housing Services - Housing Services is responsible for the management of auxiliary buildings on campus and provide maintenance of those facilities and their inventories. The mission of the Housing Services Office is to support the University mission by maintaining a clean, aesthetic, and pleasing living environment for the student occupants, parents, and guests who visit the University.



Dining Services - UNC Dining Services provides quality food and service in a professional manner to students, faculty, staff, and guests of the University of Northern Colorado. It is a goal of Dining Services to support the mission of the University by promoting nutritional awareness throughout the campus community. UNC Dining Services is committed to providing pleasant dining experiences, meeting diverse culinary needs, and emphasizing value for all customers.

Physical Planning Process
Planning happens at various levels throughout the campus, from individual colleges to the various academic and administrative departments. The primary planning document is known as the University Plan and that document establishes the priorities for the campus. A committee chaired by the Provost develops this plan and updates it on a regular basis to meet the requirements of the Colorado Commission on Higher Education. All other planning is completed keeping in mind the goals established in the University Plan.

Master Plan Process
The master plan process utilizes a core group of upper level administration and external consultants to work with the numerous academic and administrative areas of the campus as well as City of Greeley staff. Through a series of meetings, discussion of the goals identified in the University Plan occurs and then a physical response is identified in the master plan.

A web site is being created for the master plan document. It is the intent that this will be a tool to continue the ability of interested parties to have input into the planning process for the campus. This master plan document is not intended to be a static document, rather as goals and data that drive the planning assumptions change, the master plan document has been created to be easily updated on a bi-annual basis or as other circumstances warrant.

Long Range Planning
The master plan document is a macro-scale look at the campus in order to establish the framework for future development. The master plan is not intended to totally solve all the issues identified, however, it does present various concepts that require further development. The long range planning process takes a more in depth look at some of the major components of the plan such as academic space, housing, parking, and utilities.

Long range planning will study the components in greater detail through a series of more in depth discussions of current and future needs and potential funding mechanisms. The results of this process will establish the priorities for the next level of individual project planning.

Project Planning
Once the long range planning process has identified the priority projects, a micro-scale plan is developed on a project-by-project basis. The project plans establishes specific information to define the scope of work that needs

to be completed, establishes a budget and funding mechanism, and sets a schedule for completion of the work.

The project plan, as well as the master plan and long range plans, are subject to review and approval by the Colorado Commission on Higher Education. Additionally, if the project involves an appropriation from the legislature, it is also subject to review and approval by several legislative committees and the Governor.

THE PLAN

Reference Manual/Programmatic Planning

The University of Northern Colorado facilities Master Plan includes two elements; the Reference Manual and the Facilities Plan. The Reference Manual contains all the programmatic information that drives the Facilities Plan.

Goals and Objectives

The physical development goals and objectives were established to provide the framework for how the Master Plan intends to support the University’s overall mission. The goals and objectives are the overall strategies the University will focus upon to provide the proper environment for the instruction, research, and public service functions of the University’s mission.

Goal 1 - Provide a physical environment that supports the University programmatic role and mission.

Provide facilities to meet the needs of the University’s goals in instruction, research, and public service. All buildings and the site must support the University’s Academic Plan.

Concentrate on the quality and use of existing buildings. Focus on the improvement of facilities through proactive maintenance practices, repair and replacement programs, renovations, and the application of architectural and landscape design guidelines.

Carefully evaluate the need for additional space. Construct additional facilities as a last resort to meeting program needs. If additional space is required, provide plans for facility expansions to accommodate University growth and change.

Plan for enrollment increases beyond the next decade to assure preparedness.

Establish land-use patterns that identify proper site locations for various types of buildings or functions.

Goal 2 - Provide physical character that symbolizes the University’s presence, quality of education, and role in the community.

Establish program uses for each campus. Create programmatic hubs for like disciplines and focus planning considerations around these hubs.

Establish and maintain a Main Campus identity, which will demonstrate a sense of legacy through the facilities and landscape. Create an environment symbolic of scholarly

excellence. Strengthen the identity and tradition of the University of Northern Colorado through the campus physical environment.

Achieve a physical environment that creates a desirable transition into the surrounding community. Soften the interface at campus boundaries, while balancing a strong campus identity.

Develop and enforce architectural and landscape guidelines, which will achieve the goals and objectives of the physical environment while complimenting the surrounding region.

Goal 3 - Maintain the health, safety, and well being of all University patrons.

Improve individual accessibility for each facility (entry/egress as well as building interior) for mobility-impaired persons.

Provide facilities that are flexible and adaptable in order to meet ever-changing program needs, support new initiatives, meet regulatory issues, and secure sensitive operations.

Improve site and building lighting to improve security, while promoting the educational character and comfort of the campus.

Goal 4 - Provide a physical environment that encourages a sense of community between the faculty, staff, and students.

Establish architectural, landscape, and urban design concepts providing a framework for detailed long range plans that work in harmony to create a more cohesive campus environment.

Establish building preservation guidelines for those facilities that are considered to be historically significant to the University and the surrounding community.

Create a universally accessible campus. Eliminate physical, social, and programmatic barriers whenever possible. Create spaces, both interior and exterior, that promote interaction amongst all persons.

Goal 5 - Create a collegiate atmosphere, with a park-like setting, to foster community among patrons. Reduce the impact of motor vehicles and create a pedestrian-friendly environment.

Facilitate inner-campus pedestrian movement and discourage the use of automobiles through the central core of the University. Relocate intrusive parking to the perimeter of campus. Create a barrier-free, pedestrian-

oriented campus. Improve site accessibility for all people. Reduce circulation conflicts without eliminating service requirements.

Provide an environment that promotes the use of alternative modes of transportation and reduces the dependency on single-occupant motor vehicles.

Goal 6 - Develop a physical campus that environmentally stable. Create sustainable surroundings that are ecological and reflective of the Colorado climate.

Any physical improvement should be evaluated from a life cycle approach. Assure any investment in the physical environment is sound over the life of the improvement.

Landscape the campus in a way that is sensitive to the environment. Use plant materials that promote water conservation wherever appropriate.

Use architectural materials that are indicative of the surrounding region. Continually evaluate the treatment of building envelopes.



Existing Conditions

The University’s existing conditions are detailed in the following pages. Individual subjects include:

- Regional Context
- Neighborhood Context
- Existing Land Use
- Existing Open Space
- Campus Topography
- Existing Vehicular Circulation
- Existing Parking
- Historic Structures
- Existing Building Use
- Building Conditions

Long Range Facilities Plan

Following the existing condition maps is the proposed Long Range Plan.

The Illustrative Plan, which begins the section, is based upon the consolidated needs of each of the components within the physical environment. The Illustrative Plan is a comprehensive solution to satisfy the objectives and strategies of each subject. Included is an architectural rendering of a major element within the illustrative solution.

The goals, strategies, major issues, and the proposed component plans, follows the illustrative plan. The component plans are each of the “layers”, or physical attributes of the campus, that build the illustrative plan. Each is the framework needed to develop the long range plan specific to that subject. This section includes:

- Illustrative Plan
- Perspective
- Framework Strategies
- Land Use Strategies
- Open Space and Outdoor Programming
- Campus Edge Strategies
- Vistas
- New Buildings/Building Expansion
- Building Use (Program Adjacencies)
- Vehicular Circulation
- Parking Strategies
- Bikeway Strategies
- Pedestrian Ways
- Character Districts
- Landscape Strategies
- Outdoor Art
- Utility Infrastructure
 - Utility Corridors
 - Primary Electrical Distribution
 - Heating Distribution
 - Natural Gas
 - Sewer - Storm
 - Sewer - Sanitary
 - Telecommunications/Technology
 - Domestic Water

Implementation

The final section of the Reference Manual includes an implementation section. This provides the University’s plans and processes related to how the Master Plan, and other physical plans, are implemented. This section describes the University’s project plans, strategic priorities, and funding strategies, which will improve its facilities, grounds, and infrastructure.

UNIVERSITY *of*
NORTHERN COLORADO



Existing Conditions



The University of Northern Colorado's Visitor's Center is located on 10th Avenue and 19 Street.

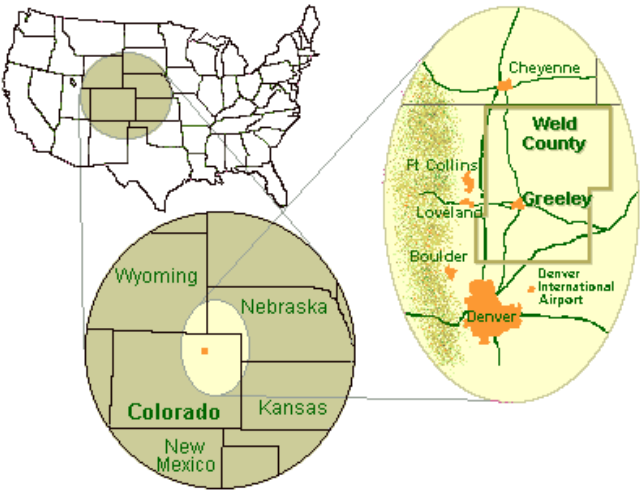
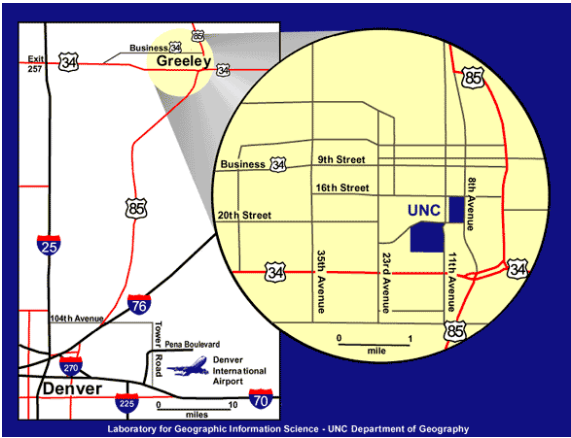


Lawrenson and Turner Residence Halls can be seen from miles away.

Regional Context

Location

The City of Greeley is located in north central Colorado, east of the Rocky Mountain foothills approximately 20 miles. It is within an hour drive of downtown Denver, Cheyenne Wyoming, or Estes Park, a Colorado resort town in Rocky Mountain National Park.



City of Greeley History

It was Horace Greeley, editor of the New York Tribune, who coined the famous phrase, "Go West young man, go West," but it was his visionary agricultural editor, Nathan C. Meeker, who spearheaded one of the most successful colonization experiments ever attempted in the



"Great American Desert."

Meeker called for ambitious individuals with high moral standards and money to join him in establishing a community based on cooperation, irrigation, agriculture, temperance, religion, and education. The call elicited 3,000 responses and 59 individuals who ultimately formed a joint stock company called Union Colony in December, 1869.

On October 12th of the following year, Horace Greeley paid his only visit to the town which bore his name. By that time colonists had erected houses on town lots close to the confluence of the South Platte and Cache la Poudre rivers, established a newspaper, built irrigation canals, and designed streets 100 feet wide and lined with trees.

A reading room opened in 1870 followed by the first school in 1872, a courthouse in 1883, and a college in 1889. Greeley's concern for the

financial well being of the community led him to require the original settlers to be solid enough to allow the community a good start. This foresight helped the city of Greeley to become successful when other similar ventures failed.

Demographics

Greeley has experienced a fairly consistent level of growth over the past 50 years, from a population of 20,534 in 1950 to the 1999 population of 74,296. A notable increase is the doubling of the population from 23, 314 in 1960 to 53,006 in 1980.

Greeley Population: 76,930
(2000 Census)

Elevation: 4,658 ft.

Temperature:
Average High – December 41°
Average High – July 89°

Annual Precipitation: 13 inches
Annual Snowfall: 35 inches
Days of Sunshine: 270 days

Weld County is semi-arid. Greeley's neighborhoods are green due to the foresight of the pioneers who built a sophisticated network of reservoirs and irrigation ditches to store and deliver water to the plains. Greeley has a wealth of water under its control, enough to sustain population growth far into the future.

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Future Plans

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Utility Plans



East Campus and its surroundings



Central Campus and its surroundings



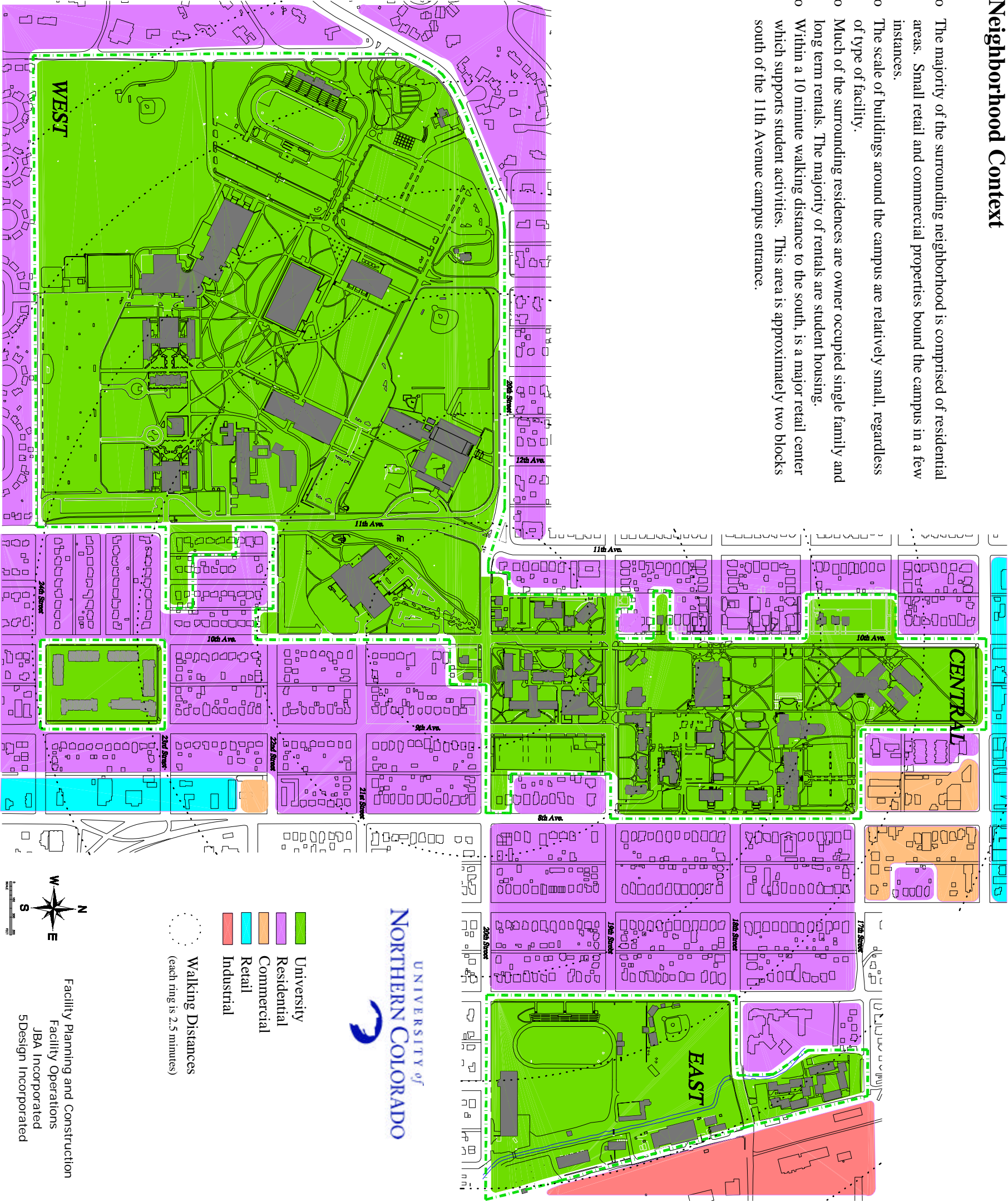
West Campus and its surroundings



Retail property north of campus

Neighborhood Context

- o The majority of the surrounding neighborhood is comprised of residential areas. Small retail and commercial properties bound the campus in a few instances.
- o The scale of buildings around the campus are relatively small, regardless of type of facility.
- o Much of the surrounding residences are owner occupied single family and long term rentals. The majority of rentals are student housing.
- o Within a 10 minute walking distance to the south, is a major retail center which supports student activities. This area is approximately two blocks south of the 11th Avenue campus entrance.

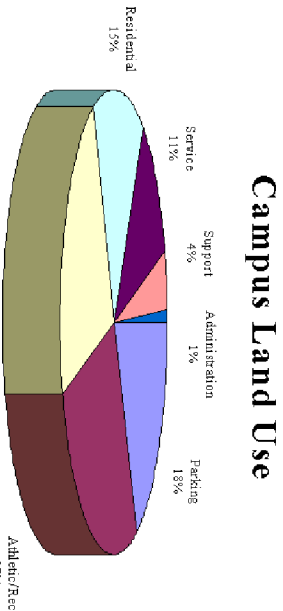




Xeriscape Outdoor Laboratory



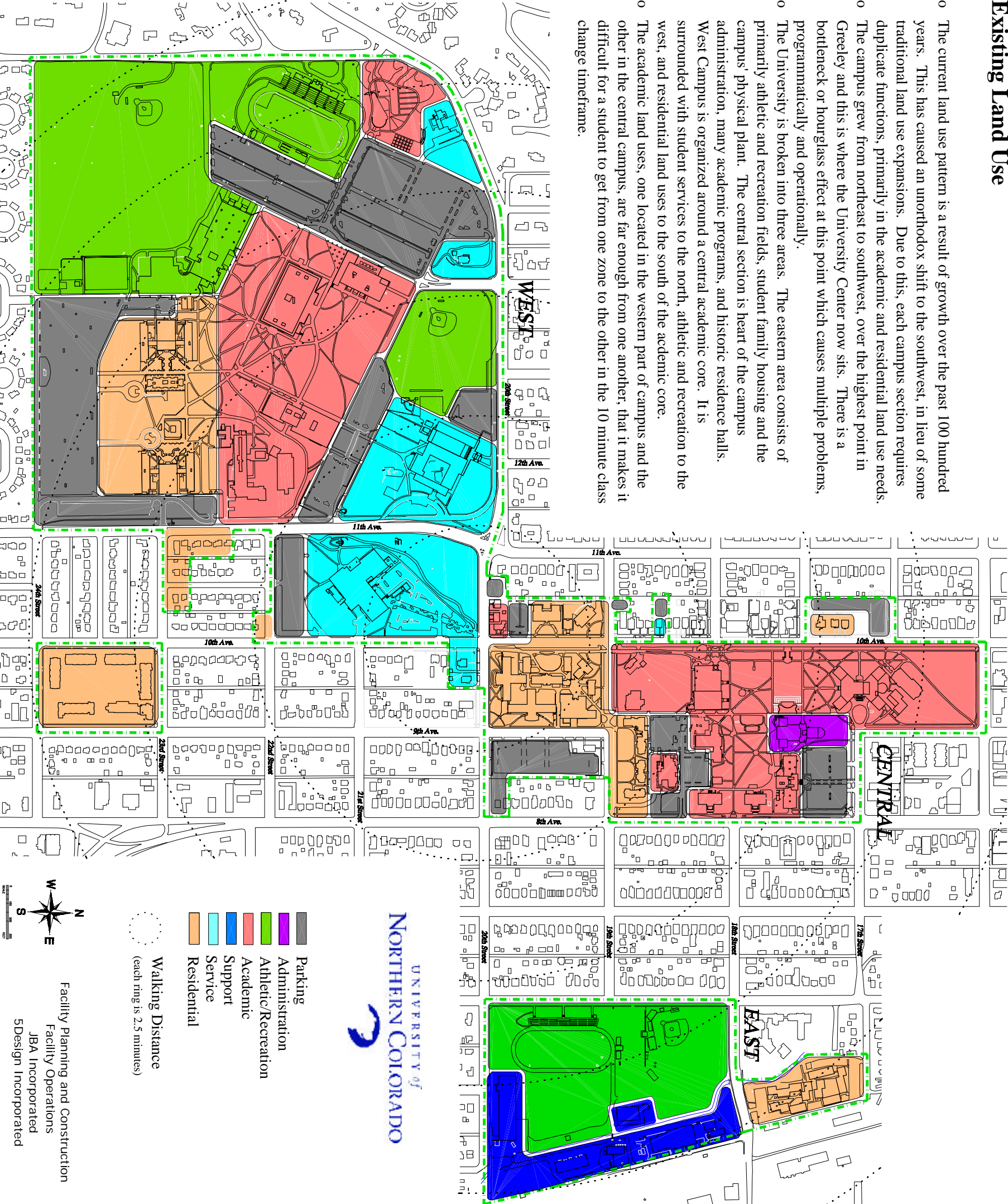
Track and football field, West Campus

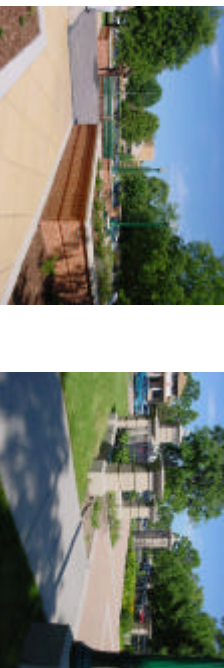


Residential Land Use at the West Campus

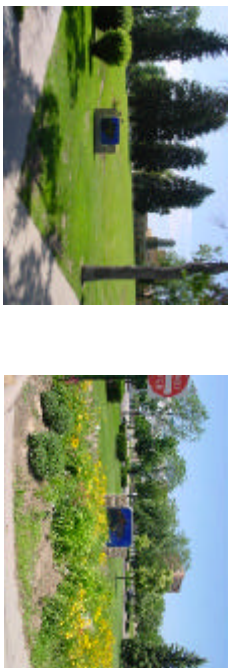
Existing Land Use

- o The current land use pattern is a result of growth over the past 100 hundred years. This has caused an unorthodox shift to the southwest, in lieu of some traditional land use expansions. Due to this, each campus section requires duplicate functions, primarily in the academic and residential land use needs.
- o The campus grew from northeast to southwest, over the highest point in Greeley and this is where the University Center now sits. There is a bottleneck or hourglass effect at this point which causes multiple problems, programmatically and operationally.
- o The University is broken into three areas. The eastern area consists of primarily athletic and recreation fields, student family housing and the campus' physical plant. The central section is heart of the campus administration, many academic programs, and historic residence halls. West Campus is organized around a central academic core. It is surrounded with student services to the north, athletic and recreation to the west, and residential land uses to the south of the academic core.
- o The academic land uses, one located in the western part of campus and the other in the central campus, are far enough from one another, that it makes it difficult for a student to get from one zone to the other in the 10 minute class change timeframe.





Monfort Plaza and Cranford Park, Central Campus



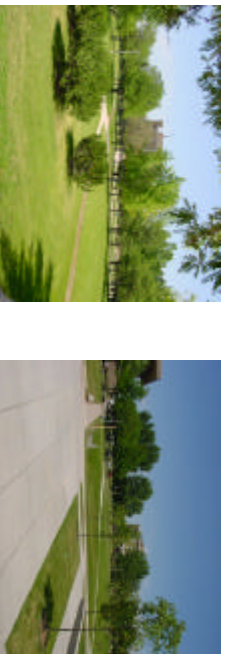
Campus Entries at 9th Ave. & 16th St. and 11th Ave. & 24th St.



Informal gathering at Faculty Apts.



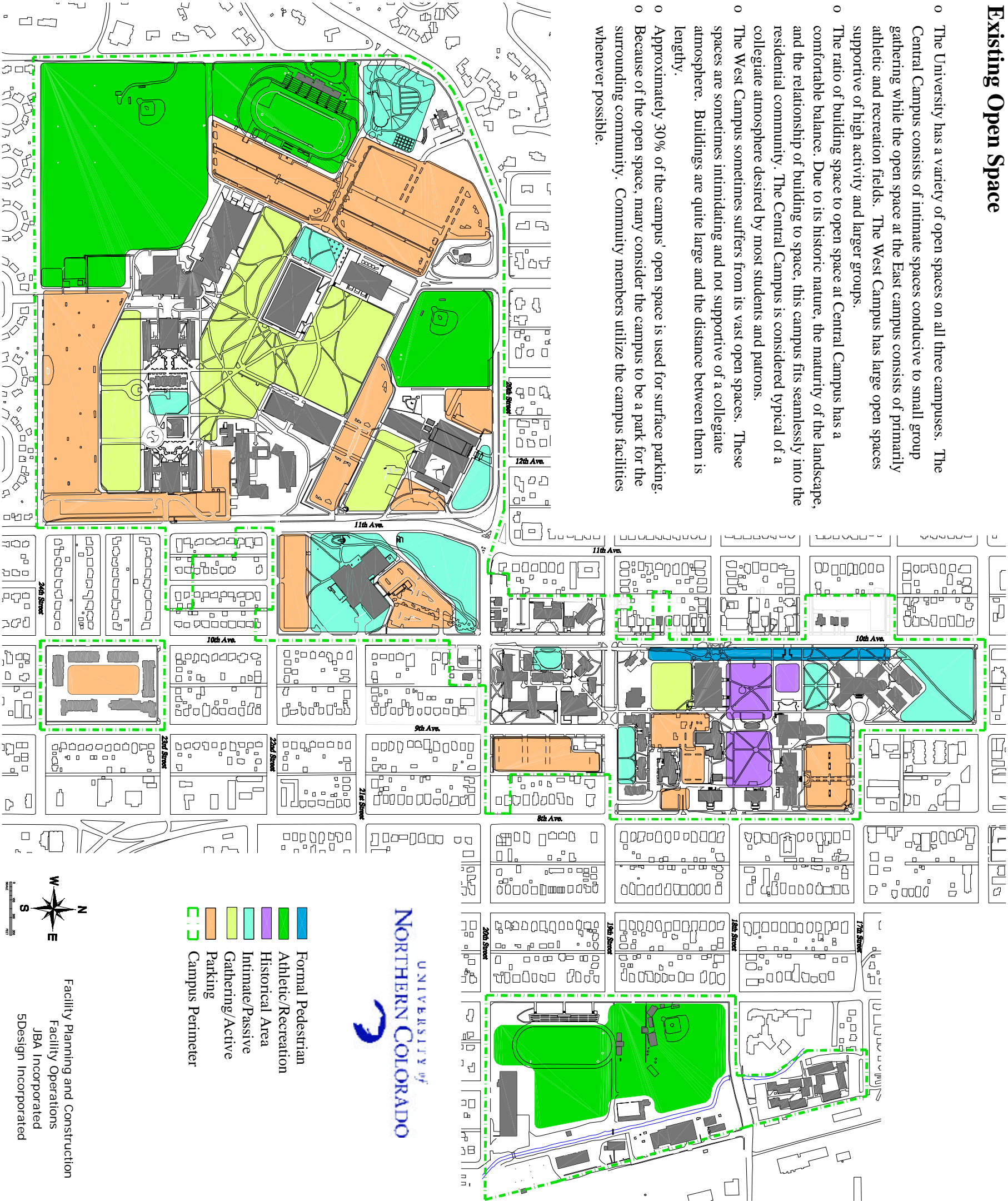
Campus Edges at 10th Avenue and 11th Avenue



Quadrangle on West Campus and open space east of Michener Library

Existing Open Space

- o The University has a variety of open spaces on all three campuses. The Central Campus consists of intimate spaces conducive to small group gathering while the open space at the East campus consists of primarily athletic and recreation fields. The West Campus has large open spaces supportive of high activity and larger groups.
- o The ratio of building space to open space at Central Campus has a comfortable balance. Due to its historic nature, the maturity of the landscape, and the relationship of building to space, this campus fits seamlessly into the residential community. The Central Campus is considered typical of a collegiate atmosphere desired by most students and patrons.
- o The West Campus sometimes suffers from its vast open spaces. These spaces are sometimes intimidating and not supportive of a collegiate atmosphere. Buildings are quite large and the distance between them is lengthy.
- o Approximately 30% of the campus' open space is used for surface parking.
- o Because of the open space, many consider the campus to be a park for the surrounding community. Community members utilize the campus facilities whenever possible.



Campus Topography

- o Although it may appear relatively flat, the campus terrain is far from it, especially on the West part of campus.
- o The site where the University Center sits is the highest point in the City of Greeley. Besides the horizontal "pinching" in this area, the topography causes a vertical peak. This magnifies the "hourglass" affect between the Central and West Campuses. Although the campuses are adjacent, these factors tend to give a perception the campuses are their own entities.
- o Regardless of topography, Lawrenson and Turner Halls can be seen from miles away due to their height. These residence halls provide a regional presence within the community.



Campus high point at University Center



Approach to University Center from Central Campus



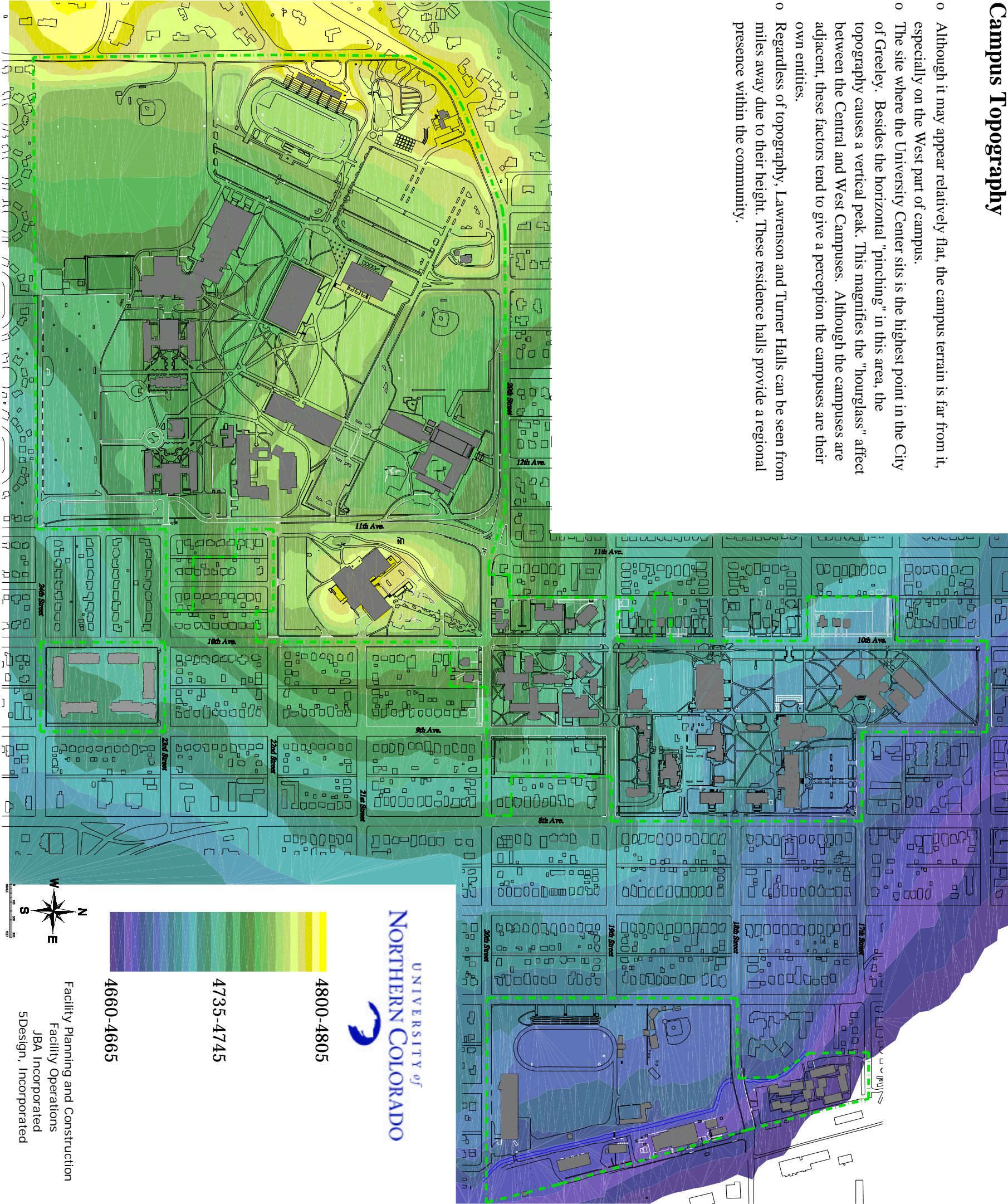
A view to the west from the University Center



View of West Campus looking west to east



Drop off from 20th Street into West Campus





23rd Street and 11th Avenue

Vehicular routes around and through the campus have divided the campus into three distinct sections. Each section, Central Campus, West Campus, and the University Center Site, are isolated from one another due to the major arterial streets that bound them. Much of this was due to the suburban expansion and a lack of planning when the campus grew west into farmland in the 1960's.



11th Avenue bi-secting the Campus

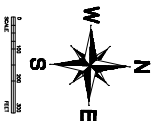
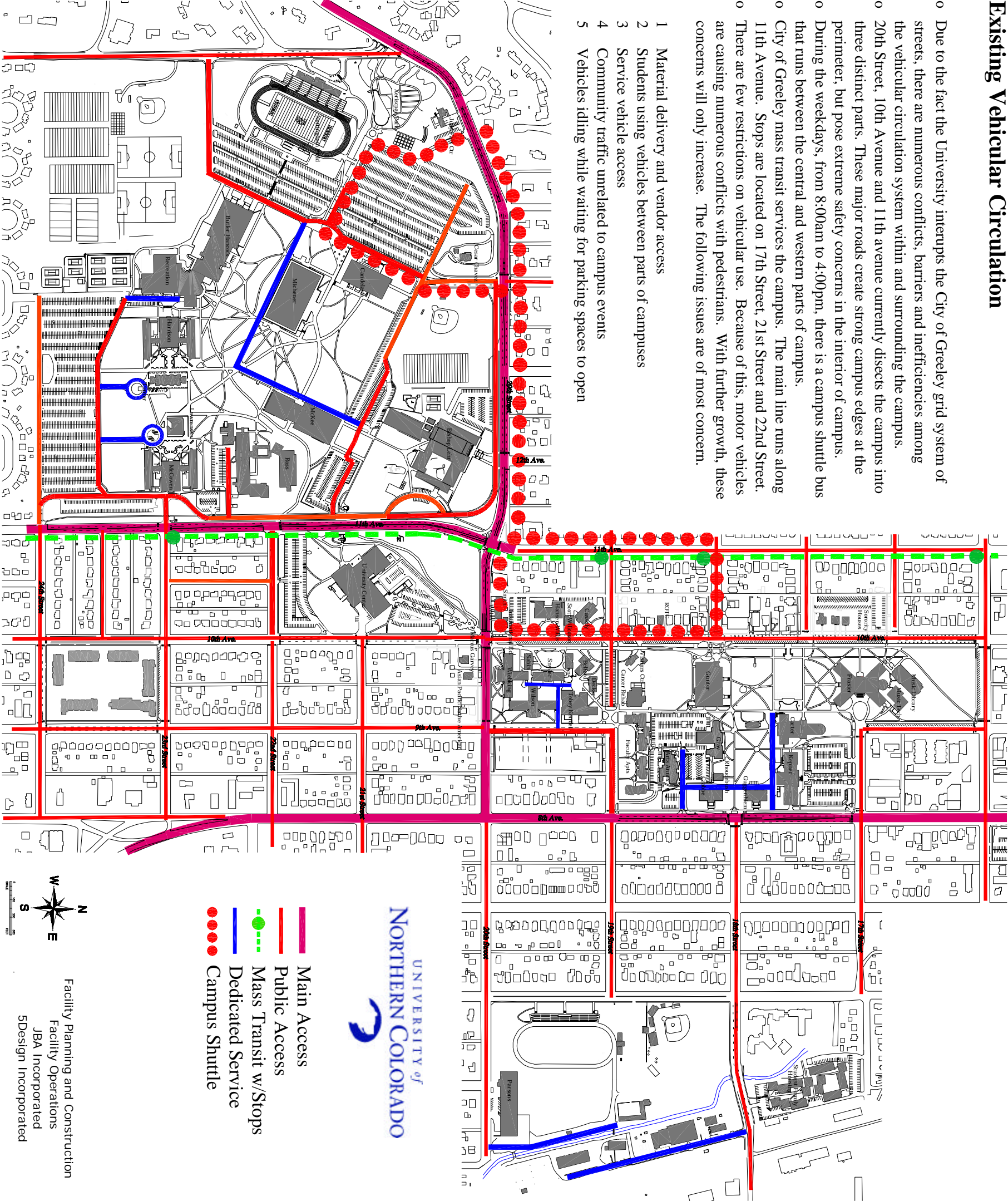
Because of the University's location within the City of Greeley, vehicular routes cause pedestrian conflicts in three primary areas. These include (1) the entire 11th Avenue corridor from 16th to 24th Streets, (2) Intersections along 20th Street at 10th Avenue, 11th Avenue, and 14th Avenue, and (3) the Intersection at 11th Avenue and 22nd Street.



11th Avenue Frontage

Existing Vehicular Circulation

- o Due to the fact the University interrupts the City of Greeley grid system of streets, there are numerous conflicts, barriers and inefficiencies among the vehicular circulation system within and surrounding the campus.
 - o 20th Street, 10th Avenue and 11th avenue currently dissects the campus into three distinct parts. These major roads create strong campus edges at the perimeter, but pose extreme safety concerns in the interior of campus.
 - o During the weekdays, from 8:00am to 4:00pm, there is a campus shuttle bus that runs between the central and western parts of campus.
 - o City of Greeley mass transit services the campus. The main line runs along 11th Avenue. Stops are located on 17th Street, 21st Street and 22nd Street.
 - o There are few restrictions on vehicular use. Because of this, motor vehicles are causing numerous conflicts with pedestrians. With further growth, these concerns will only increase. The following issues are of most concern.
- 1 Material delivery and vendor access
 - 2 Students using vehicles between parts of campuses
 - 3 Service vehicle access
 - 4 Community traffic unrelated to campus events
 - 5 Vehicles idling while waiting for parking spaces to open



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Existing Parking



Lot L and M - West Campus

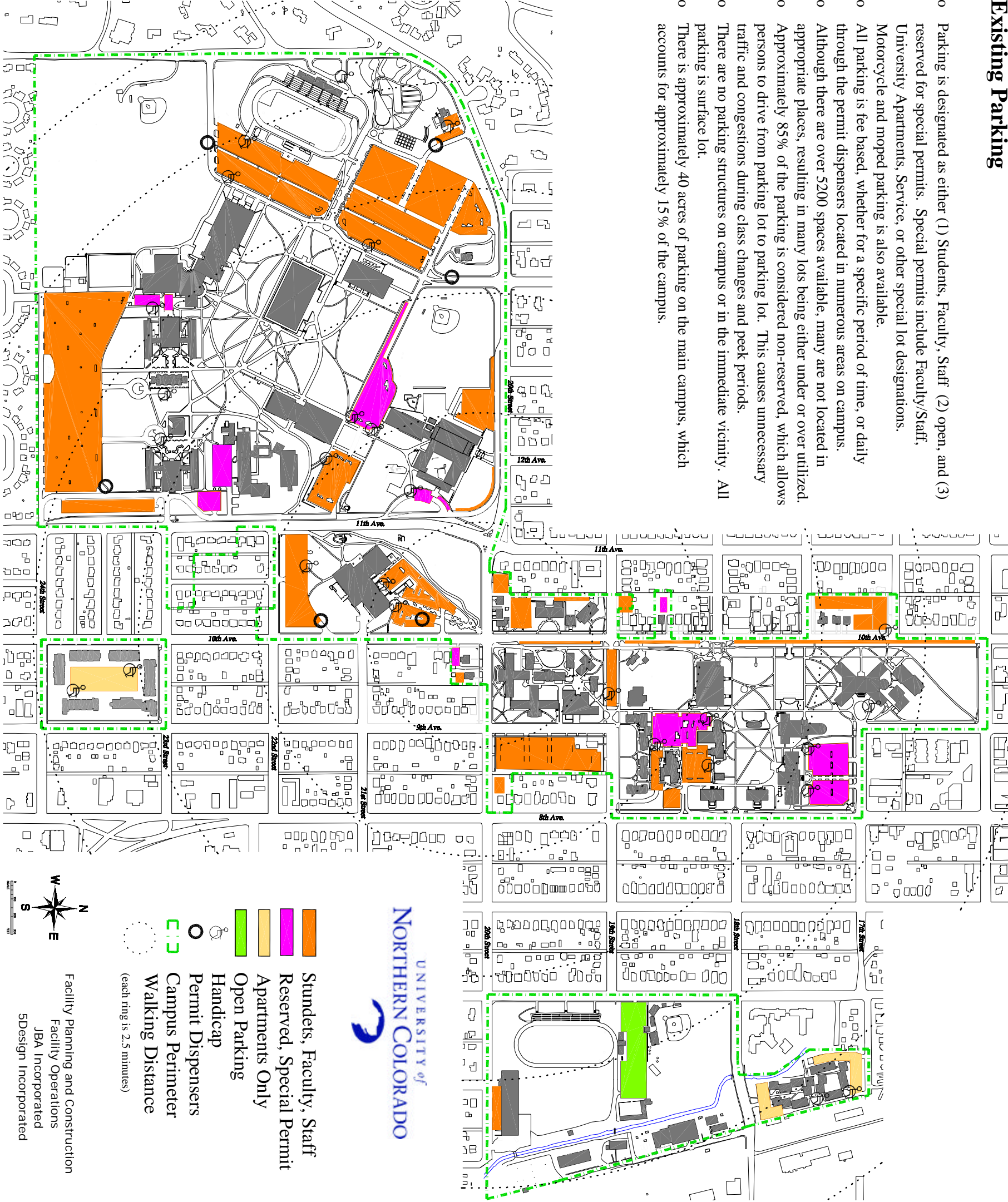
Parking, like at most campuses across the country, is a very complicated and sensitive issues. Regardless of the number and location of spaces throughout the property, everyone seems to want more. Parking is a demand driven commodity that in many cases, drives the success of the environment. The issue that faces UNC is the fact that its not the amount, but the location of much of the parking. This is especially true at the Central Campus.

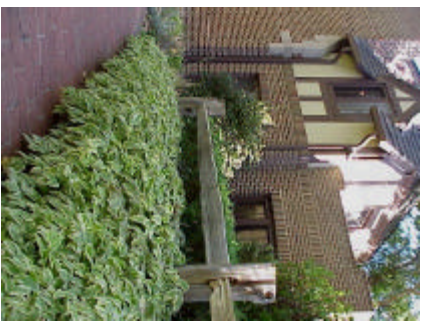


Lot Q - Central Campus

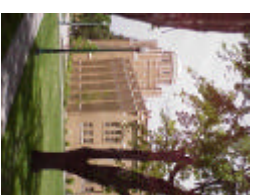
Parking Data	
Type of Space	# of Spaces
Student, Faculty, Staff	4883
Motorcycle/Moped	74
Metered Spaces	110
Services Spaces	48
Handicap Space	102
TOTAL	5217

- o Parking is designated as either (1) Students, Faculty, Staff (2) open, and (3) reserved for special permits. Special permits include Faculty/Staff, University Apartments, Service, or other special lot designations. Motorcycle and moped parking is also available.
- o All parking is fee based, whether for a specific period of time, or daily through the permit dispensers located in numerous areas on campus.
- o Although there are over 5200 spaces available, many are not located in appropriate places, resulting in many lots being either under or over utilized.
- o Approximately 85% of the parking is considered non-reserved, which allows persons to drive from parking lot to parking lot. This causes unnecessary traffic and congestions during class changes and peek periods.
- o There are no parking structures on campus or in the immediate vicinity. All parking is surface lot.
- o There is approximately 40 acres of parking on the main campus, which accounts for approximately 15% of the campus.





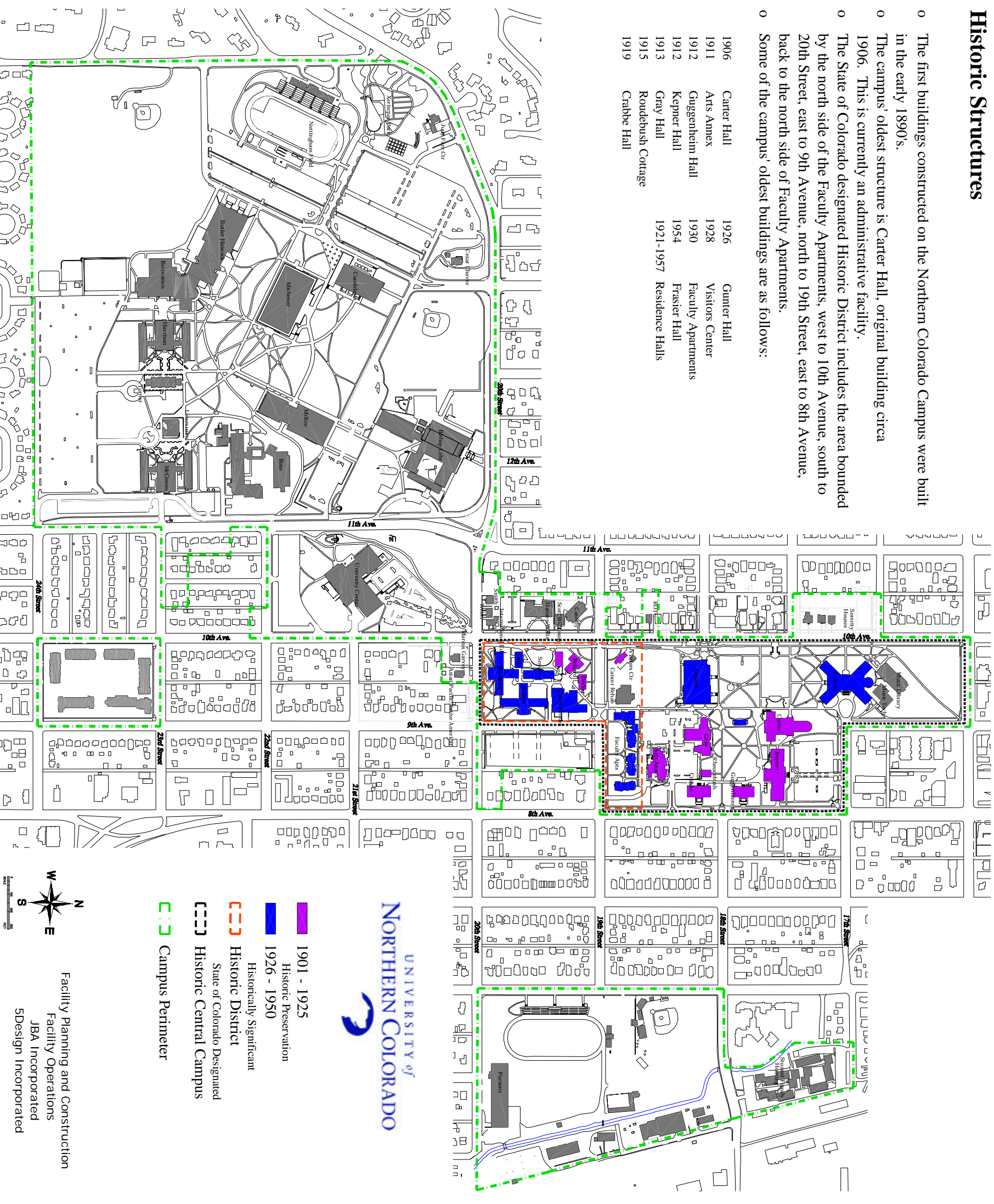
Although not historically designated, the campus has numerous historically significant buildings. These are located north of the current historic district on the Central Campus.



Historic Structures

- o The first buildings constructed on the Northern Colorado Campus were built in the early 1890's.
- o The campus' oldest structure is Carter Hall, original building circa 1906. This is currently an administrative facility.
- o The State of Colorado designated Historic District includes the area bounded by the north side of the Faculty Apartments, west to 10th Avenue, south to 20th Street, east to 9th Avenue, north to 19th Street, east to 8th Avenue, back to the north side of Faculty Apartments.
- o Some of the campus' oldest buildings are as follows:

1906	Carter Hall	1926	Gunter Hall
1911	Arts Annex	1928	Visitors Center
1912	Guggenheim Hall	1930	Faculty Apartments
1912	Kepler Hall	1954	Fraser Hall
1913	Gray Hall	1921-1957	Residence Halls
1915	Rondebush Cottage		
1919	Crabbe Hall		

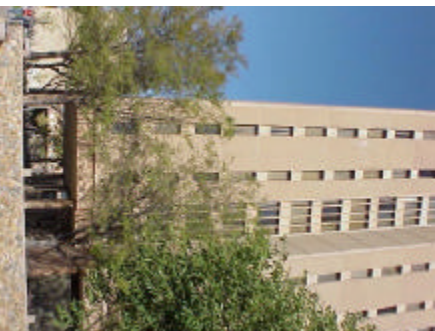




Carter, Crabbe, Frasier, and Gray all need Major Renovations

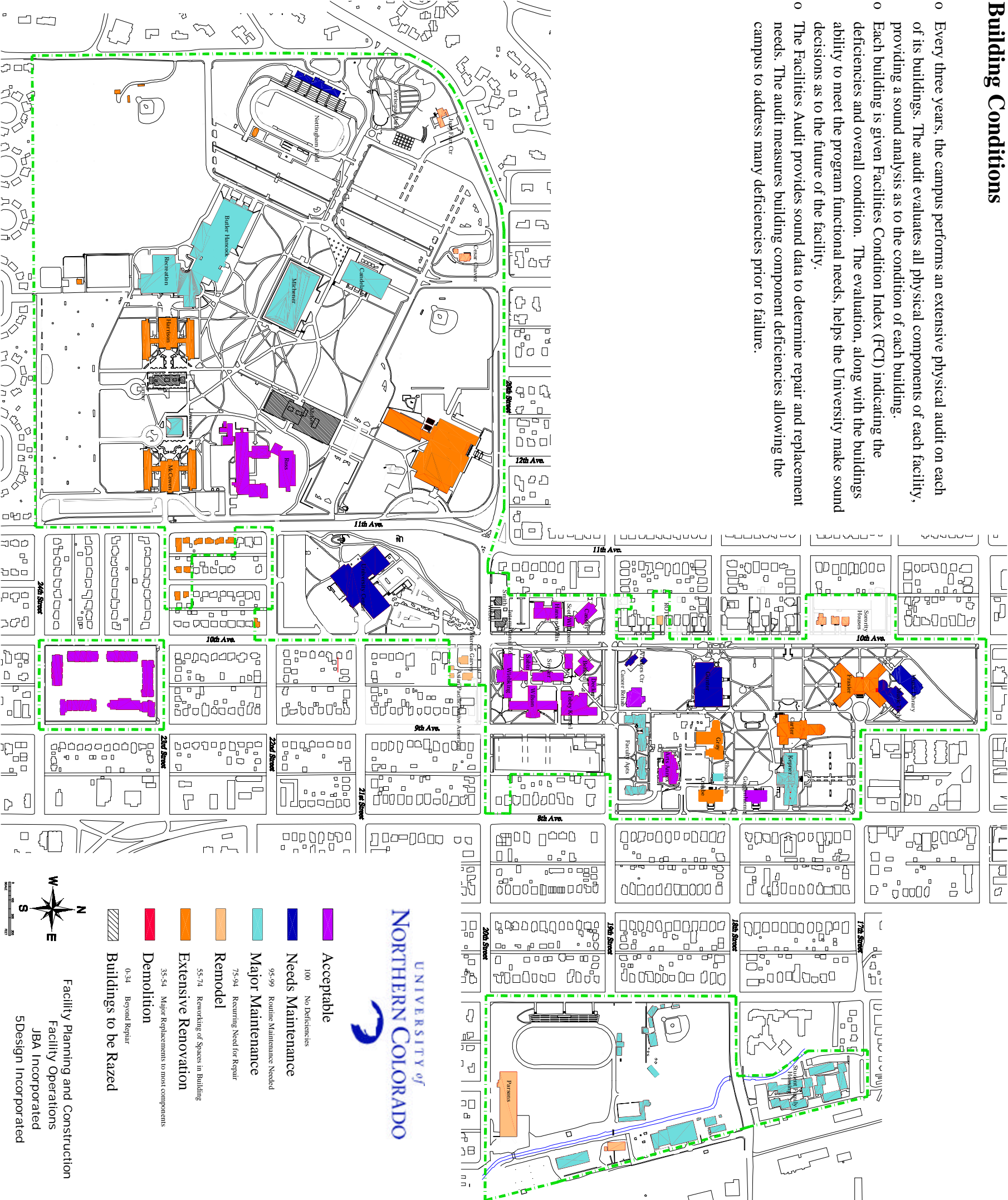
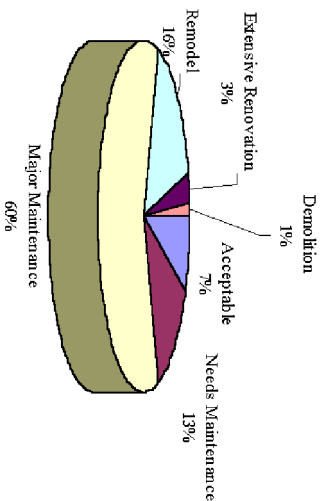
Building Conditions

- o Every three years, the campus performs an extensive physical audit on each of its buildings. The audit evaluates all physical components of each facility, providing a sound analysis as to the condition of each building.
- o Each building is given Facilities Condition Index (FCI) indicating the deficiencies and overall condition. The evaluation, along with the buildings ability to meet the program functional needs, helps the University make sound decisions as to the future of the facility.
- o The Facilities Audit provides sound data to determine repair and replacement needs. The audit measures building component deficiencies allowing the campus to address many deficiencies prior to failure.



McKee Hall and Turner are both programatically and operationally obsolete. These facilities will likely be razed in the future.

Building Conditions



Master Plan Goals

Goal 1 - Provide a physical environment that supports the University's programmatic role and mission.



Goal 2 - Provide a physical character that symbolizes the University's presence, quality of education, and role in the community.



Goal 3 - Maintain the health, safety and well being of all users.



Goal 4 - Provide a physical environment that encourages a sense of community between the faculty, staff, and students.



Goal 5 - Create a collegiate atmosphere, with a park-like setting to foster community among patrons. Reduce the impact of motor vehicles and create a pedestrian friendly environment.



Goal 6 - Develop a physical environment that is environmentally sensitive. Create sustainable surroundings that are ecological and reflective of the Colorado climate.

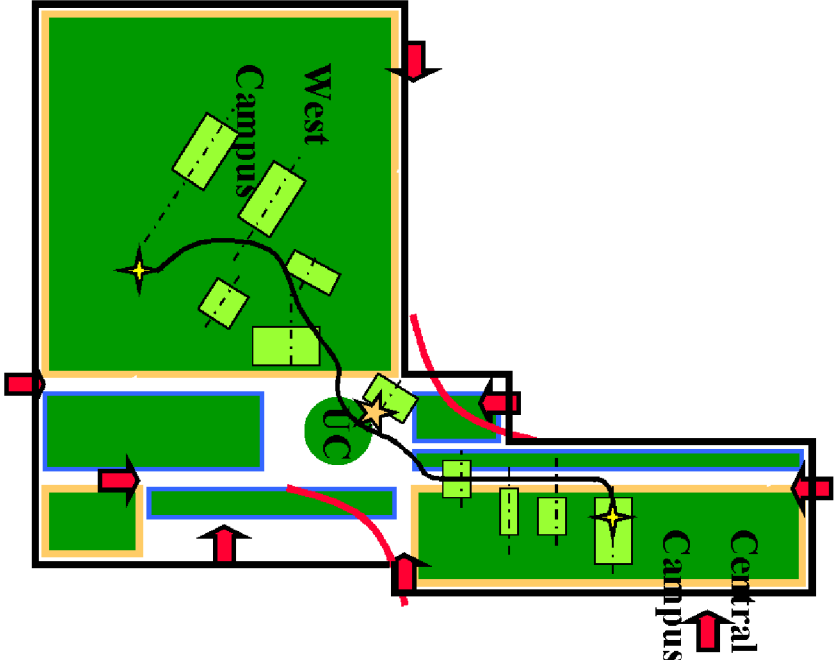


Illustrative Plan

- o The Illustrative Plan is the comprehensive vision built by each of the components of the physical development plans.
- o The plan is based on a campus enrollment of 20,000 students which is estimated to be an "on-campus" load of approximately 15,000 FTE. The on-campus load is about 75 % that of the total enrollment due to the use of technology. The use of web based instruction and distance learning techniques will allow a hybrid of both on campus and off campus instruction. The campus feels this 3:4 ratio will be the likely demography for the University in the foreseeable future.



The schematic diagram below simplifies the major elements of the campus framework. The framework is the foundation to the entire Master Plan and should never be compromised. It is the basis for each component and element of the plan.



The most influential element of the framework is the central area around the University Center. The campus is separated into two sections, with an "hourglass" effect at 20th Street and 10th Avenue. Developing the campus into one complete site is a priority.

One objective is to widen the campus proper along 20th Street, between 9th and 11th Avenues. The University intends to purchase property in the northwest and southeast directions to reduce the pinched effect. A major pedestrian way will run through this area unifying the two sections.

The pedestrian way (Alumni Walk) joining the campuses, will also reduce the vertical issues associated with the site. Compounding the separation problem is the fact that the University Center is also located at the highest point in Greeley. Both the pinnacle of the hill and the pinched area of the hourglass are located at the center of campus, at the University Center.

Campus Framework Strategies

- o Provide a strong physical, functional and perceived connection between the western and central historic portions of campus.
- o Bring order and a sense of organization to the total campus through the use of a new major pedestrian walkway, the Alumni Walk, and new campus gateway design features.
- o Unify the central and western portion of campus through shifting the circulation focus between them from vehicular to pedestrian. Eliminate the barriers and congestion caused by the vehicular arterial of 20th Street at 10th Ave. and 11th and 22nd.
- o Provide an understandable hierarchy of campus pedestrian circulation (Alumni Walk, pedestrian "arterials", functional linkages, etc.). Use this new pedestrian circulation system as a mechanism to organize spaces within the total environment and between the central and west parts of campus.
- o Organize land use through series of architectural clusters organized by greens, quads and open space corridors. Use future buildings to help define and complete these spaces.





Keeping like land uses together is a priority.



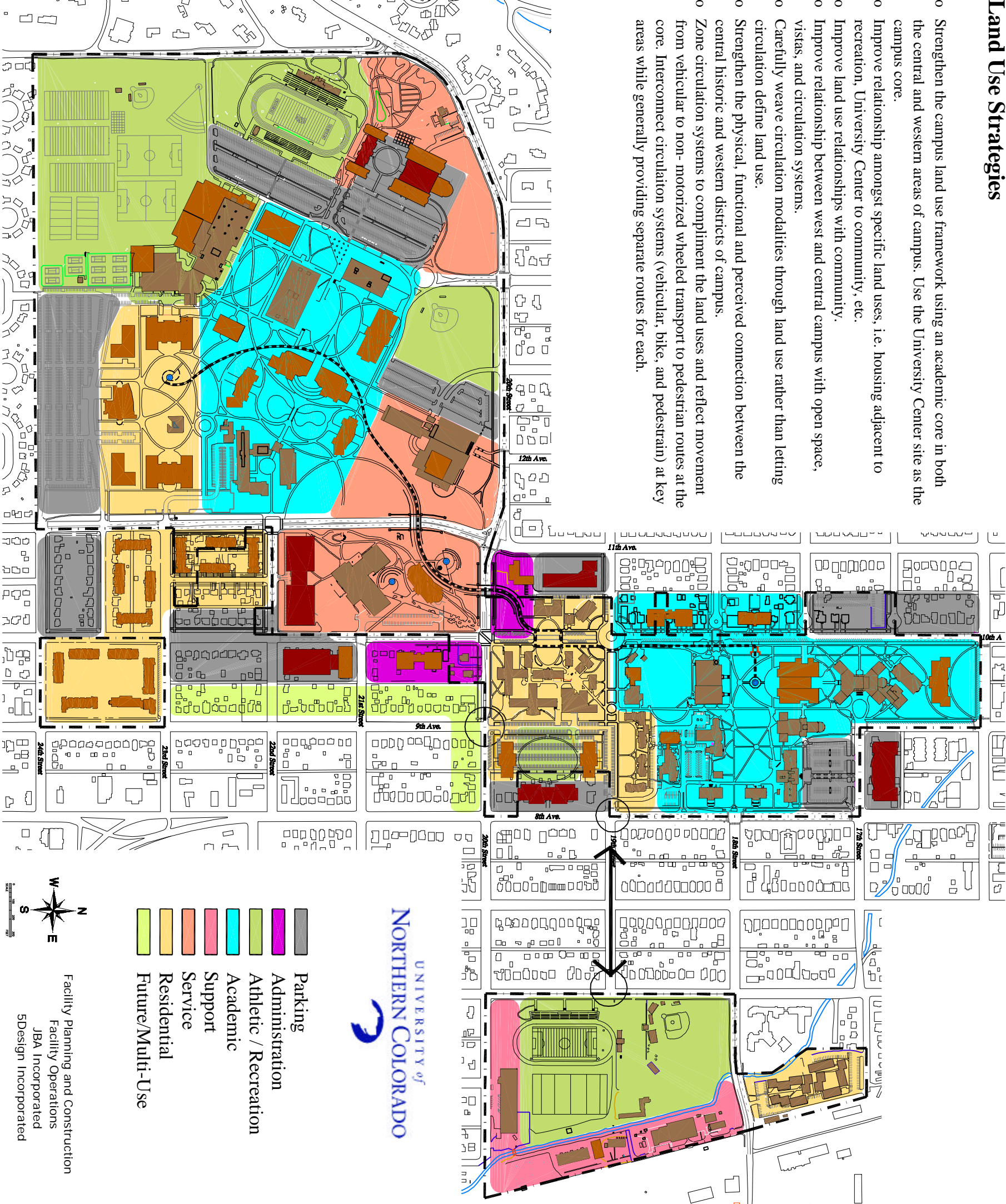
Residential areas should be adjacent to the Community



Although a few blocks from the main campus, the East Campus athletic and recreation fields fit well within the surrounding neighborhood.

Land Use Strategies

- o Strengthen the campus land use framework using an academic core in both the central and western areas of campus. Use the University Center site as the campus core.
- o Improve relationship amongst specific land uses, i.e. housing adjacent to recreation, University Center to community, etc.
- o Improve land use relationships with community.
- o Improve relationship between west and central campus with open space, vistas, and circulation systems.
- o Carefully weave circulation modalities through land use rather than letting circulation define land use.
- o Strengthen the physical, functional and perceived connection between the central historic and western districts of campus.
- o Zone circulation systems to compliment the land uses and reflect movement from vehicular to non- motorized wheeled transport to pedestrian routes at the core. Interconnect circulation systems (vehicular, bike, and pedestrian) at key areas while generally providing separate routes for each.





Open space at 16th Street



West Campus quadrangle



Montfort Plaza



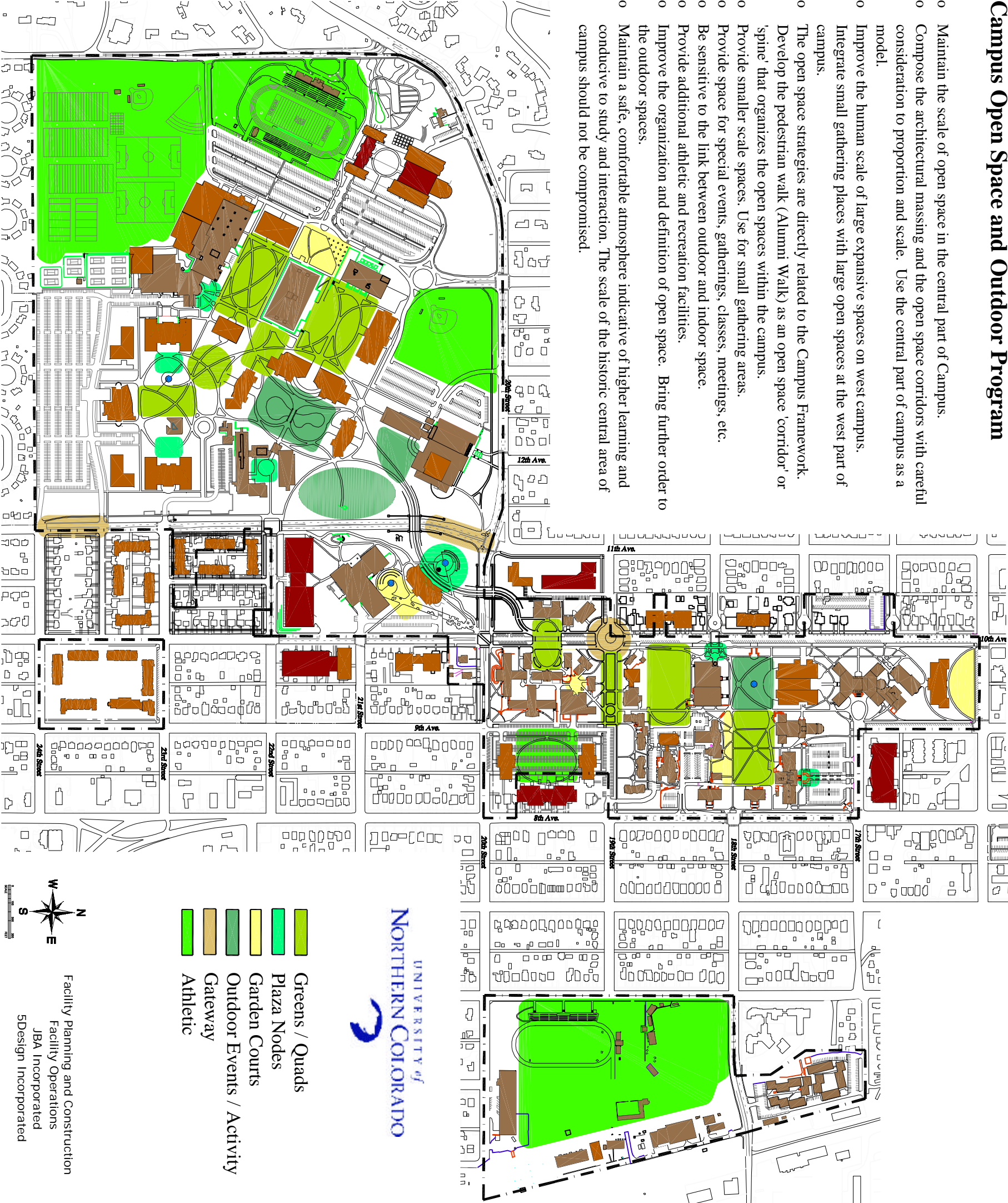
Residential quadrangle across 10th Avenue



New quadrangle at Gunter Hall

Campus Open Space and Outdoor Program

- o Maintain the scale of open space in the central part of Campus.
- o Compose the architectural massing and the open space corridors with careful consideration to proportion and scale. Use the central part of campus as a model.
- o Improve the human scale of large expansive spaces on west campus.
- o Integrate small gathering places with large open spaces at the west part of campus.
- o The open space strategies are directly related to the Campus Framework.
- o Develop the pedestrian walk (Alumni Walk) as an open space 'corridor' or 'spine' that organizes the open spaces within the campus.
- o Provide smaller scale spaces. Use for small gathering areas.
- o Provide space for special events, gatherings, classes, meetings, etc.
- o Be sensitive to the link between outdoor and indoor space.
- o Provide additional athletic and recreation facilities.
- o Improve the organization and definition of open space. Bring further order to the outdoor spaces.
- o Maintain a safe, comfortable atmosphere indicative of higher learning and conducive to study and interaction. The scale of the historic central area of campus should not be compromised.



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Perimeter along 20th Street needs major improvements



The entrance at 24th Street and 11th Avenue



Some campus edges need only identifying elements to be successful



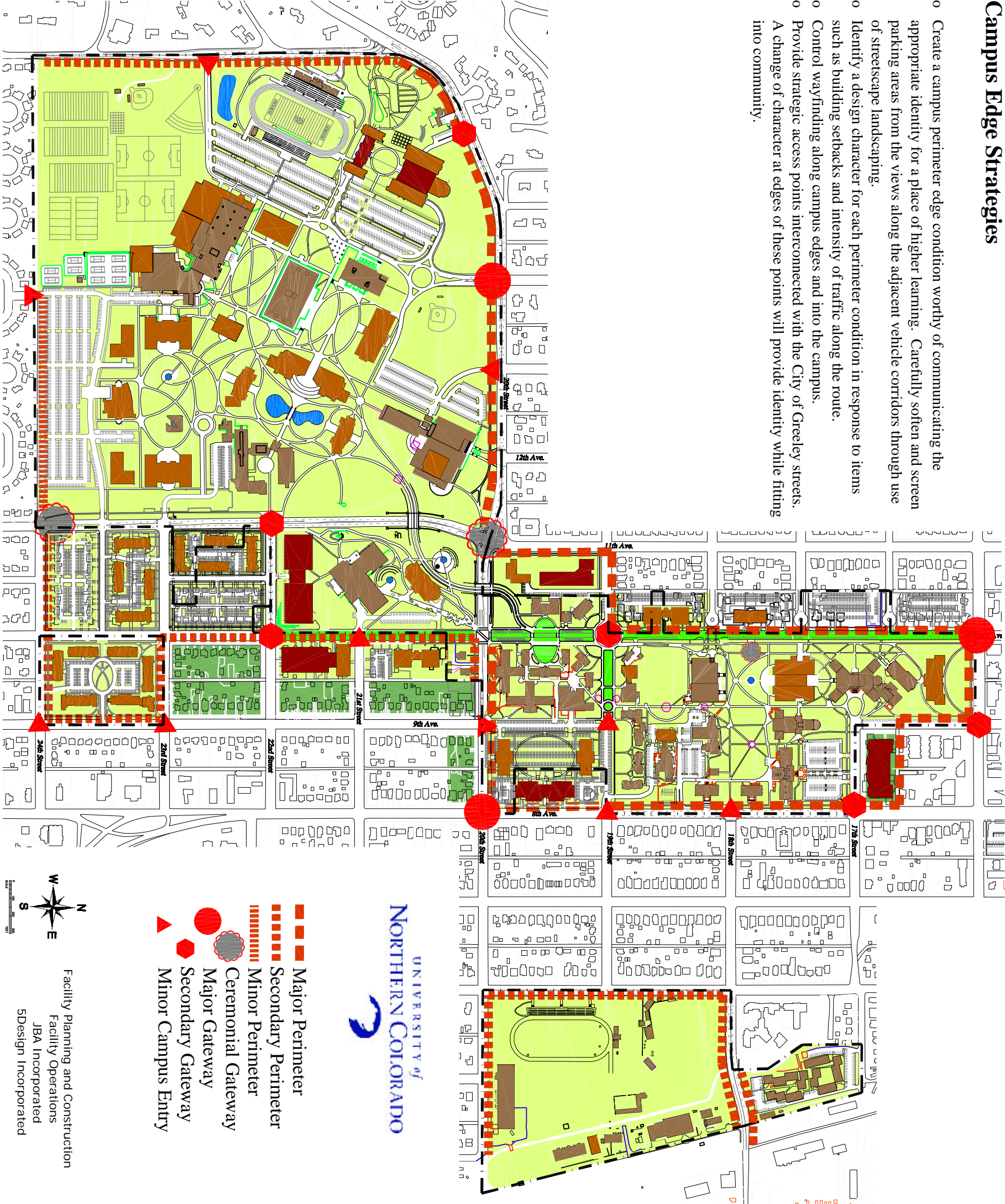
Some gateways are ceremonial, such as the one at Cranford Park



Campus edge along 10th Street in the Central Campus is a strong identifying campus edge

Campus Edge Strategies

- o Create a campus perimeter edge condition worthy of communicating the appropriate identity for a place of higher learning. Carefully soften and screen parking areas from the views along the adjacent vehicle corridors through use of streetscape landscaping.
- o Identify a design character for each perimeter condition in response to items such as building setbacks and intensity of traffic along the route.
- o Control wayfinding along campus edges and into the campus.
- o Provide strategic access points interconnected with the City of Greeley streets. A change of character at edges of these points will provide identity while fitting into community.





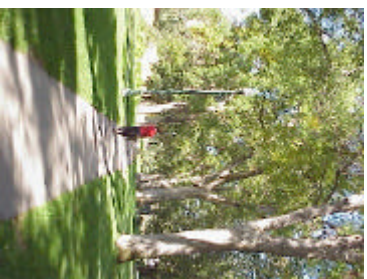
View into campus from northeast



Specific vistas connect buildings to the site



Vista of Rocky Mountains gives regional context



Pedestrian corridor view



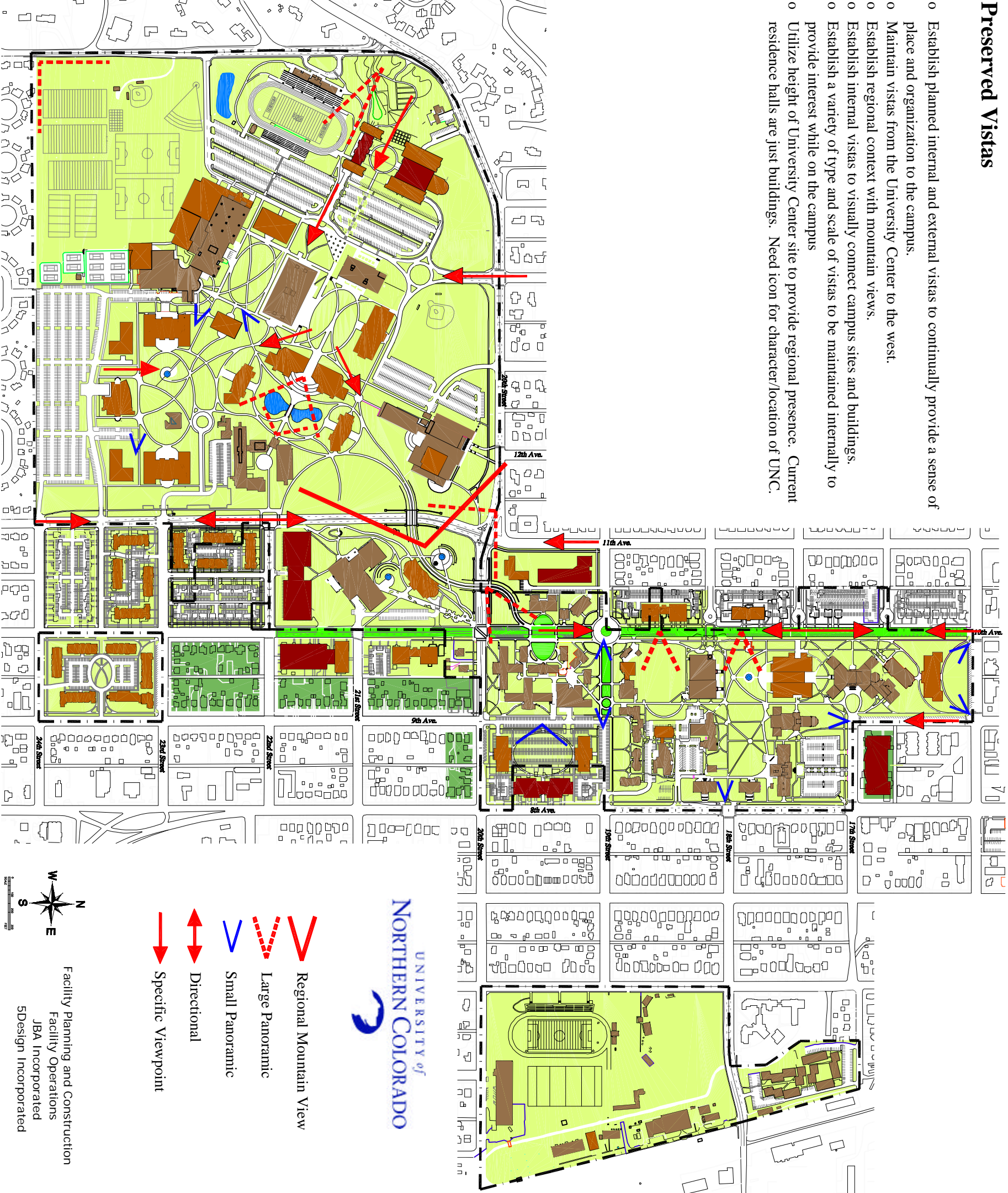
Campus interior open space



View into campus from the southwest

Preserved Vistas

- o Establish planned internal and external vistas to continually provide a sense of place and organization to the campus.
- o Maintain vistas from the University Center to the west.
- o Establish regional context with mountain views.
- o Establish internal vistas to visually connect campus sites and buildings.
- o Establish a variety of type and scale of vistas to be maintained internally to provide interest while on the campus
- o Utilize height of University Center site to provide regional presence. Current residence halls are just buildings. Need icon for character/location of UNC.



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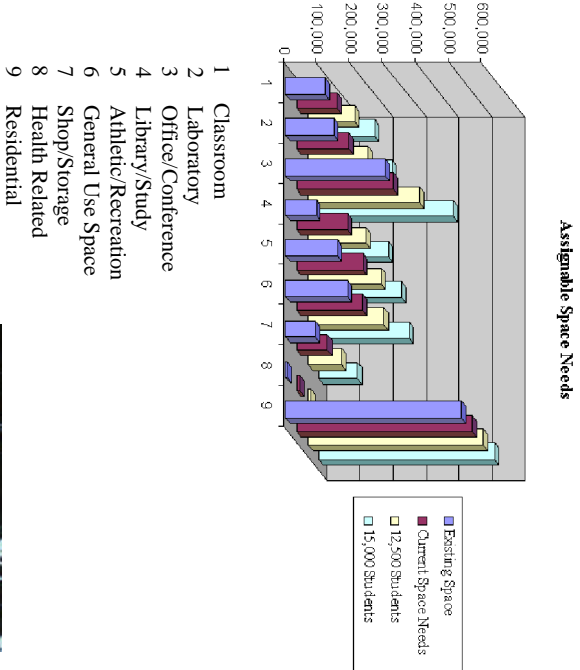
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Parking structures will play a major role in the future



Butler Hancock will need additional space



Harrison, McCowan, Turner, and McKee Halls are becoming functionally obsolete.

New Buildings/Expansion

- o New building expansions are determined by the campus space planning model. This map indicates the space needs for a campus of approximately 15,000 on campus students. This is equivalent to a total student body of 20,000 students, assuming the University will be providing about 25 % of its credit hour production via web based instruction, or other types of off campus deliveries.
- o Expansion of central campus is limited and needs to be located in areas that do not compromise the integrity of its environment.
- o Additional space on the west campus should be located inward to improve the scale of open space. This also reduces the travel time between destinations.
- o New buildings on the west campus should have a variety of sizes and scales to provide a more human scale.
- o Limit satellite or "Pad Site" development in order to maintain sense of campus connection.



Vehicular Circulation plays a major role in the overall environment of any campus. It is important to continually evaluate the pedestrian focus of the campus and determine alternate ways to reduce the impact of the motorized vehicle.



Use of a multi-purpose walk can help reduce the number of streets on a campus.



The use of electric carts can reduce the need for streets.



Main public vehicular access points should be clearly marked and have a strong collegiate gateway associated with each.



The campus environment should never be compromised to improve commercial deliveries.

Vehicular Circulation Strategies

- o Main public vehicular access points should be clearly marked and have a strong collegiate gateway associated with each.
- o Whenever possible, public roads should not penetrate the interior of campus. Perimeter circulation at each campus is desired for pedestrian orientation.
- o "Internal" public circulation roads should be eliminated. Frontage roads are not acceptable. Public access should be on city streets.
- o The campus will support mass transit, when possible, to reduce the dependency on the single occupied vehicle.
- o Internal campus shuttle routes shall connect parking, pedestrian ways and major destinations of each campus. Potential routes to specific housing areas within the community may be explored.
- o Building delivery points should be located near major circulation points. They should also be visually obscure through their location first, then by the use of building design and layout and finally landscape elements.
- o Only one delivery point per building should be allowed unless special circumstances require it. Whenever possible, building delivery points should be combined to service multiple buildings.





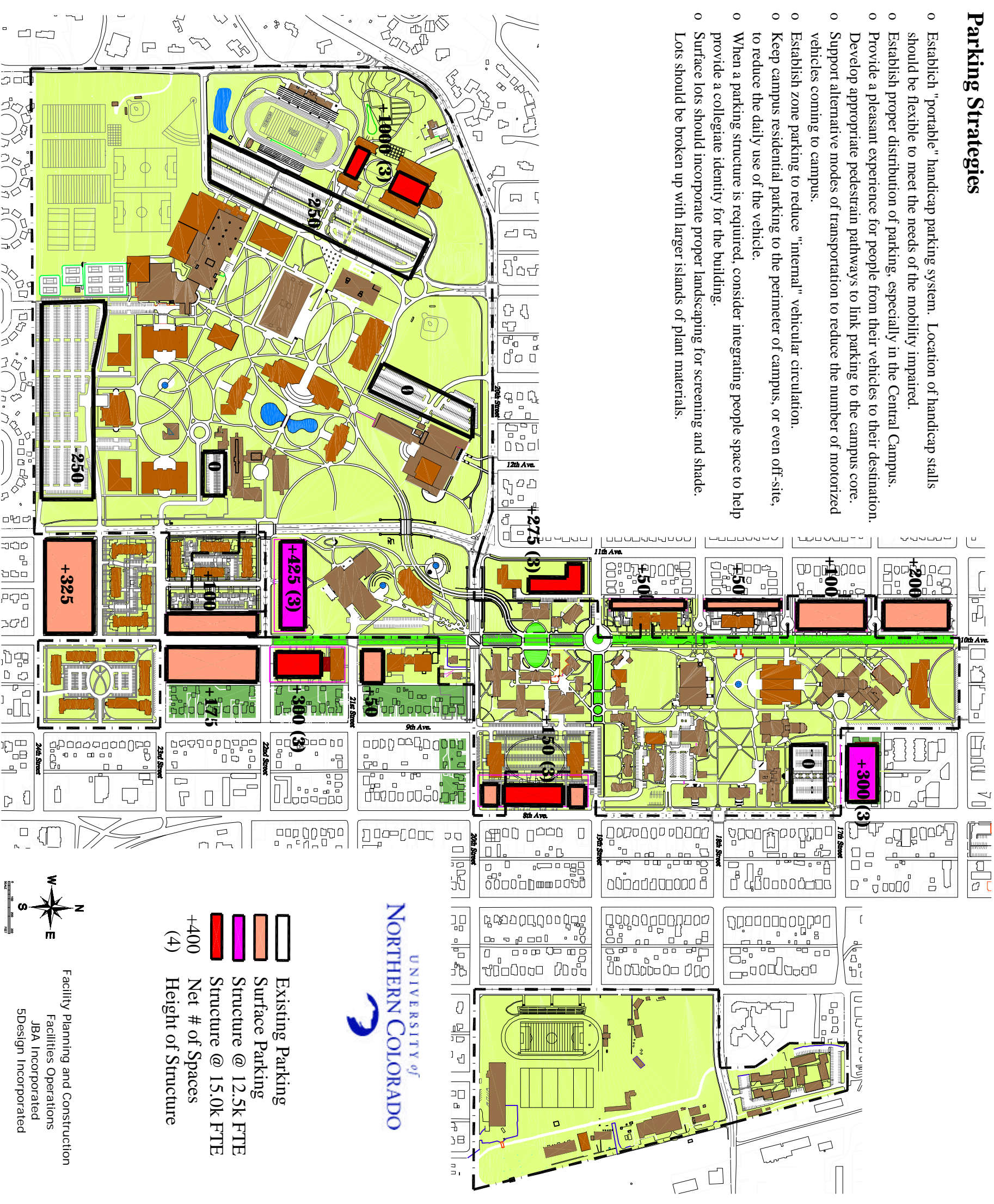
It is projected another 3000 parking spaces will be needed to support a campus of 20k FTE (on campus equivalent of 15k FTE). This is a ratio of 2.5 spaces per student, more efficient than today's 2 spaces per student.

In order to preserve open space, parking structures will need to be introduced on the campus. When possible, these structures should be multi-purpose, combining program space with parking. In all cases, the new structures will have high quality exterior envelopes to maintain the architectural character of the campus.



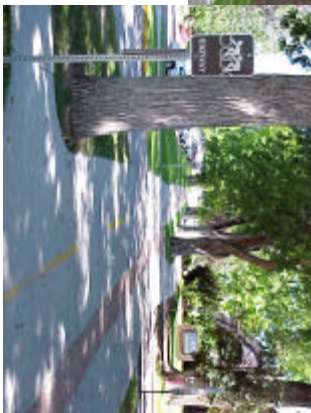
Parking Strategies

- o Establish "portable" handicap parking system. Location of handicap stalls should be flexible to meet the needs of the mobility impaired.
 - o Establish proper distribution of parking, especially in the Central Campus.
 - o Provide a pleasant experience for people from their vehicles to their destination.
 - o Develop appropriate pedestrian pathways to link parking to the campus core.
 - o Support alternative modes of transportation to reduce the number of motorized vehicles coming to campus.
 - o Establish zone parking to reduce "internal" vehicular circulation.
 - o Keep campus residential parking to the perimeter of campus, or even off-site, to reduce the daily use of the vehicle.
 - o When a parking structure is required, consider integrating people space to help provide a collegiate identity for the building.
 - o Surface lots should incorporate proper landscaping for screening and shade.
- Lots should be broken up with larger islands of plant materials.





Bike routes are dedicated



A strong bicycle system will help improve campus safety. It will also lower the number of students attempting to use motorized vehicles, reducing pollution. Although not like a southern state, Colorado's climate is conducive to bike use year round.

Ease of use is a major factor on whether or not bikes are a preferred method of travel for students, faculty, and staff. UNC has potential to develop such a system. Due to its natural layout, there is little need for dismount zones, or locating parking far from entrances, two of the most cited reasons for failed bike systems.

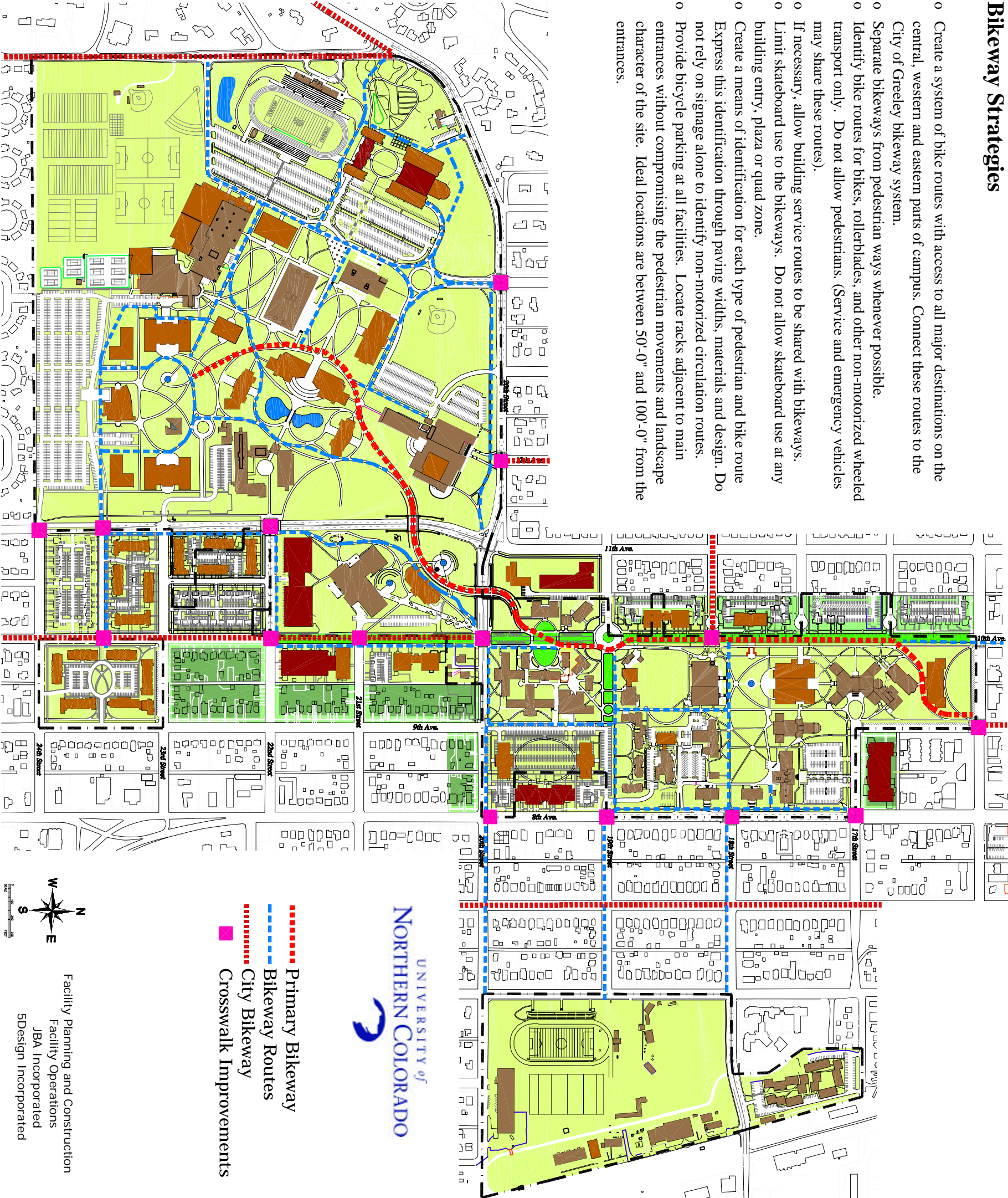


Bike parking must be convenient



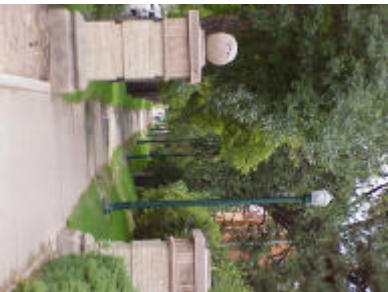
Bikeway Strategies

- o Create a system of bike routes with access to all major destinations on the central, western and eastern parts of campus. Connect these routes to the City of Greeley bikeway system.
- o Separate bikeways from pedestrian ways whenever possible.
- o Identify bike routes for bikes, rollerblades, and other non-motorized wheeled transport only. Do not allow pedestrians. (Service and emergency vehicles may share these routes).
- o If necessary, allow building service routes to be shared with bikeways.
- o Limit skateboard use to the bikeways. Do not allow skateboard use at any building entry, plaza or quad zone.
- o Create a means of identification for each type of pedestrian and bike route
- o Express this identification through paving widths, materials and design. Do not rely on signage alone to identify non-motorized circulation routes.
- o Provide bicycle parking at all facilities. Locate racks adjacent to main entrances without compromising the pedestrian movements and landscape character of the site. Ideal locations are between 50'-0" and 100'-0" from the entrances.

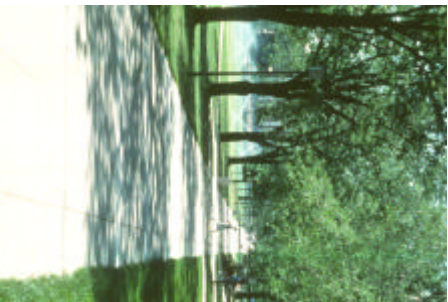


Pedestrian Ways

- o Develop a variety of pedestrian ways, each to indicate its typical use and level of activity. Each should have its own character indicative of its use.
- o Provides links between buildings and spaces. This includes interconnecting with community.
- o Most pedestrian ways should provide shade and "enclosure" for sense of comfort and security.
- o Provide places of rest and contemplation along the primary pedestrian ways.
- o Provide visual interest with focal points along paths to reduce the "length".
- o Develop a major pedestrian spine to link the central and west part of campus.
- o Each pedestrian way should be well lit for night use and architectural comfort. This will require a balance of indirect and direct lighting, with architectural accent lighting throughout the site.



Main Pedestrian paths should be clearly marked



Many successful pathways will have a tree canopies



Paving can help identify primary routes



Seating along a pedestrian way



Campus Character Districts

- o Maintain scale and massing relationships within each district. Although the campus needs to improve the pedestrian scale of the West District, it should not try to duplicate the Historic Area. Each district is unique and must be treated so.
- o Utilize design elements of the Pedestrian Walk (Alumni Walk) to help transition between districts and unify the campus areas.
- o Utilize Pedestrian Walk and pedestrian way design elements as primary means of district unification. Allow urban and architectural design elements to generally be specific to each district.
- o Although the architectural design guidelines will be different in each character zone, the scale and massing should be consistent within each zone. The historic area has a variety of architectural styles, while the West Campus consists of only one or two. The design guidelines address the inconsistencies between the areas and the character of each campus.



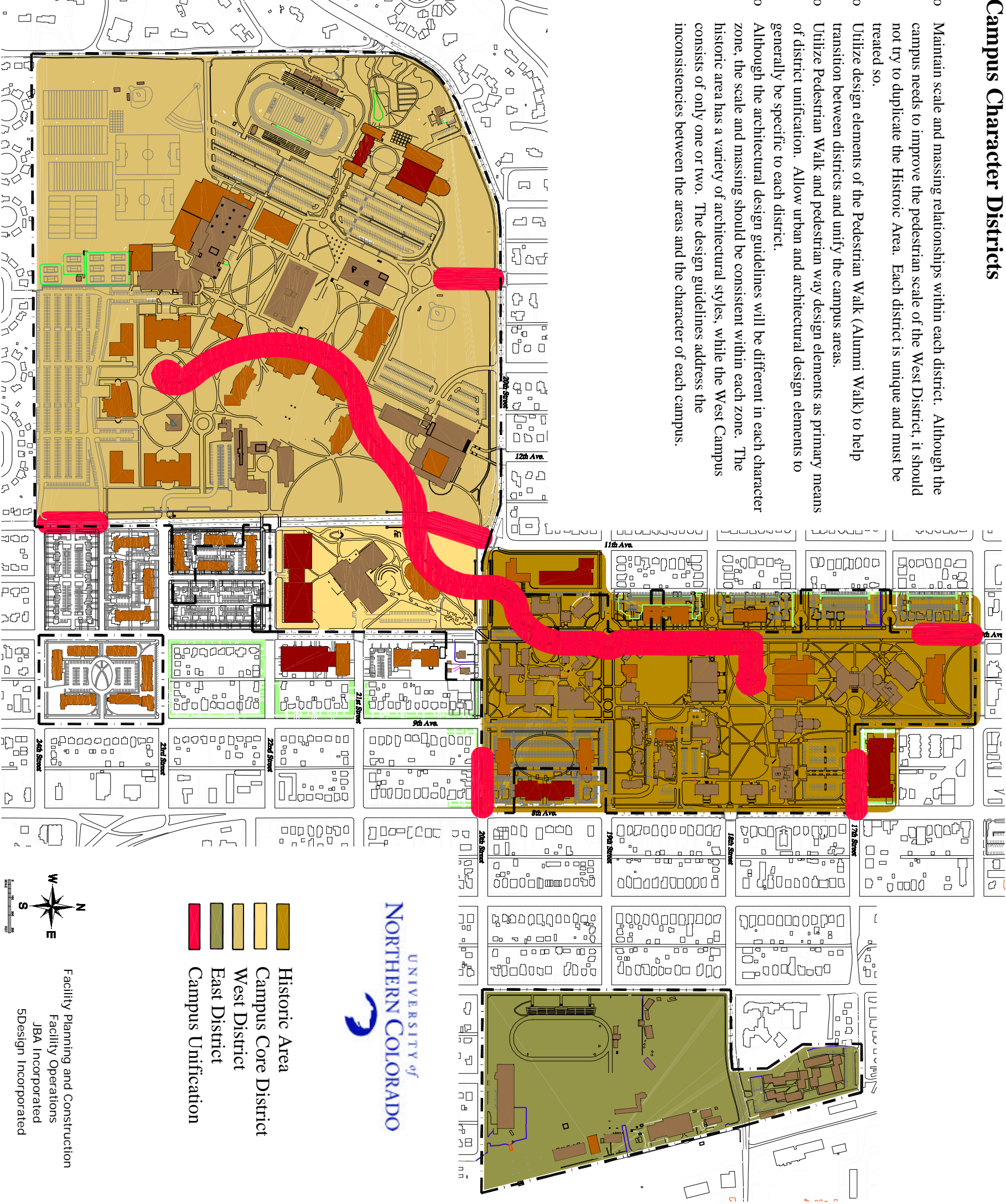
The historic area of campus has an intimate scale of architecture to open space



The West District has a larger scale than the historic area



The Campus Core District is the area around the University Center. This area must be sensitive to both the Historic Area and the West District





There are many opportunities to add art or other landscape elements to the site. This creates interest and fosters interaction with the site.

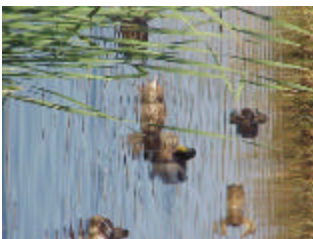


Artwork can be used as an educational focal point

Outdoor Focal Points

- o Focal points, strategically placed on the campus, can be a very powerful urban design tool. Using artwork, landscape plantings, or other architectural features, will help provide interest to the site, while improving wayfinding.
- o Provide opportunities for the expression of outdoor art. Art features need to be incorporated into the site at strategic locations, unless special circumstances permit. Focal points are an excellent opportunity to integrate art into the site.
- o Provide art display opportunities geared to a hierarchy of scales. Permanent art should be placed at larger scale spaces such as campus entries and campus identity points. Works that are smaller or may change over time should be located in gathering spaces of more intimate scale.
- o Provide a system for outdoor art which encourages variety. This includes, but is not limited to student works through works of international distinction.
- o Wherever possible, integrate art into the design of outdoor environmental design elements such as walls, benches lighting, furnishings, buildings etc.





Landscape Strategies

- o Provide a distinct and heavily landscaped campus perimeter to distinguish the campus land use, to screen visual and auditory impacts of vehicles and to define and identify the UNC campus.
- o Enlist the use of overstory, mid-level and ground plane plant materials to compose views, define scale and direct visual impact on campus.
- o Provide a wide variety of tree species in order to create visual interest and to provide educational outdoor classroom opportunities.
- o Establish a tree planting program which will anticipate the life span of the existing trees and provide replacements.
- o Recognize and reinforce the planting framework and structure of the campus, i.e. large groups of informal tree plantings within somewhat ordered or formal open spaces.
- o Use plant material to intentionally develop microclimates and help augment architectural systems, i.e. help to cool buildings in the summer while allowing winter solar gain. (Deciduous plantings.)
- o Introduce trees into the parking areas to soften the impact of the asphalt.
- o Utilize native plant materials to reduce overall water consumption.



Planting Strategies

Recognizing the leadership role of the UNC campus in community development, provide a method of campus growth which is sensitive to environmental concerns. Utilize a method of landscape, site and open space development which balances aesthetic impact and environmental stewardship and sustainability. Utilize a hierarchy of plant palettes or lists responding to a hierarchy of site and land use, identity and importance. Order these palettes from high to low in terms of maintenance, cost and water consumption; and generally from low to high in terms of the incorporation of indigenous or native plant materials.

For any given site or campus land use, order the planting design palettes so that they respond to the appropriate landscape planting zones. For example, planting zone 1 may represent the relative highest use of water, the greatest intensity of landscape ornamental materials, the highest level of maintenance and the highest long term cost. Planting zone 10 may represent native and undisturbed areas. The planting zones between represent a gradient from high to low regarding water consumption, cost and maintenance and from low to high regarding the quantity of indigenous plant material incorporated.

Utilize updated and current landscape irrigation design technologies including rain sensors and soil moisture sensors to provide efficient use of water resources. Capture and re-use storm and irrigation water whenever feasible. Ensure that grounds and maintenance personnel are versed in these technologies. Group plants with like water needs and limit unnecessary expanses of turf grasses and ground covers requiring high levels of irrigation.

Employ composting, recycling, dark sky initiative and environmental conservation techniques campus wide in order to become a community example in environmental stewardship and sustainability.

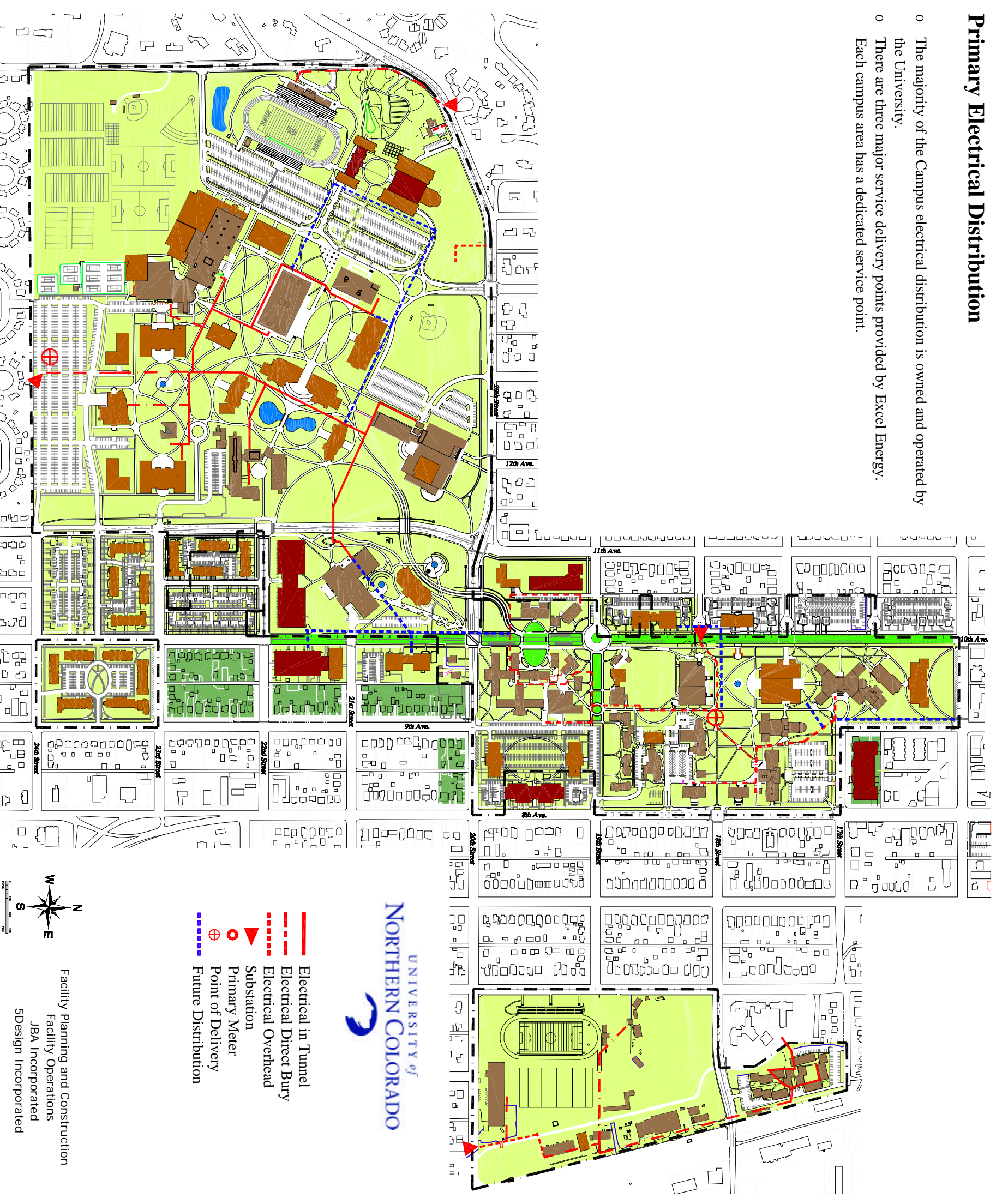
Utility Corridors

- o Many of the University's utility systems are housed in a series of underground tunnels. The High Temperature Hot Water HTHW, Electrical, and Telecommunication/data systems utilize the tunnels whenever possible.
- o Utility corridors also consist of direct bury utilities. The water system, sanitary sewer, storm sewer, and gas lines are primarily direct buried.
- o The main HTHW line running from East Campus to the Central Campus is direct buried.
- o The HTHW system is at capacity and will need upgrades in the near future. The section of line that is direct buried, feeding the Central Campus, is of most concern.



Primary Electrical Distribution

- o The majority of the Campus electrical distribution is owned and operated by the University.
- o There are three major service delivery points provided by Excel Energy. Each campus area has a dedicated service point.



Heating Distribution

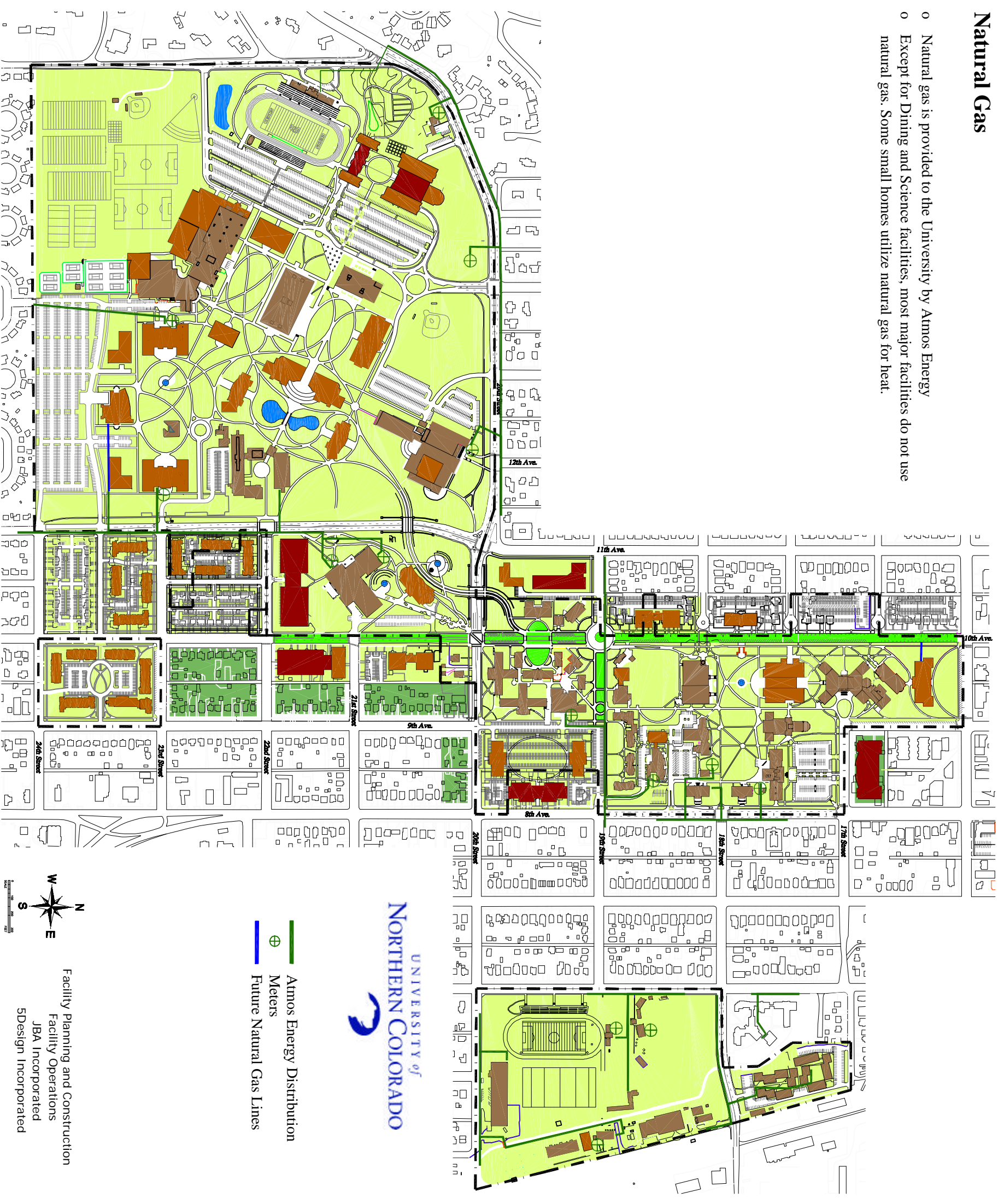
- o Both the central and west heating districts are approaching capacity. In order to meet the needs of future growth, lines will need upgrade and additional capacity to the heating plant will be required.



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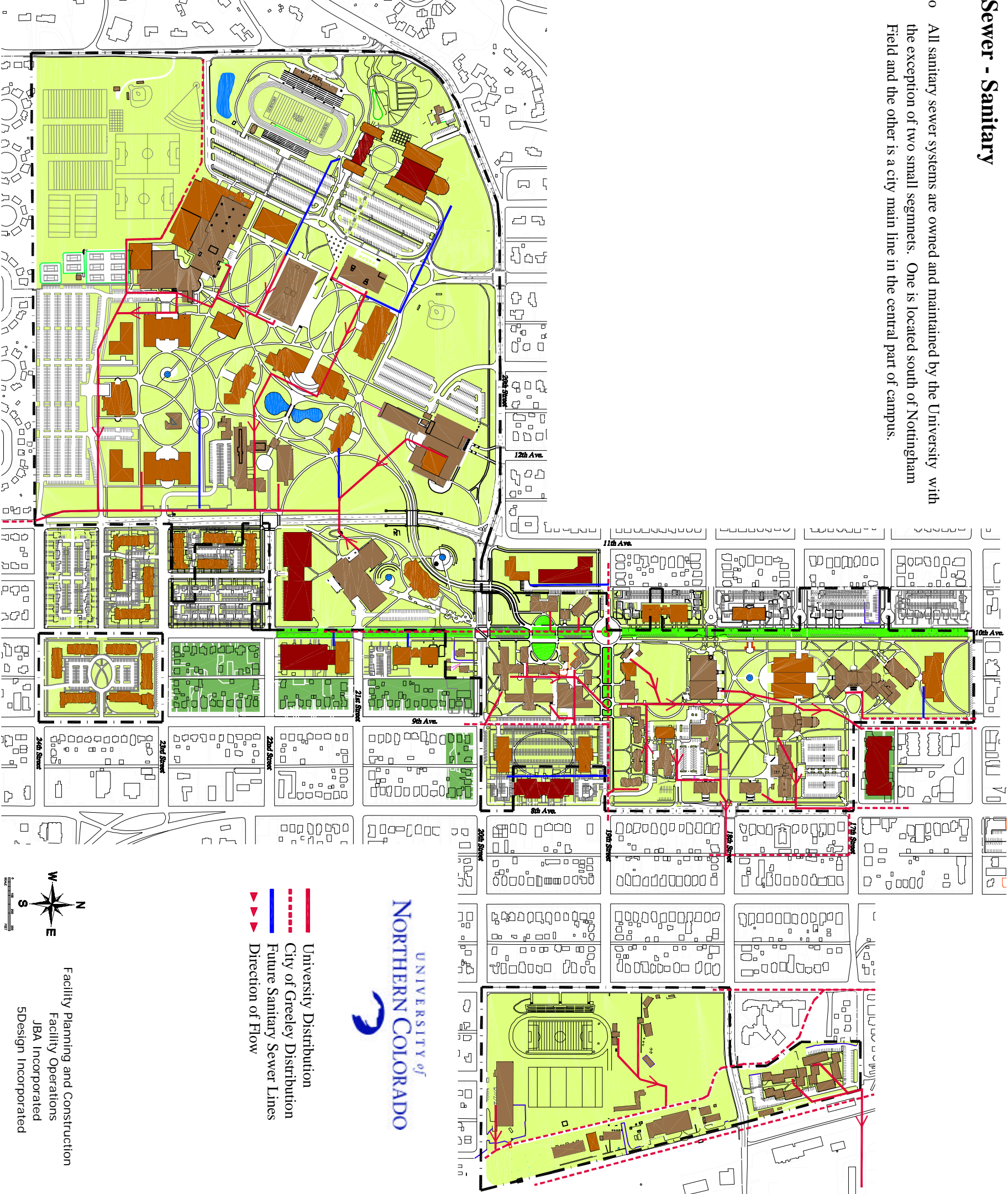
Natural Gas

- o Natural gas is provided to the University by Atmos Energy
- o Except for Dining and Science facilities, most major facilities do not use natural gas. Some small homes utilize natural gas for heat.



Sewer - Sanitary

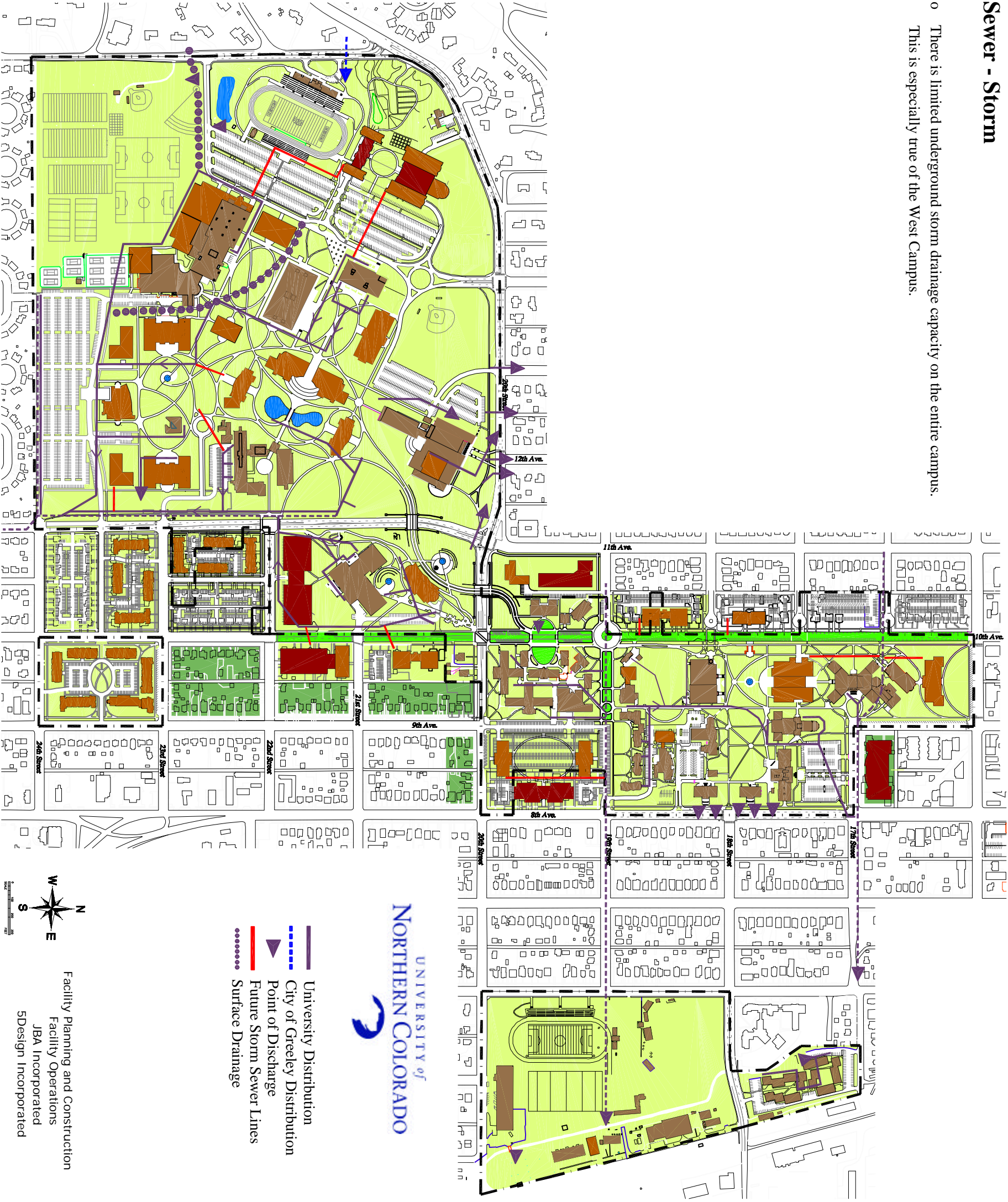
- o All sanitary sewer systems are owned and maintained by the University with the exception of two small segments. One is located south of Nottingham Field and the other is a city main line in the central part of campus.

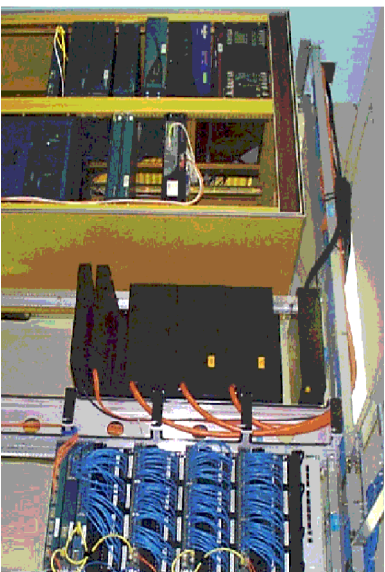
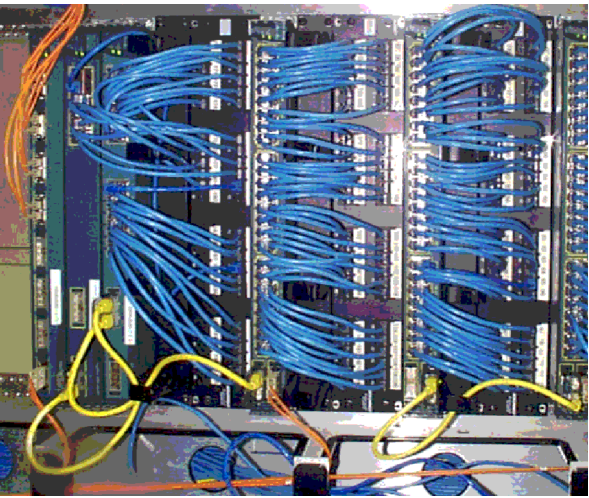
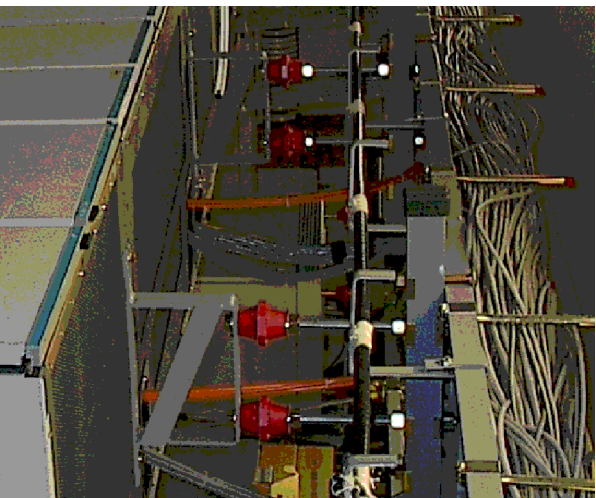


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Sewer - Storm

- o There is limited underground storm drainage capacity on the entire campus. This is especially true of the West Campus.





Telecommunications and Data

- o The Telecommunications/Technology infrastructure is made up of copper and fiber wiring that services both the voice and data networks for the campus.
- o Voice services are provided to all academic and administrative office and residence halls via a PBX switch purchased in 1997. The 6,000 line switch, located in Gray Hall, provides clients with all of today's available features.
- o Local and long distance services are provided by Qwset, Touch America, World Com, and McLeod Companies.
- o There are two distribution points, one at Gray Hall, and the other at Bishop Leht. Primary copper infrastructure for the voice system was installed in the early 1980's. Voice over the Internet (VOIP) is being considered.
- o The data infrastructure is carried primarily over the fiber network. There are approximately 6,500 network connections serving the campus from points originating in McKee and Carter Halls.



Domestic Water

- o Potable Water is provided by the City of Greeley at noted service delivery points.
- o Service delivery at 20th Street and 14th Avenue will need to be improved.
- o The meter size will need to be upgraded or another point of delivery added.
- o The Central Campus pressure and flow is limited. Additional facilities will require an upgrade, both in terms of the pressure and limited flow.

