

**COLORADO COLLEGE: 1999-2012
INTO THE 21ST CENTURY**

by Robert D. Loevy

This book seeks to continue the history of Colorado College as presented in the book: Robert D. Loevy, Colorado College: A Place of Learning, 1874-1999 (Colorado Springs, CO: Colorado College, 1999).

**PART ONE: THE LAST OF THE
KATHRYN MOHRMAN YEARS**

In the late 1990s, the faculty of Colorado College turned its attention to the problem of student retention. Only about 75 percent or so of the young men and women who matriculated as first-year students were actually staying at the College and graduating after four years. This compared unfavorably with the top 25 colleges in the United States, which had an average retention rate of 86.5 percent. President Kathryn Mohrman immediately set 85 percent as the goal for student retention at Colorado College.¹

The general view was that Colorado College could increase student retention if it provided more institutional programs that supported students in their social and academic adjustment to college life.

“Support for Student Success” became the watchword for a series of new programs adopted around the turn of the 21st Century that sought to smooth each student’s way into a college career of skilled scholarship. Among those programs were the First-Year Experience (FYE), the Summer

¹ Paul Kuerbis, Professor of Education, Director of the Crown Faculty Center and the Colket Student Learning Center, Colorado College, “A Short History Of The Learning Commons,” February 11, 2011, no page numbers.

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Bridge Program, the Winter Start Program, and expansion of the student-support services provided by the Learning Commons in Tutt Library.

THE FIRST-YEAR EXPERIENCE

In April of 1999, the Committee on Instruction recommended to the Colorado College faculty that a new course of study be adopted called the First-Year Experience (FYE). All entering first-year students were to be required to spend their first two blocks taking courses specifically designed and devoted to their particular needs. An FYE course could be a single two-block course or two one-block courses linked together. Only first-year students were to be allowed to take FYE courses.

The most important characteristic of First-Year Experience courses was class size. Classes were to have a 16-student limit if there was only one professor. That compared with the normal Colorado College 25-student limit per class, in effect since the implementation of the Block Plan in the fall of 1970. If two professors taught a two-block FYE course together, the class size was to be limited to 25 students, compared to a 34-student limit in co-taught regular Block Plan courses.

The two-block, small-class format of the FYE was designed to encourage discussion, both inside and outside of class, for first-year students at the moment they first encountered Colorado College. Limiting the classes to only first-year students allowed those students to speak more freely. They would not be tempted to defer in class to older and more-experienced sophomores, juniors, and seniors.

A “research” component encouraged first-year students to study and write on their own. It was hoped the students, early on in their college careers, would become skillful users of college academic facilities such as Tutt Library and the Learning Commons, with its Writing Center.

To provide a connection to the rest of the student body, the FYE program included a limited number of juniors and seniors who were chosen to serve as “student mentors” for FYE classes. Student mentors were to serve as role models and peer advisers to first-year students and maintain contact with them after the FYE class was over. It was intended that having

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an upper-class mentor would give “more focused attention to first-year [students’] adjustment to college.”²

SOCIAL LIFE MORE IMPORTANT

During faculty discussion of the FYE program, Professor of History Susan Ashley, chair of the First-Year Committee, made some major points in support of cushioning an incoming student’s arrival at Colorado College. “Students are primarily concerned with their social lives and only secondarily with academics,” Ashley noted. “As a result, the social adjustment of our incoming students must be addressed first because only when that has been accomplished will it be possible to get them committed to academics.... In the process of establishing academic commitment, we must work to build the self-confidence of our incoming students.”³

The FYE, as the new academic program became known, was adopted by the faculty and took effect in September of 1999. The First-Year Experience was a hallmark of the idea that, at a small liberal arts college, the well-being of the individual student, both socially and academically, should be the center of institutional attention and effort.

By 2012, the First-Year Experience had become an enduring part of the Colorado College academic program. “We cured the problem of first-year students being in their first classes surrounded by seniors studying advanced materials,” said Jeffrey Noblett, Associate Dean of the Faculty. “Our first-year students now start out with 15 friends (their classmates) who they are together with for 60 days.”

“And then good things begin to happen,” Noblett continued. “A few years ago we had three FYE courses on Asian topics. The three FYE classes began meeting together for a variety of common academic events, such as movies and lectures. The social lives of the students expanded along with their intellectual knowledge.”

² “Colorado College Faculty Agenda,” April 12, 1999, Item IV-A, 2.

³ “Minutes of Faculty Meeting,” March 9, 1999, Item VI-F. Also see “FYE Recommendations,” undated, and “Colorado College FYE First-Year Experience Program; To Welcome, Prepare, and Challenge,” September 1999, in Colorado College Information File – Curriculum – First Year Experience, Special Collections, Tutt Library, Colorado College.

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Dean Noblett emphasized that the real driving force behind the FYE program was student retention. “Students are not likely to stay at college or university if they are unhappy with their social lives and feel they are not being supported by the institution. Both the First-Year Experience and the support services at the Learning Commons are designed to help students fit in both socially and academically. When students are supported this way, they are more likely to stay at Colorado College and graduate.”

One of the most successful aspects of the FYE program was the junior and senior student mentors for the incoming first-year students. The mentors were given a weekend of training prior to the start of the school year, and they received a \$700 stipend for their advising and peer-mentoring efforts. “Student mentors become friends as well as advisers to their first-year charges,” Dean Noblett pointed out. “The mentors know the ropes about choosing classes at Colorado College, and they can give first-year students great tips on how to get into classes they want by making wise use of the ‘point system’ for course registration. Mentors press their first-year charges to pick good courses and know why they are choosing them.”⁴

“UNDER-RESOURCED” STUDENTS

The First-Year Experience proved a great asset for acclimating “under-resourced” high-school students that were coming to Colorado College. Under-resourced students are a diverse group that, one way or another, did not receive in high school the academic skills necessary for college-level work. Students of all backgrounds fit into this category, not just minority students from big-city high schools.

With its small class sizes and student mentors, the FYE gave under-resourced students the extra attention they needed, at the very beginning of their college careers, to rapidly develop their academic skills and catch up to their first-year fellow students. The FYE also provided extra attention and coaching to students who were the first members of their family to go to college.

⁴ Interviews by the author, Jeffrey Noblett, Associate Dean of the Faculty at Colorado College, April 3-4, 2012.

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THE SUMMER BRIDGE PROGRAM

In order to give under-resourced first-year students a head start on their academic and social life at Colorado College, the Summer Bridge Program was inaugurated. During the month of August, just prior to the beginning of the school year, Summer Bridge students were invited to campus for a one-block course. Class size was limited to 15 students, so there was the opportunity for extra attention and advice from the professor teaching the class. There were three Summer Bridge classes – one in the Humanities, one in the Social Sciences, and one in Natural Science.

At the end of their Summer Bridge block, first-year students went directly into first-year orientation and then to their FYE course.

THE WINTER START PROGRAM

From 1967 to 2000, Colorado College had operated a “Summer Start” program in which a selected group of incoming first-year students began their college careers by taking Summer Session courses. In the fall, however, when the rest of their classmates were beginning college, Summer Start students had to find something else to do. They could not resume college classes until the start of second semester the following January. “In effect, Summer Starts [as they were called] filled student spaces at the College that became vacant when fall semester students flunked out or transferred out of the College.”⁵

By 2000, the Summer Start program was not fitting in with the extra attention being showered on first-year students at Colorado College. Summer Starts began their college careers lumped in with students at all grade levels. Summer Session classes had 25-student limits rather than the 16-student limits in the FYE courses that were only offered in the fall. It was feared that Summer Start students were being left to “sink or swim” in an environment that was not as “student-supportive” as it might be.

At the beginning of the spring semester of 2002, Colorado College switched from a Summer Start program to a Winter Start program. Winter Start students, similar to Summer Starts, had to find other forms of activity

⁵ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 162.

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during the fall semester. When they did begin college in January, however, their fellow first-year students were on campus with them and they thus were much less isolated. In addition, like their Fall Start counterparts, they began their studies in First-Year Experience courses that were especially created for them and began in January.

How were Winter Start students to make up the four courses they had not taken during fall semester? They were encouraged to take the additional courses needed at the Colorado College Summer Session, but they were to do it the summer “after” their winter start rather than the summer “before.”

Colorado College was something of a pioneer with its Summer Start program converted to Winter Start program. “By 2012,” noted Associate Dean of the Faculty Jeff Noblett, “there was a rush by other colleges and universities to join Colorado College in offering what were being called ‘Fall Off’ programs for entering students.”⁶

EXPANSION OF THE LEARNING COMMONS

The Crown-Tapper Teaching and Learning Center was created in the mid-1990s to improve faculty teaching and student learning at Colorado College.⁷ Starting out in the basement of the Tutt Library Addition, it soon expanded into a larger, newly remodeled area on the first floor of that building. Much of the funding for this expansion came from the Robert and Ruby Priddy Trust. Progressively throughout the early 2000s, both old and new programs to aid students in mastering their studies were added to the Center. By 2012, the space was known as the Learning Commons and the various programs had been grouped together as the Colket Center for Learning Excellence.⁸

⁶ Interviews by the author, Jeffrey Noblett, Associate Dean of the Faculty at Colorado College, April 3-4, 2012.

⁷ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 462.

⁸ Paul Kuerbis, Professor of Education, Director of the Crown Faculty Center and the Colket Student Learning Center, Colorado College, “A Short History Of The Learning Commons,” February 11, 2011, no page numbers.



THE LEARNING COMMONS

Located on the first floor of the Tutt Library Addition, the Colket Center for Learning Excellence sought to ease the adjustment to Colorado College for “under-resourced” students. (Photograph from Community Relations, Colorado College.)

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The Writing Center, first established at Colorado College in the late 1970s, was a key part of the Learning Commons.⁹ Newer additions included a Quantitative Reasoning Center, where students were helped with their mathematics and computer skills, and a Reading and Rhetoric Fellow, who aided students with reading comprehension and speaking skills. Also nearby was the Computer and Technology Laboratory, known more familiarly as the CAT lab, where students could find advanced equipment and training in scanning photographs and other Digital Age operations.

EVOLUTION OF THE EAST CAMPUS

In 1996, Colorado College President Kathryn Mohrman decided to keep fraternities and sororities active at Colorado College but to move their houses and lodges away from the main campus west of North Nevada Avenue. The fraternities and sororities were to be located East of North Nevada Avenue (between North Nevada Avenue and North Weber Street) on land being progressively acquired by the College. As private homes and outbuildings in the area came under College ownership, these structures were either torn down or converted to College uses. This new and ever-changing section of the campus was known as the new “East Campus.”¹⁰

In the case of two of the three sororities, their lodges were moved from the west end of the campus to the East Campus. At one point the Kappa Kappa Gamma lodge and the Kappa Alpha Theta lodge sat on top of rubber tires as they rolled along the Colorado College portion of Wood Avenue.

As for the Delta Gamma sorority, a new lodge was constructed on the East Campus. The architecture of the new Delta Gamma lodge was designed to be compatible with the architecture of the other two sorority lodges.¹¹

⁹ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 253-254.

¹⁰ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 449.

¹¹ Untitled article, *Access*, September 1999, in Colorado College Information File – Master Plan – East Campus, Special Collections, Tutt Library, Colorado College.



KAPPA KAPPA GAMMA IN MOTION

Boarded up and high up on wooden pilings, the Kappa Kappa Gamma sorority house is ready to make its way from the western part of the Colorado College campus to the new East Campus. (Photograph from Community Relations, Colorado College.)

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The three sorority lodges were placed together so as to form an open-sided quadrangle. The park-like setting inside the quadrangle was designed to be a place for outdoor sorority social activities in which all three sororities could participate.

Three fraternities, two of them previously located in the old fraternity quadrangle north of Palmer Hall, moved to the new East Campus. Only one of the three, Kappa Sigma, survived continuously until 2012. Kappa Sigma was located in a former private home on North Weber Street.

Phi Gamma Delta and Sigma Chi fraternities were suspended from the campus for various periods of time during the early 2000s because of social infractions. By the fall of 2012, however, both had been reinstated at Colorado College and were located in lodges on the new East Campus. Phi Gamma Delta and Sigma Chi were each in a new building, but in both cases the lodge had been designed to look like the other Victorian houses scattered about the new East Campus.

As in the past, men students lived in their fraternity lodges but women students did not live in theirs, using them mainly for social occasions.

Mike Edmonds, Vice President for Student Life at Colorado College, noted that about 11 percent of the student body, or some 200 students, joined fraternities and sororities. “There are more women in sororities than men in fraternities,” Edmonds explained, “but then, in 2012, there are more women than men in the entire College.”¹²

The new Donald E. Autrey athletic field, specifically reserved for intramural sports, was installed at the south end of the new East Campus. At the north end, a major parking facility was constructed, mainly for the many students living either in or close to the East Campus.¹³

The East Campus was a significant addition to campus life at Colorado College. It provided badly needed space for campus expansion. The many former private homes there proved to be particularly useful for both faculty and student activities.

¹² Interview by the author, Mike Edmonds, Vice President for Student Life, Colorado College, April 4, 2012.

¹³ Brochure, “The Student Organization Quad at CC,” attached to letter to “Students, Alumni, and Friends” from “Greek Action Team,” in Colorado College Information File – Master Plan – East Campus, Special Collections, Tutt Library, Colorado College.



NEW SORORITY COURTYARD

These two sorority houses – Kappa Alpha Theta and Kappa Kappa Gamma – were moved from the west side of the campus to the new East Campus on the east side of North Nevada Avenue. The sorority houses were located in such a way that the back sides of the houses formed this attractive courtyard. Lennox House is in the background. (Photograph by Robert D. Loevy.)

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The lovely two-and-a-half story Victorian home at 1014 North Weber Street was converted into offices for retired faculty and faculty on sabbaticals looking for a quiet place to work. On the third floor were offices for a joint faculty-student project studying and writing about “The State of the Rockies.”

The old private homes, as they came under College control, made good “theme houses” for the students. Among them were Interfaith House, the Debate House, the Student Cultural Center, Civic Engagement, and the Ahlberg Outdoor Education Center. Other important facilities on the East Campus were the KRCC-FM radio station on North Weber Street and the Children’s Center, a child care facility for faculty and administrators’ children, on North Nevada Avenue.

REHABILITATION OF CUTLER HALL

In the late 1990s, there was a progressive program to rehabilitate Cutler Hall, the oldest building on the Colorado College campus. Listed on the National Register of Historic Places, Cutler Hall was completely renovated over several years with the assistance of \$400,000 from the Colorado State Historical Fund.

Layers of paint were scraped off the woodwork in Cutler Hall, revealing decorative details etched in by hand 120 years earlier. The worn-out wood flooring was replaced with brand-new hardwood floors. The roof, which had been covered with modern-looking asphalt shingles, was completely replaced with wood shingles closely resembling the original wood shingles.

The picturesque cupola on top of Cutler Hall, often described as Venetian in architectural style, was falling apart from roof rot. A giant crane was brought in to pluck the cupola off of Cutler Hall and lower it to the ground. It was then trucked off-site for substantial repairs. For a brief period of time, Cutler Hall looked undressed and uncared for with its cupola gone.

The cupola, originally made of wood, was reinforced with a steel frame. Although the cupola had been black in color for many years, the renewed cupola was painted colors thought to match how the decorative building ornament looked in 1880, when the construction of Cutler Hall was

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completed. It was a happy day when the crane reappeared on campus and the cupola was returned to its rightful position atop Cutler Hall.¹⁴

Photographs from 1880 revealed an ornamental metal spire atop the cupola of Cutler Hall. The spire had long since been removed by the late 1990s. In an effort to restore a historically accurate look to Cutler Hall, a new ornamental spire was made and installed. Once the recreated spire was in place, however, observers noted that it formed an “apparent cross.” No surprise there, because Colorado College was originally formed under the auspices of the Congregational Church, and most of the founders and early leaders of the College were Congregational ministers.

Beginning in the early 1900s, however, Colorado College operated as a secular institution with no church affiliation. Although having a cross in the spire atop Cutler Hall was historically accurate, it was deemed not to properly reflect the current non-denominational status of the College. After much consideration of history vs. current status, it was decided “to modify the spire in a way that retains its historical character while removing the connotation of a cross.”¹⁵

PRESIDENT MOHRMAN COMMENTS ON “DISTANCE LEARNING”

Administrators and faculty at small liberal arts colleges such as Colorado College became concerned about the future role of their institutions in an increasingly digital world. “Distance learning,” students taking courses by computer from a master professor located at an educational center hundreds or thousands of miles away, appeared to be the coming thing. How could a small liberal arts college, with its emphasis on face-to-face faculty student contact and students participating actively in classroom discussions, compete in such an environment?

In 1998-1999, Colorado College President Kathryn Mohrman was serving as chairperson of the Annapolis Group, a coalition of 100 small

¹⁴ Janice Yaklich, “Cutler Hall at Colorado College,” *Colorado Springs Gazette*, November 25, 2002.

¹⁵ E-Mail to the campus community from Gary Reynolds, Director of Facilities Services, and Jan Cassin, Vice President for Business and Finance, Colorado College, December 2, 1997.

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liberal arts colleges in the United States. She wrote a magazine article speculating at length on the implications of the Internet for these institutions.

She noted that all of higher education was passing from “a climate of scarcity of information to an environment of overabundance” of information. Furthermore, there was an ongoing “removal of time and place” from education. The student and teacher could be anywhere and were no longer required to be in the same place at the same time.

There were some plusses for distance learning, however, President Mohrman noted. It probably would better serve students who were lacking in verbal skills or were physically disabled.¹⁶

Y2K

The advent of the year 2000, the second millennium since the birth of Jesus Christ, presented special problems for computing at Colorado College as well as for computer systems throughout the world. It was believed that the switch from the 1900s to the 2000s would confuse complicated computer networks and cause major computer system shutdowns all over the planet. These fears became known for short as the “Y2K” problem.

“We knew this would not be real problem at Colorado College,” said Randy Stiles, the director of information technology at the college at that time. “But, to be absolutely safe, we did a major review of all our software to make certain there would be no glitches or hang-ups.”

As it turned out, the transition from December 31, 1999, to January 1, 2000, presented no difficulties to speak of, either at Colorado College or in most other computer networks. “In the end,” Stiles concluded, “it was much ado about not much.”¹⁷

A PRESIDENTIAL SABBATICAL IN CHINA

By the fall of 2000, Kathryn Mohrman had completed seven years as President of Colorado College. As would be expected of anyone with a long

¹⁶ Kathryn Mohrman, “Questioning Technology,” *Liberal Education*, Volume 85, Number 1, Winter 1999.

¹⁷ Randy Stiles, Vice-President for Information Management at Colorado College in 2011, interview with Robert D. Loevy, February 24, 2012.

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career in academe, she was ready for a sabbatical. In line with her interest in internationalizing the curriculum at Colorado College, with a particular emphasis on Asia, she arranged to spend the fall semester of 2000-2001 in the American Studies program at Sichuan University in Chengdu, China.

Making use of modern digital technology, Mohrman kept in touch with the folks at Colorado College by E-Mailing periodic “blogs” about her experiences in Chengdu and her evaluations of the contemporary scene in China.¹⁸

During her one-semester absence, Mohrman’s presidential duties were assumed by two people. Political Science Professor Timothy Fuller bore the title of President and took charge of external relations for the College such as attending alumni events and raising money. The academic Dean, Dick Storey, retained the title of Dean but wielded the top executive power in on-campus affairs.¹⁹

OPENING THE CENTURY CHEST

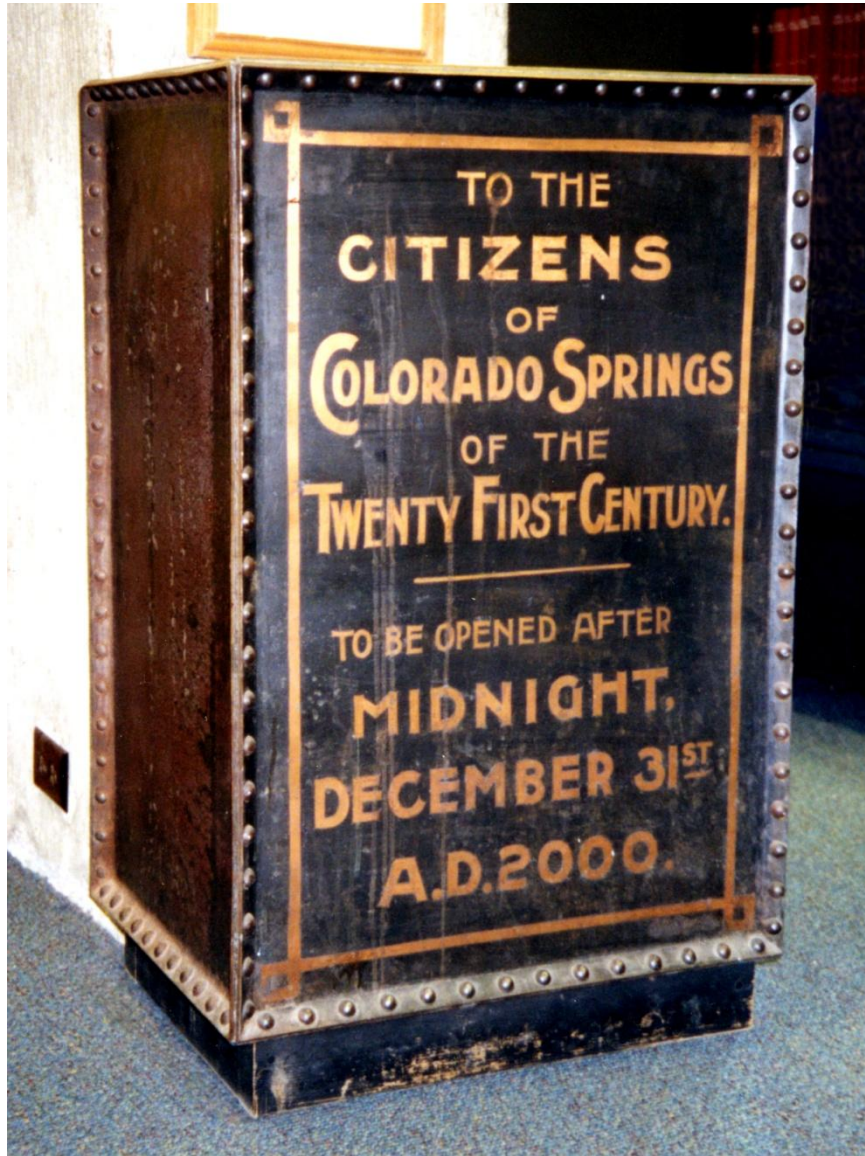
Colorado College had safeguarded it for almost 100 years. The last 30 or so of those years, it had sat unobtrusively, but in plain sight, on the main floor of Tutt Library. Generations of Colorado College students and faculty, as well as library visitors, had walked by it but little noticed it as the minutes and hours of the Twentieth Century had ticked away.

And then, almost suddenly it seemed, it was time to open the Century Chest. This large locked safe, about two-feet wide and three-feet high, had been filled with memorabilia and then sealed by the citizens of Colorado Springs in 1901 with strict instructions not to open it until 2001. “To the citizens of Colorado Springs of the Twenty-First Century,” read the inscription on the safe. Explicit instructions said the safe was not to be opened until after “Midnight, December 31, A.D. 2000.”

Why was Colorado College opening its Century Chest on January 1, 2001, one year to the day after almost everyone else in the world had celebrated the advent of the second millennium following the birth of Jesus Christ?

¹⁸ Colorado College Information Files (CCIF), Administration – President – Mohrman.

¹⁹ Karrie Williams, *Access*, December 1999, Volume 6, 3.



THE CENTURY CHEST

Throughout the Twentieth Century, the Colorado College Century Chest sat quietly waiting for 100 years to go by. It is seen here in Tutt Library just prior to the Century Chest's opening on January 1, 2001. (Photograph from Community Relations, Colorado College.)

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The reason was that “no zero year” had been used in calculating Jesus Christ’s lifespan. That was the way of counting that the people filling and locking the Century Chest in 1901 had used when they set a 2001 opening date. Colorado College agreed with its forebears and took the position that it was celebrating “the real millennium.”²⁰

So, on January 1, 2001, about 300 lovers of Colorado Springs history met together in Tutt Library to open the Century Chest. Many of those running the show were dressed in period costumes reflecting the clothing styles of 1901. Three local locksmiths had been recruited to actually open the safe. “The steel-riveted chest contained more than 150 envelopes and packages filled with hundreds of individual letters, pamphlets, clippings, advertising buttons, fabric samples, sketches, and photographs.”²¹

The contents of the Century Chest were photographed and scanned and the digital images placed on the Internet so everyone who was interested could view them. Judith Reid Finley, a graduate of Colorado College class of 1958, edited a book on the contents of the time capsule that was published by the College.²²

And then it was time to repack and relock the Century Chest for Colorado Springs residents of the 22nd Century. On April 20, 2001, again in Tutt Library, the safe was filled with items that might be of interest 100 years in the future. Letters from Colorado College faculty and students were placed in the vault along with a variety of items from groups such as the Humane Society, the Pike’s Peak Jazz and Swing Society, a Buddhist church, the U.S. Olympic Committee, computer manufacturer Hewlett Packard, and other local organizations. Louisa Creed, the great granddaughter of Colorado Springs founder William Jackson Palmer, deposited her own letter along with a group of photographs.

Colorado College President Kathryn Mohrman spoke at the event. The Century Chest was closed and locked with specific instructions not to be re-opened until after December 31, 2100. It was hoped that this was a tradition

²⁰ Rebecca Brant, “The Great Millennium Debate,” *Access*, Volume 6, Number 3, December 1999, 1.

²¹ “Chest Sealed Tight For Residents of Next Century,” *Colorado College Bulletin*, July 2001, 8.

²² Judith Reid Finley, *The Century Chest Letters Of 1901: A Colorado Springs Legacy* (Colorado Springs: Colorado College, 2001).

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that would carry on for a number of centuries – perhaps throughout the second millennium - not just for the next 100 years.

SEPTEMBER 11, 2001

On the eleventh day of September in the year 2001, terrorists high jacked four jet-powered airliners loaded with passengers. Two of the airplanes were flown into the twin towers of the World Trade Center in New York City, causing those two buildings to burn fiercely and then crash to the ground. A third jetliner was flown into the Pentagon, the headquarters of the United States Defense Department, in Washington, D.C. A fourth high-jacked jet airplane was commandeered by its passengers, after which the high jackers intentionally crashed it into a farmer's field near Shanksville, Pennsylvania, killing all aboard.

Almost 3,000 people lost their lives in the mayhem that became known as "9-11." That included airline passengers, airline crews, and numerous people on the ground in the World Trade Center in New York and the Pentagon in Washington, D.C.

Although Colorado College was about 2,000 miles away from the three scenes of destruction (New York, Washington, D.C., and Shanksville, PA), the college community was deeply affected. About 75 percent of the Colorado College student body comes from states outside Colorado, with about ten percent of the students from the New York metropolitan area. Numbers of Colorado College students thus had parents or relatives who were killed or injured in the 9-11 attacks.

President Kathryn Mohrman and the College administration reacted quickly to the tragedies on the East Coast:

"From the first news of the September 11 attacks, college staff reached out to individual students whose families lived in the most-affected areas, helping them contact loved ones and make arrangements to visit grieving family. All students were invited to use the campus's fund-raising phone center to make toll-free calls home. Counselors were made available through [the College's] Boettcher Health Center, and student life staff facilitated informal gatherings in residence halls so students could come together as they struggled to understand the many issues involved."

Many alumni turned to the Colorado College Alumni Office to learn the fate of former classmates in New York and Washington who were close

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friends. They also took advantage of the College's on-line community to keep track of what was going on and learn who had been endangered, or worse, by the attacks. "The strength of the [Colorado College] community is evident by the number of calls we have received from concerned alumni anxious to know how their classmates have been affected," reported Alumni and Parent Programs officer Diane Brown Benninghoff, class of 1968. "We've heard from many with stories of heroism, grief, and compassion."

There also were concerns for the many Colorado College students who were studying abroad and might be endangered by increased terrorism inspired by the 9-11 attacks. And students making plans to study overseas had to look carefully at where they were planning to go and whether their personal safety would be in jeopardy. Fortunately, almost all of these fears about travel and study abroad proved groundless, but it took time for that to become clear.

Once the initial task of helping those students directly affected by the horrific events in New York, Washington, and Shanksville had been completed, attention turned to the needs of the greater Colorado College community at a time of national crisis. An impromptu gathering was held in Shove Chapel to allow students, faculty, and administrators to share information, express their fears, and tell their differing perspectives on the events of the day. Classes continued to be held, but many professors discussed the violent and aggressive attacks with their students and encouraged them to state their own views and opinions.

Two major public events were held on campus to help students think about and adjust to all that had happened. On September 12, 2001, faculty members Tomi-Ann Roberts of Psychology, Walt Hecox of Economics, David Weddle of Religion, and Tim Fuller of Political Science held a panel discussion on "Can We Make Sense of All This?" Then, on September 19, 2001, a community-oriented session was held to dispel certain misconceptions about the role of religion in events such as 9-11. Arshad Yousufi, a former leader of the Islamic Society of Colorado Springs; Rabbi Irwin Ehrlich, from Temple Beit Torah; and Colorado College Chaplain Bruce Coriell gathered for a "Conversation between Friends."

"Discussion and discourse...is what we do," President Kathryn Mohrman pointed out in a letter to the Colorado College community. "In times like this, a liberal arts education is more relevant than ever before."

We're serious about our commitment to educate our students for intellectual achievement, as well as for social responsibility.”²³

THE WESTERN RIDGE HOUSING COMPLEX

One of the most exciting achievements at the end of the Mohrman years at Colorado College was the construction of the Western Ridge Housing Complex. This was the first *major* dormitory project at the College since Mathias Hall was built in the late 1960s.²⁴ It represented another step in the College's continuing efforts to house more students in on-campus housing rather than off-campus housing.

The Western Ridge building site was located west of Loomis Hall on the high ridge above Stewart Field. By putting a dormitory complex there, the College “closed” the quadrangle created by Bemis Hall, McGregor Hall, and the back sides of Ticknor Hall and Montgomery Hall. The Western Ridge project consisted of four dormitory buildings as well as a student commons comprised of a café-coffee shop with a multi-purpose meeting room building above it.

Every effort was made at the Western Ridge to make the living attractive to students and competitive with off-campus living. The buildings did away with the long hallways with doors on each side found in traditional dormitories. Instead, “apartments” were entered from naturally ventilated and lighted exterior corridors. Each unit extended across the full width of the building in order to provide more daylight and cross-ventilation. A singular architectural feature in each apartment was a two-story glass “chimney” window in one corner that provided a west-looking view of Stewart Field, Monument Valley Park, and Pike's Peak.

The apartments were designed loft-style with stairways leading to bedrooms. Each unit included a kitchen, dining area, living room, and private bathroom. The exteriors of the buildings were clad in a combination

²³ All quotes about the 9-11 tragedy are from Diana Smith, “Campus Responds to National Tragedy,” *Access*, Volume 8, Number 2, October 2001.

²⁴ The important word here is *major*. A southwest wing (including Slocum Commons) was added on to Slocum Hall dormitory in the mid-1990s.

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of masonry and stucco. The stucco was painted in pastel colors. The roofing was galvanized metal.²⁵

On October 13, 2001, the student commons and the outdoor space in front of it were dedicated as the Jerome P. McHugh Student Commons and Alumni Plaza, named in honor of a longtime benefactor of Colorado College from Denver. The café-coffee shop was named the Preserve Café.

The Alumni Plaza was a paved open area on the west side of the café-coffee shop that enjoyed a beautiful outdoor view of the mountains. In clement weather, the plaza was designed to be an enjoyable place to sit at outdoor chairs and tables and enjoy a meal or snack purchased at the café-coffee shop.

An interesting feature of the Alumni Plaza was the “Class Stone Project,” which consisted of installing paving stones in the plaza inscribed with sayings characteristic of the various graduating classes at Colorado College.

Thus the stone for the Class of 1886 read: “Football was all the rage.”

For the class of 1931, the quote chosen was: “Meet you at Murray’s.” It referred to the fact that, in that distant age at Colorado College, Murray’s Drug Store at the southwest corner of North Tejon Street and East Cache La Poudre Street was a favorite student hangout.

For 1956, the featured graduating-class statement was: “Freedom and Authority reigns.” That was the name of a popular “capstone” course which junior and senior students at the College took at that time and for many years afterward.

And for the Class of 1991, the quote was timely: “From 9 blocks to 8.” That was the year the College reduced its academic calendar from 9 blocks per year to only 8 blocks per year.

Once construction was completed, the four dormitories of the Western Ridge Housing Complex were given individual names – Antero Apartments, Blanca Apartments, John Lord Knight Apartment Complex, and El Diente Apartments.

²⁵ The Western Ridge Complex rated a magazine review. See “Facility Focus: Residence Halls,” *College Planning and Management*, December 2002, p. 36.



WESTERN RIDGE HOUSING COMPLEX

The student residential complex consisted of four new dormitory buildings. The Jerome P. McHugh Commons is the second building from the right. In front of the Commons is the Alumni Plaza. An athletic field, Stewart Field, is in the foreground. (Photograph from Community Relations, Colorado College.)

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At the same time the Western Ridge project was constructed, equally modern dormitory facilities were being built at scattered individual sites on West Uintah Street and between Wood Avenue and North Cascade Avenue. Taken together with the Western Ridge buildings, these new dormitory projects added 300 beds to the College's housing stock.

Elbert House, located on West Uintah Street, became a theme house for foreign languages, with Italian spoken in the west wing and Japanese and Chinese in the east wing. Edith Gaylord House, sitting between Wood and North Cascade Avenue, functioned as an apartment building and contained the Campus Safety Office.

KATHRYN MOHRMAN DEPARTS

In the early fall of 2001, Kathryn Mohrman announced that the 2001-2002 academic year would be "my last as President of Colorado College." She described herself as "enormously lucky to have nine years at this wonderful campus." She added that it was gratifying, during her watch, "to see thousands of young women and men head off to be productive professionals, concerned citizens, and well-rounded human beings."

President Mohrman noted that, "while I have an ending date as President, I consider myself a Tiger for life. And the College clearly does not have an ending date. You will continue the work of teaching, learning, and discovery in perpetuity."²⁶

Upon leaving the presidency of Colorado College, Kathryn Mohrman accepted a Fulbright Fellowship to be Director of Research and Development at the Hong-Kong-America Center at the Chinese University of Hong Kong. She noted this assignment would allow her to further her "interests in Chinese culture, higher education and leadership."²⁷

²⁶ Letter to "Friends and Colleagues" from Kathryn Mohrman, September 24, 2001, in Colorado College Information Files – Administration – President Mohrman, Special Collections, Tutt Library, Colorado College.

²⁷ Kathryn Mohrman, "Kathryn Mohrman Says Zai jian," *Colorado College Bulletin*, July 2002, 2.



KATHRYN MOHRMAN

She was the first woman to serve as President of Colorado College. She occupied the office for nine years, from 1993 to 2002. (Photograph from Special Collections, Tutt Library, Colorado College.)

EVALUATING THE MOHRMAN PRESIDENCY

Kathryn Mohrman arrived at Colorado College in 1993 following one of the College's few moments of academic tumult. Her predecessor in the presidential chair, Gresham Riley, had left in 1992 after a struggle with the Board of Trustees over College spending policies.²⁸ An acting President, Music Professor Michael Grace, had served during 1992-1993. "The major accomplishment of Mohrman's years in office was to reestablish a sense of unity and common purpose throughout the College community. Under her leadership, the campus began moving with a sense of common purpose toward solid financial and scholarly progress."²⁹

Mohrman had what could best be described, at a small liberal arts college, as a "text-book" presidency. (1) Early in her tenure she launched a major study of the needs of Colorado College. (2) This produced a Campus Master Plan calling for the design and construction of new buildings and the implementation of various scholarly programs. (3) Next, a major fund-raising program, the Campaign for Colorado College: A Course of Distinction, was launched to pay for the proposed buildings and scholarly programs. (4) Then, after the fund-raising campaign had been successfully implemented, the actual construction of new buildings and adoption of scholarly changes could begin.

It was during Kathryn Mohrman's presidency that Colorado College joined with the El Pomar Foundation and other major business interests in Colorado Springs to construct a new Colorado Springs World Arena to replace the old Broadmoor World Arena at the Broadmoor Hotel. The Colorado College men's ice hockey team became one of the major attractions in this combined sports hall and performance facility. The old Broadmoor World Arena, which had hosted the Colorado College men's hockey team since its inception in the late 1930s, was torn down to make way for expansion of the hotel facility.³⁰

²⁸ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 414-418.

²⁹ Robert D. Loevy, "Presidency Marked By Innovation and Unity," *Colorado College Bulletin*, July 2002, 3.

³⁰ For further details on President Mohrman's role in the financing and construction of the new Colorado Springs World Arena, see Robert D.

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Mohrman left Colorado College just at the moment one major building project, the Western Ridge Housing Complex, was completed. Construction had already begun on a new science building. And the evolution of the East Campus into a vibrant student activities center was well underway. The design and future plans for a performing arts center were in place.

The list of academic and scholarly changes under Kathryn Mohrman was as impressive as the building program. Students were allowed to have double majors. A Women's Studies major was inaugurated. The Crown-Tapper Teaching and Learning Center, which evolved and grew into the Learning Commons, was established. The First-Year Experience (FYE) for entering students began. The Summer Start program shifted to a Winter Start program. Above all, Mohrman placed an increased emphasis on international studies, particularly Asian studies.

In only nine years, Kathryn Mohrman accomplished quite a lot at Colorado College. Her record spoke for itself, particularly where new buildings and academic innovations were concerned. It was significant that she raised over \$93 million for the College.³¹

It also should be kept in mind that Kathryn Mohrman was the first woman president of Colorado College, yet she kept a keen sense of perspective about that historical fact.

"Very quickly I saw," she once opined, "that it was going to be no big deal that I was the first woman to lead the institution."³²

PART TWO: PRESIDENT DICK CELESTE

A veteran of the Peace Corps, a former governor of Ohio, and a former United States Ambassador to India, Dick Celeste became President of Colorado College on July 1, 2002. He held the job for nine years until June 30, 2011. "It was the longest job I ever had," Celeste said, noting that

Loevy, *Colorado College: A Place of Learning: 1874-1999* (Colorado Springs: Colorado College, 1999), 443-445, 446-448.

³¹ Becca Blond, "CC President Plans To Step Down In May," *Colorado Springs Gazette*, September 26, 2001.

³² Robert D. Loevy, "Presidency Marked By Innovation and Unity," *Colorado College Bulletin*, July 2002, 3.

his previous jobs were mainly political and all lasted for shorter periods of time than nine years.³³

Dick Celeste was born in Cleveland, Ohio, on November 11, 1937. His family lived in Lakewood, Ohio, a classic middle-class suburban community with a streetcar connecting it to downtown Cleveland. Dick Celeste's father, Frank Celeste, was trained and qualified as a lawyer but for 35 years worked as a real estate developer, mainly building housing for senior citizens. Dick Celeste's mother was a social worker.

While Dick Celeste was growing up in Lakewood, his father was participating actively in city politics. In 1955, just as Dick Celeste was departing for his first year at Yale University, Frank Celeste was elected Mayor of Lakewood, Ohio, a post which he held for the next eight years. It thus should be noted that Dick Celeste came from a politically active family. He began to develop the desire to run for and serve in elected office at an early age.

YALE AND OXFORD

Dick Celeste graduated from Yale in 1959. He majored in History, with specialization in both American History and African History. Thus there appeared for the first time Dick Celeste's dual interest in U.S. politics on the one hand and international relations on the other. His senior thesis was on the subject of Pan-Africanism – the study of ways of improving international relations between the many national states in Africa.

Dick Celeste spent a fifth year at Yale, 1959-1960, as a Carnegie Teaching Fellow. The program was designed to encourage young scholars to go into college teaching.

The following summer, he and his father traveled to Los Angeles, California, to attend the 1960 Democratic National Convention. Although they were father and son and stayed in the same hotel room together, each worked for a different presidential candidate. Frank Celeste backed John F. Kennedy for the Democratic nomination for President. Dick Celeste worked hard to get Adlai Stevenson nominated.

³³ This and subsequent quotes from Dick Celeste, President of Colorado College from 2002 to 2011, are from extensive interviews with Robert D. Loevy on February 9, 2012, and May 2, 2012.

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When the dust cleared, John F. Kennedy had the Democratic nomination for President. Dick Celeste quietly joined his father in supporting John Kennedy's successful bid for the U.S. presidency.

Then it was off to England for two years, where Dick Celeste matriculated at Oxford University as a Rhodes Scholar. He took courses in Philosophy, Politics, Economics, and History but did not earn a graduate degree. While in Europe, he was married in Austria and returned to Cleveland to raise a family.

A GOVERNMENT CAREER

Fate intervened, however, when he was offered a job in Washington, D.C., helping to organize a brand new U.S. Government agency called the Peace Corps. Dick Celeste helped to train new recruits, all of whom had volunteered to go and live with people in foreign nations to try to help improve those people's lives.

Then fate intervened a second time. Chester Bowles, the U.S. Ambassador to India, invited Dick Celeste to be one of his assistants at the U.S. Embassy in New Delhi. Bowles had served four years as Governor of Connecticut, and he spent long hours in India telling Celeste about his experiences as Governor, how much the job had meant to him, and how he had come to love working in state government. Bowles became Celeste's political mentor, encouraging him to look toward elective office as his future career.

A big part of Dick Celeste's job at the U.S. Embassy in India was hosting important visitors from the United States. A number of major figures in American politics stopped by. Among them were Arthur Goldberg, Hubert Humphrey, and Richard Nixon.

Dick Celeste returned to the United States, now with a wife and three children. He launched his electoral career in 1970 by getting elected as a Democrat to the Ohio House of Representatives. He was only 33-years-old at the time. After four years serving in that job in the state capitol in Columbus, Ohio, he ran for Lieutenant Governor and defeated the Republican incumbent. Four years later, however, his career in electoral office was temporarily interrupted when he lost a close race for the Ohio governorship.

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At that point in Celeste's political career, U.S. President Jimmy Carter, a Democrat from Georgia, appointed Celeste to be the Director of the Peace Corps. Celeste thus became head of a U.S. Government agency for which he had previously worked. As head of the Peace Corps, he traveled to 28 foreign countries to supervise the work of volunteers in the field. He also had the responsibility of getting the annual budget of the Peace Corps through Congress. And he was now the father of six children.

On January 20, 1981, as Republican Ronald Reagan took over the U.S. presidency from Democrat Jimmy Carter, Dick Celeste handed in his obligatory resignation as head of the Peace Corps. He returned to Cleveland, ostensibly to sell real estate, but in reality to begin another campaign for the Ohio governorship.

GOVERNOR OF OHIO

This time things came out differently for Dick Celeste. He was elected Governor of Ohio in 1982, and re-elected to a second four-year term in 1986. He took over a state with a \$500,000 budget deficit and a 12.2 percent unemployment rate. Eight years later, when Celeste left the governor's office because of term limits, the state budget was balanced and the unemployment rate had dropped from 12.2 percent to less than 5 percent. He had "turned both the state budget and the state economy around."

As Ohio Governor, Dick Celeste also got the state through a "savings-and-loan crisis" and reorganized the state mental health system, working to get people out of the state mental hospital and into community-based treatment. "I loved every minute of being Governor," Celeste said, "even when the newspapers were beating me up."

From 1990 to 1997, Dick Celeste and a partner ran a consulting firm that specialized in economic development for communities that had experienced major economic dislocations. Thus, in cities and towns where major businesses had closed or nearby military bases had been shutdown, Celeste and his partner would give counsel on how to get the local economy expanding and thriving again. It was a job that took Celeste to every nook and cranny of the United States, because the firm enjoyed a nationwide clientele.

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AMBASSADOR TO INDIA

In 1997, President Bill Clinton, a Democrat, appointed Dick Celeste the United States Ambassador to India. Once again, Celeste was named to lead a government function in which he had previously participated at a lower level. At a time when a Republican Senate was denying approval of a number of President's Clinton's appointees to high government offices, Dick Celeste's nomination as Ambassador to India was unanimously approved by both the Senate Foreign Relations Committee and the full Senate.

As U.S. Ambassador, Dick Celeste made it a point to personally visit each of the 20-some states in India (they kept creating new ones). He hosted a five-day visit by President Clinton to India. It was the first time in 22 years that a U.S. President had visited India. Celeste escorted Clinton to four major cities – New Delhi, Jaipur, Hyderabad, and Mumbai (formerly Bombay).

When Dick Celeste first arrived as Ambassador to India, relations between that nation and the United States were in bad shape. India had been testing nuclear weapons, an action which the United States opposed because it wanted to limit the widespread proliferation of nuclear weapons. Celeste worked hard at bringing the two nations back together and was proud to have nurtured “a growing friendship between the two nations.”

When Republican George W. Bush was elected U.S. President in 2000, Dick Celeste was asked to remain a few extra months as Ambassador to India to help smooth the transition of power in Washington. During this time, Celeste made it a point to travel to Washington to personally introduce the Indian Foreign Minister, Jaswant Singh, to President George W. Bush, Secretary of State Colin Powell, and National Security Adviser Condoleezza Rice.

ON TO COLORADO

When Dick Celeste's service as Ambassador to India was over, he decided to look for a job as a college President. His children jokingly accused him of wanting the job because “he had been a Governor, he had been an Ambassador, but he had never been a President.”



PRESIDENT DICK CELESTE

He took the helm of Colorado College on July 1, 2002. He had previously been Director of the Peace Corps, Governor of Ohio, and U.S. Ambassador to India. (Photograph from Special Collections, Tutt Library, Colorado College.)

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Celeste was soon contacted by Isaacson and Miller, the presidential-search firm that had been hired by Colorado College to help replace outgoing President Kathryn Mohrman.

Celeste admitted that he knew nothing about Colorado College when he was told there was a presidency open there. When he asked what Colorado College was like, he was given this description: “Take Oberlin College, put it at the foot of Pike’s Peak in Colorado, and give it a unique curriculum that teaches one course at a time.”

Dick Celeste mainly wanted to lead a small liberal arts college. His two stints with the Peace Corps had convinced him that “he loved working with young people.” His time as Governor of Ohio had honed his skills at developing “the vision to lead people.” As U.S. Ambassador to India, he had seen the key role of diplomacy in accomplishing group goals.

Colorado College was a perfect fit – for both Dick Celeste and Colorado College.

“THE FINEST LIBERAL ARTS EDUCATION IN THE COUNTRY”

The first thing Dick Celeste noted upon arrival at Colorado College was that many people associated with the College seemed complacent and self-satisfied. Colorado College was a “fine liberal arts college” and everyone knew it. He believed the College needed to be prodded to articulate a higher purpose and challenged to do more. “I wanted the College to set a bar that could not be reached,” Celeste said, so there would be constant striving upward.

The instrument which President Celeste devised for getting the College moving was to adopt a mission statement. The first line of the mission statement said it all: “*At Colorado College our goal is to provide the finest liberal arts education in the country....*”

But what would be the “concrete steps” that would enable Colorado College to improve its product? The answer was **Vision 2010**, a specific roadmap for guiding Colorado College into the future.

INTELLECTUAL HEFT

One of the main goals of **Vision 2010** was, in Celeste's words, "to get the intellectual heft *up* at Colorado College:"

- 1. Hire more tenure-track faculty.** An important first move was to increase the number of tenure-track faculty at Colorado College. The main purpose was to reduce the number of visiting faculty members teaching a block here and a block there in the college curriculum. When Dick Celeste came on board as President, Colorado College had about 34 percent of its courses taught by visiting faculty. That was quickly reduced to about 18 percent. The College replaced the visitors by adding about seventeen new tenure-track positions.

- 2. Provide more funds for faculty research and student Venture Grants.** One of the best ways to increase the "intellectual heft" of an educational institution is to provide more funds for faculty research and writing. At the same time this was done, however, more funds were provided for Venture Grants, the unique Colorado College program that finances student travel and research in connection with course work and independent study.

- 3. Evaluate and improve the General Education requirements.** Following a major study of the curriculum, a new educational program called Critical Perspectives was instituted at Colorado College. Required courses were divided into three major groups:
 - a. Diverse Cultures and Critiques (3 units) – These courses required students to learn about non-western peoples as well as American ethnic minorities.
 - b. The West in Time (one two-block course, 2 units) – This course was designed to teach students the history and values of the western culture most closely associated with the United States and Europe.
 - c. Scientific Investigation of the Natural World (2 units, including at least one lab or field course) – These courses taught students scientific method as well as appreciation for the delicate

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ecological balances on planet Earth and the need for sustainability where natural resources are concerned.

The major effect of the Critical Perspectives curriculum was to place slightly more emphasis on the study of diverse peoples and minority groups and slightly less emphasis on western culture and scientific method. The science requirement placed added emphasis on ecological, environmental, and sustainability issues.

Other curricular changes included having two blocks of foreign language study required while a student was at Colorado College. Foreign languages were to be taught more widely across the curriculum. Students were encouraged to relate their language studies to their other courses.

Students also were expected to demonstrate writing competence and take writing courses if their writing needed improvement.

The adoption of the Critical Perspectives requirements continued a trend that had been going strong at Colorado College for the previous two decades. That was the progressive internationalization, or globalization, of the curriculum. As United States economic practices spread throughout the globe, nations became ever more committed to free international trade.

Students were quick to pick up on this growing interconnectedness between the peoples of various nations. A foreign language requirement seemed a natural addition to such a globalized curriculum.

STUDENT DIVERSITY

In addition to increasing the intellectual quality of teachers and students at Colorado College, **Vision 2010** set a major goal of increasing diversity in the student body, which meant recruiting, retaining, and graduating more American ethnic minorities and international students.

Part and parcel of increasing the number of minorities at Colorado College was a major effort to increase the overall number of applications for admission to the College. More applications from all demographic groups would automatically produce more applications from American ethnic minorities.

When Dick Celeste arrived in the president's office at Colorado College, applications for admission were running at about 3,400 applications per year. "During my period of service," Celeste pointed out, "the applicant

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pool increased to about 4,200 per year. I expect future years to be even brighter. There should be 4,500 to 5,000 applicants for admission in the 2011-2012 academic year, and there should be as many as 5,700 in 2012-2013.”

As for American ethnic minorities, the student body at Colorado College was 12 to 13 percent minority when Celeste became president. Nine years later, as Celeste departed, that figure had grown to 17 to 19 percent minorities. But Dick Celeste’s goal had been to increase the number of American ethnic minorities at Colorado College to 25 percent. “As for minority enrollment,” Celeste concluded, “we made substantial improvement over where we were, but we are not yet where we need to be.”

Another way to increase student diversity at Colorado College was to bring to campus more foreign students of a variety of races and ethnicities. International students grew to be six percent of the student body during the Celeste years.

The number of scholastically talented students also grew while Celeste was President. “The percentage of top-performing students admitted to Colorado College increased,” Dick Celeste noted, “and we took virtually no students who were mediocre or low performers.”

The strong emphasis on recruiting top scholars (of all races and ethnicities) on the one hand and minority students on the other hand led to a disjuncture, however. There were large numbers of non-minority applicants who performed well enough in their studies but could not qualify for academic scholarships or financial scholarships, and they also could not afford the high tuition cost of attending Colorado College.

“This is a legitimate concern,” Celeste lamented. “Good if not outstanding students from families in the mid-range economic group are not proportionately represented at Colorado College. The middle economic groups are being squeezed out. This problem is going to be a major challenge for my successors in the president’s office.”

The ambitious admissions goals which Dick Celeste set for Colorado College were backed up by the expenditure of considerable amounts of the College’s money. The admissions office staff was increased in size. More money was spent recruiting international students from overseas. Most important, more funds were allocated for financial aid for domestic and foreign students alike.

When President Dick Celeste took office at Colorado College in 2002, he noted the lack of a coherent look to the College campus. The College was mainly a collection of individual buildings with very little in the way of architectural and design features that tied the campus together into a coherent whole. Celeste launched a “Unified Design” program to try to cure the problem.

- 1. Historic streetlights on streets and walkways.** A particular style of historic-looking streetlight was adopted for the college campus. This streetlight was modeled after the actual historic Colorado Springs streetlights found in the landscaped median of Wood Avenue just to the north of the Colorado College campus. The streetlights were relatively low in height because their primary purpose was to protect pedestrians as they walked about the campus at night.

The new historic-looking streetlights were instantly ubiquitous at Colorado College. They were placed mainly in straight lines, relatively short distances apart, along both streets and campus walkways. They were also used to light-up the smaller parking lots dotted about the campus. A somewhat taller historic-looking streetlight was used in the major parking lots.

More than any other design feature ever attempted, the installation of historic-looking streetlights brought a major sense of design unity to Colorado College.

- 2. Automated flashing lights at major pedestrian crossings.** The safety of students walking across North Cascade Avenue at crosswalks had long been a problem at Colorado College, particularly at night. To mitigate this problem, flashing yellow lights were installed at Cascade Avenue crosswalks that could be activated by student pedestrians by pushing a pushbutton. Unfortunately, the students seemed to not want to push the buttons for the flashing lights.



THE NEW HISTORIC-LOOKING STREETLIGHT

The historic-looking streetlights were copied after actual historic streetlights located in the median of Wood Avenue just north of the Colorado College campus. This one is situated in the courtyard behind the sorority houses on the East Campus. (Photograph by Robert D. Loevy.)

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The flashing yellow lights then were retrofitted with electric eyes that flashed the lights automatically when a pedestrian began to enter the crosswalk. Pedestrian safety, and therefore student safety, was greatly improved.

3. Benches, campus signage, and paved walkways. Benches for sitting, resting, and socializing were installed about the campus. Standardized directional signs for pedestrian visitors were also put in place. The signs were mounted on attractive steel frames and included a colorful map of the nearby portion of the campus and identification of major buildings. Many of the walkways, particularly in the main quadrangle east of North Cascade Avenue, were paved. They went from loose gravel walkways to attractive paving-stone lined cement walkways.

4. Paved Plazas and Stone Walls. Paved open plazas were constructed at key points on the campus, such as in front of Cutler Hall, in front of Palmer Hall, in front of Shove Chapel, and at the intersection of two major campus walkways in the quadrangle between Palmer Hall and Armstrong Hall.

A low stone seating wall – low enough for students to sit on and talk to one another – was built to accent the plaza in front of Cutler Hall. The stone used in the new wall was rhyolite, the same stone used in building Cutler Hall.³⁴

A new drop-off driveway was installed on the North Nevada Avenue side of Shove Chapel. An adjacent paved area was added to accommodate wedding parties and provide an attractive setting for photo opportunities.

A 30-foot long seating wall was added to the meditation labyrinth on the grounds of Shove Chapel. The new Shove wall matched the seating wall in front of Cutler Hall. In addition, a stone wall was constructed at the north edge of the campus along East Uintah Street across from the stub end of North Tejon Street.

³⁴ “A New Path: Cutler Hall, Mathias Hall Highlight Campus Renovations,” *Around the Block*, Colorado College, November 2010.



CUTLER HALL SEATING WALL

This new stone wall, low enough for people to sit on and chat with one another, was constructed in front of Cutler Hall, the oldest building on the campus. Note also the paved walkway accented with a stone plaza. Worner Campus Center is in the background. (Photograph from Community Relations, Colorado College.)

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In order to further the goal of increased campus Design Unity, the historic-looking campus streetlights, the pushbutton flashers at pedestrian crossings on North Cascade Avenue, the benches, and the steel frames for the directional signs were all done with a dark black finish in order to give a historic cast-iron look.

A “TRIMMED-UP” CAMPUS

It can fairly be said of President Dick Celeste that he “trimmed up” the Colorado College campus by his attention to aesthetic design details such as historic-looking streetlights, directional signs, benches, paved walkways, paved plazas, etc. Timothy Fuller, a faculty member on the Campus Design Board, commented: “President Celeste was willing to spend in order to beautify the campus.”³⁵

A TWENTY-FIRST CENTURY BUILDING PROGRAM

A major part of **Vision 2010** was to continue the construction and planning of major buildings for Colorado College. Ever since the end of World War II, the College had been constructing new buildings to properly house and educate its students. It almost seemed as if, from 1945 to 2011, there was hardly ever a time when a major building was not being planned, constructed, or rehabilitated somewhere on the Colorado College campus.

The Celeste administration completed two major buildings, planned and inaugurated construction of a third, rehabilitated a fourth, and did the long-range planning and design for a fifth. Each of the five buildings was designed to be a major anchor, or activity center, for the College:

One: Completion of Tutt Science Center. On October 11, 2003, slightly more than a year into his presidency, Dick Celeste presided at the dedication of a third major science building at Colorado College. The Russell T. Tutt Science Center was located just to the north of the College’s other two science buildings, Barnes Science Center and Olin Hall of Science.

³⁵ Timothy Fuller, Professor of Political Science, interview by the author, April 19, 2012.