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The new science building was revolutionary in design and function. It was built to be a “Green” building. All aspects of the project were required to meet environmental sustainability standards that included “energy and atmospheric impact, indoor environmental quality, material and resource conservation, [and] water efficiency.”

Constructing such an environmentally sensitive building was appropriate because one of the academic groups to be housed in it was a new program in Environmental Science. For the first time, students in the interdisciplinary Environmental Science major would have a dedicated laboratory and classroom for their use.

Science departments that moved into the new Russell T. Tutt Science Center were Psychology, Mathematics, and a portion of the Geology Department. The other part of the Geology Department, primarily the senior professors, remained in the department’s longtime traditional home in Palmer Hall.

The major architectural feature of the building was an all-glass center portion that rose for four stories and presented marvelous westward views of Pike’s Peak and the surrounding mountains. Student facilities in the new building ranged from small laboratories for hands-on research to seminar-sized classrooms to a large lecture hall. The yellow brick used for the exterior walls was said to have been chosen to match the color of the rocky areas above timberline on Pike’s Peak.

The open area in front of the new science building, formerly the site of the three torn-down fraternity houses, was landscaped with plants and shrubs that required a minimum of watering. A large grassy area also was provided, and on sunny and warm days it soon became a popular area for students to throw a baseball or football around or take sunbaths.

The new science building was named for Russell Thayer Tutt (1913-1992) of Colorado Springs. He joined the Colorado College Board of Trustees in 1957 and served for 35 years until 1992. For 18 of those years, from 1966 until 1984, he served as Board chairman. He was the second member of the Tutt family to serve as a Colorado College trustee.³⁶

³⁶ For further information on Russell T. Tutt and his contribution to Colorado College, see Robert D. Loevy, *Colorado College: A Place Of Learning; 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 181, 249, 337-338.



RUSSELL T. TUTT SCIENCE CENTER

The new science building was named for Russell Thayer Tutt, a member of the Colorado College Board of Trustees for 35 years. The building became the new home of the Environmental Science major and the Psychology and Mathematics departments. A portion of the Geology Department moved into the new building as well. The yellow brick on the exterior walls of the building was picked to match the color of the rocks on Pike's Peak above timberline. (Photograph by Robert D. Loevy.)



TUTT SCIENCE CENTER AT NIGHT

Three students took a late-evening break from their science studies and laboratory work and gathered on the front porch of the new Russell T. Tuttt Science Center. (Photograph from Community Relations, Colorado College.)

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Russell T. Tutt Science Center was the third building at the College to bear the Tutt family name. The other two were the Charles L. Tutt Library and the Tutt Alumni House.

There was a little-noticed but very important collateral benefit to the opening of the new Russell T. Tutt Science Center. As the Psychology and Mathematics departments moved out of Palmer Hall into the new science center, space was made available in Palmer Hall for additional faculty offices and classrooms for the Political Science and Sociology Departments.

Two: Completion of the performing arts center. President Celeste's predecessor in office, Kathryn Mohrman, spent hundreds of thousands of dollars planning for a new performing arts center at Colorado College. The new building was to occupy an entire half city block at the southeast corner of North Cascade Avenue and East Cache La Poudre Street. The facility was to include a large theater for major theatrical productions as well as a smaller theater for more intimate presentations.

The planning process for the building included construction of a small architectural model of the proposed building, which President Mohrman carried with her as she went about generating support for the project.

One of the first questions faced by newly inaugurated President Dick Celeste was whether to go ahead with this badly needed but very expensive project.

Further planning initiated by Celeste indicated that a performing arts center was badly needed and could be adequately financed. President Celeste therefore decided to go ahead and complete the project. "I was particularly pleased," Celeste said, "that the second and third floor classrooms and hallways in the new building were going to honor the beautiful western view of the mountains from that point on the campus."

When completed, the new building was named the Edith Kinney Gaylord Cornerstone Arts Center. Edith Kinney Gaylord had been a trustee and a major financial contributor to Colorado College.

The new building demonstrated its functionality and adaptability on presidential election night 2008. President Celeste hosted a reception for the entire college community to come and celebrate – or lament – the outcome of the 2008 presidential election between Democrat Barack Obama and Republican John McCain.



THE NEW PERFORMING ARTS CENTER

The building provided classrooms as well as multiple venues for performances. It was named the Edith Kinney Gaylord Cornerstone Arts Center. Edith Kinney Gaylord was a major contributor to the College as well as a member of the Board of Trustees. The building was so large that there was a joke going around about it: “Instead of the new performing arts center nestling at the foot of Pike’s Peak - Pike’s Peak will nestle at the foot of the new performing arts center.” (Photograph by Robert D. Loevy.)



PERFORMING ARTS CENTER – SOUTH END

A large theater designed for major theatrical productions was housed in the architecturally exciting south end of the new performing arts center. The theater was named for President Dick Celeste. (Photograph from Community Relations, Colorado College.)

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Students, faculty, and staff gathered early in the evening, availed themselves of food and drink provided by the College, and watched the election results come in on projection television screens scattered throughout the building. Political Science faculty members representing both political parties - Tom Cronin for the Democrats and Bob Loevy for the Republicans - analyzed the votes and state-by-state victories for the two candidates as the results were reported.

Once the election outcome was determined, and Democrat Barack Obama had been declared the victor, President Celeste addressed the assembled multitude in the main lobby of the building. The event was a fine use of the College's newest major building at that time.

Three: Renovate the Lloyd Edson Worner Campus Center (Worner Center). Although Worner Center had been constructed in the 1980s and was considered a “new” building on the campus, its kitchens and dining halls were “holdovers” from the old Rastall Center that previously occupied the site. In 2009-2010, the College spent \$9.5 million to modernize the kitchens and upgrade the dining halls in Worner Center and give the same treatment to the dining facilities in Bemis Hall.

Dining in Worner Center had changed considerably from what many College alumni had experienced. Gone were the days when all the students eating in the dining halls ate essentially the same meal. Students were able to choose from a variety of menus, ranging from meat and potatoes to vegetarian to more international cuisine. The College along the way had contracted with a new food service company, Bon Appetit, which emphasized more exotic food choices than those normally associated with a commercial food service.

Four: Plan and construct a new health and fitness center adjacent to El Pomar Sports Center. In order to expand health and fitness opportunities for as much of the Colorado College community as possible, **Vision 2010** included a plan to double the size of the existing El Pomar athletic center. One part of the project called for new offices and classrooms to be added to the building on the side facing West Cache La Poudre Street.

A second addition to El Pomar Sports Center was to be constructed at the northeast corner of the building, extending to the north and wrapping around the circular edge of the running track. The western exposure of this

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facility was to be all glass windows, thus providing multiple views of Pike's Peak and other mountains to the west.

As a general rule, the enlarged and expanded El Pomar athletic center was designed to have varsity sports concentrated in the older part of the building and personal fitness and training centered in the newer parts. The new facility also was set up to provide more facilities than the old El Pomar Sports Center for women's locker rooms and shower facilities. "This reconfigure," President Celeste explained, "will help get more equal treatment for women where varsity sports and personal fitness and training are concerned."³⁷

Five: Expansion and repurposing of Tutt Library. Exactly as former-President Mohrman left plans for a new performing arts center for her successor, President Celeste created plans for expanding and repurposing Tutt Library for his successor.

There was some sentiment at Colorado College for tearing the old Tutt Library building down. Constructed out of pre-manufactured concrete slabs and graced with vertical "slit" windows on its upper floors, the building had become unattractive over the years and essentially ignored the beautiful mountain views to the west.

"We decided to undress the building rather than remove it," Dick Celeste noted. "The concrete slabs will be taken off one-by-one and replaced with thermal glass panes that will allow students studying and doing research in Tutt to see the mountains and other outdoor campus views."

"At the same time," Celeste said, "we will tear down the 'Tuttlet,' the small addition to Tutt Library that intrudes into our main quadrangle on campus. The openness of the main quadrangle will be restored once the Tuttlet is gone."

"But the biggest change to Tutt Library," Celeste continued, "will be the expansion of the main library building toward North Cascade Avenue. We plan to construct a beautiful atrium running east and west through the

³⁷ For an account of the original design and construction of El Pomar Sports Center, see Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 193-194. Also see Reid, *Colorado College: The First Century, 1874-1974* (Colorado Springs, CO: Colorado College, 1979), 274-275.

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entire building. The west wall of the atrium will face Pike's Peak and the mountains and will be all thermal glass. From any point in the atrium, library users will be able to see and enjoy our spectacular western view."

The repurposing of the library will be oriented toward the increasing impact of digital information on library usage in colleges and universities. Computer terminals will be emphasized for study along with the continued availability of books. Book storage capacity will be increased through the use of automated compact shelving. Under this new automated system, aisles between shelves of books will be eliminated, and books will be retrieved mechanically from compact storage when requested.

The repurposing also will speak to the social aspect of student use of the library. An important tenet of the Block Plan was to encourage students to study and work together on class projects. Social study spaces will be created in the expanded library where small groups of students can work and interact together as they pursue their studies.

The price tag for the expanded and repurposed Tutt Library will be about \$50 million. "We have the conceptual design and program plan for a better library," Celeste concluded. "We need to embark on this project to keep Tutt Library relevant in the digital age."³⁸

LOCAL COMMUNITY PARTICIPATION

An important facet of **Vision 2010** was to pay more attention to the immediate city and state in which Colorado College is located. "Our location in the Rocky Mountains is both an asset and a liability to the College," President Celeste pointed out. "Our proximity to mountain recreation and mountain sports helps us to attract men students, a sought-after commodity in the early 21st Century for colleges and universities. On the other hand, more than 75 percent of our students must travel more than 500 miles one-way to get to Colorado College. Those travel costs increase the overall cost of a Colorado College education, which reduces our competitiveness somewhat for good students from families with modest incomes."

³⁸ For an account of the original design and construction of Tutt Library, see Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999*, 148. Also see J. Juan Reid, *Colorado College: The First Century, 1874-1974*, 214, 226-228.

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But Dick Celeste's major concern was for the economic and political health of the city of Colorado Springs and the state of Colorado. "If downtown Colorado Springs deteriorates," he said, "Colorado College will be hurt. We have to pay attention to what is going on in our own backyard."

To make a significant personal contribution to the health of the local community, Dick Celeste became President of the Downtown Partnership, the organization of local businesspersons in downtown Colorado Springs devoted to improving downtown activities and the downtown economy. In this role, Celeste was able to bring to bear in Colorado Springs the political skills he had developed as Governor of Ohio and U.S. Ambassador to India.

This turned out to be a two-way street for Colorado College. At the same time Celeste worked at promoting downtown Colorado Springs, he was able to solicit more contributions from people who had no connection with the College other than the fact they lived and worked in the same community with the College.

REDOING THE CAMPUS MASTER PLAN

Colorado College has a Campus Master Plan, approved by the Colorado Springs City Council, on file with the Colorado Springs City Planning Department. In an effort to upgrade the campus and keep the city government informed of the college's future campus development plans, President Celeste initiated an updating of the campus Master Plan.

1. Take down the utility poles and bury the electric lines on Cache La Poudre Street from North Weber Street to Monument Valley Park. This change would improve the campus visually as well as remove the problem of electric lines being torn down by falling trees or heavy ice on the wires during inclement weather.
2. Narrow Cache La Poudre Street to two lanes of traffic (one lane in each direction) in order to make room for bicycle trails along both the north and south sides of the street. This proposal would increase the safety of the many students who use a bicycle to get around the campus.

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3. Provide for mixed-use development on North Tejon Street where it intersects the Colorado College campus at Cache La Poudre Street. Mixing commercial and residential uses in cities is seen as a way to create a “walking world” for city residents as well as Colorado College students. The goal here was to create a number of student-oriented businesses, such as restaurants and clothing stores, on North Tejon Street that students could easily walk or bike to from their dormitories or close-to-campus rental housing.
4. Recycle the west side of North Weber Street, from Cache La Poudre Street to Uintah Street, for student housing. Already located in that general area were fraternity houses, sorority houses, and athletic fields for intramural sports. Increasing college-owned and managed student housing seemed a logical next step for the East Campus.
5. Narrow North Cascade Avenue from Cache La Poudre Street to Uintah Street to one lane of traffic in each direction. This proposal was part of a larger plan to make North Cascade Avenue one lane in each direction from the northern edge of downtown Colorado Springs, through the Colorado College campus, and all the way north to Penrose Hospital.

The College particularly wanted this proposal adopted because it would greatly increase driver visibility of students using the North Cascade Avenue crosswalks to get from one side of the campus to the other. With only one lane of traffic available for automobiles, students crossing Cascade would not be hidden behind automobiles stopped or moving slowly in an adjacent lane.

The Colorado Springs City Council rapidly approved the first four of these five amendments to the Colorado College Master Plan, and the College was quick to implement the four. In the case of the fifth proposal, however, individual homeowners living near the College argued before City Council that Cascade Avenue needed to remain two lanes in each direction to adequately move traffic, despite concerns about campus pedestrian safety. After a long and contentious public hearing, City Council voted not to reduce North Cascade Avenue to one lane in each direction.

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REAFFIRMING FREEDOM OF SPEECH

Early in Dick Celeste's time in office as President of Colorado College, a spokesperson for the Palestinian people living in the nation of Israel was invited to give a speech on the College campus. Hanan Ashrawi was an established and credible scholar on the subject of Middle East politics with a Ph.D. from the University of Virginia. The quest of the Palestinians for more independence from Israeli rule had become something of a popular cause at United States colleges and universities, particularly among left-leaning groups.

As would have been expected at that time in Palestinian-Israeli history, pro-Israeli groups took great exception to a Palestinian speaker being given the recognition and prestige of making a formal address at Colorado College. Demonstrations on the campus were threatened if the talk was not immediately canceled. The controversy, and the freedom-of-speech issues it raised, were given extensive news-media coverage in Colorado Springs and Denver.

President Celeste adamantly refused to give into the demands of those insisting that Hanan Ashrawi's talk be summarily wiped off the College's calendar of public events. In fact, Dick Celeste went in the other direction, inviting the protestors to demonstrate their disapproval on the campus while the talk was going on and installing porta-potties so the outdoor demonstrators would have a convenient place to go to the restroom. Celeste made it crystal clear the demonstrators would not be allowed to interrupt or disrupt Ashrawi's speech.

"I know a great deal about how to be a proper protester and demonstrator and not take away other people's freedom of speech," President Celeste explained. "In 1958, I was a member of the National Methodist Student Movement and testified against the military draft before the House of Representatives Armed Services Committee. In 1961, while I was a Rhodes Scholar studying at Oxford University, I participated in a major anti-nuclear war demonstration in London."

September 12, 2002, the day of Hanan Ashrawi's speech at Colorado College, was a beautiful Colorado summer's day. Under bright sunshine and a partly-cloudy blue sky, crowds of people were milling about the main quadrangle of the College on the north side of Armstrong Hall.



HANAN ASHRAWI AT COLORADO COLLEGE

Her speech at Colorado College as a spokesperson for the Palestinian people resulted in one of the largest protests ever staged on the Colorado College campus. (Photograph from Community Relations, Colorado College.)

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Tents had been pitched and sound systems installed so that various groups could loudly proclaim their point of view. Except for the aggressive arguments being voiced by the various protesters, one might have thought one was at a county fair or a summer concert in the park.

Four major groups were doing most of the talking and demonstrating. They were: (1) pro-Israeli, (2) pro-Palestinian, (3) pro-peace between the two warring camps, and (4) pro-freedom of speech.

The pro-Israeli group brought a large Israeli flag. From time to time a group of women played Israeli folk music on a loud speaker system and did folk dances on the lawn. A pro-Israeli sign described Hanan Ashrawi as an “Apologist for Terror.” Another claimed: “Terrorists Not Welcome Here.” One Israel supporter brought his own portable keyboard, played music on it, and sang songs in Yiddish.

Pro-Palestinian demonstrators also were well-represented. Some of the women wore shawls over their heads. The most poignant protester was a woman holding two signs. One read: “Israel Took My Home!” The other stated: “Save the Holy Land in Palestine!”

The pro-peace contingent relied mainly on a chant delivered in a question-and-answer format: “What do we want? Peace! When do we want it? Now!” The peace bloc also had signs to wave. One stated: “Stop Glorifying Murder; Stop Teaching Hate!” Another advised: “Bring Healing – Not Pain.”

The pro-freedom of speech group stood around silently with their mouths taped shut. There was some irony there, because President Celeste had invited the demonstrators to the College to express their views and not suppress them. Posters did their talking for them. “Listen. You Might Learn Something,” read one. “What Are You Afraid To Hear?” asked another.

Security forces were omnipresent but had little work to do. Despite the loud and vociferous arguing between the various assembled groups, there was no physical violence. At one point more than 15 uniformed officers were lined up to keep the peace on the gravel walkway going north from Armstrong Hall. News reporters and photographers were present in abundance as well.

From time to time, groups of protesters would come together and start singing. There was a definite patriotic theme to their musical selections. *The Star-Spangled Banner*; *God Bless America*; *America, the Beautiful*; and the *Battle Hymn of the Republic*.



PROTESTERS MINGLED ON ARMSTRONG QUADRANGLE

A large crowd of demonstrators assembled in front of Armstrong Hall on the main quadrangle at Colorado College. Despite all the harsh words, there was no violence and Hanan Ashrawi successfully completed her talk. (Photograph from Special Collections, Tutt Library, Colorado College.)

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In short, this particular day on the Armstrong Quadrangle was a study in totally random and un-choreographed political activity.

Loudspeakers had been placed out in the quadrangle so that the overflow crowd could hear Hanan Ashrawi's talk. When she began speaking, the mood of the demonstration changed completely. Most of the protesters stopped arguing with each other, sat down on the lawn, and quietly listened to what she had to say.³⁹

Despite the preceding hullabaloo, Hanan Ashrawi gave her speech exactly when scheduled. The entire matter was soon successfully completed, and freedom of speech was still safe and sound at Colorado College.

THE STATE OF THE ROCKIES

A major part of the community outreach called for in **Vision 2010** was "The State of the Rockies," a research and publication project designed to inform the people of Colorado and the eight-state Rocky Mountain region of current issues and problems in the Rockies. Designed and guided by Colorado College Economics Professor Walt Hecox, "The State of the Rockies" issued an annual book-length report, called a Report Card, and held an annual conference on Rocky Mountain issues each April at the same time the Report Card was published. Throughout the academic year, "The State of the Rockies" program brought lecturers to the campus in order to expose the faculty and student body to current and future Rocky Mountain issues.⁴⁰

"The State of the Rockies" project was generally oriented to ecological and environmental issues. For instance, the April 2012 Report Card was entitled "Future Management of the Colorado River Basin" and had a subtitle that read: "An Agenda for Use, Restoration, and Sustainability

³⁹ For Hanan Ashrawi's speech and the accompanying protests, see the video, *September 11: One Year Later – Responding to Global Challenges*, Special Collections, Tutt Library, Colorado College.

⁴⁰ Information on "The State of the Rockies" project was provided in an interview by Robert D. Loevy with Brendan Boepple, the program coordinator for "The State of the Rockies" project in 2011-2012. Boepple, a graduate of the class of 2011 at Colorado College, was a Political Science major with a minor in Environmental Issues.

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for the Next Generation.” Six years earlier, the 2006 Report Card was on the general subject of “Climate Change in the Rocky Mountains.” The working motto for “The State of the Rockies” project, which is a student-faculty collaborative effort, is “Research – Report – Engage.”

The eight states included in the Rocky Mountain Region are Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, and New Mexico. Most of the basic research for the annual projects was conducted by Colorado College students, a number of whom stayed on after graduation to further pursue their Rocky Mountain research interests.

An unusual aspect of the 2012 project involved two recent graduates of the College. Will Stauffer Norris and Zack Podmore, both of the class of 2011, kayaked the Colorado River valley from Wyoming to Mexico. They began their journey at the headwaters of the Green River in the Wind River mountain range in Wyoming. They kayaked the Green to its confluence with the Colorado River in Utah. From there the two men rode the Colorado River through the Grand Canyon and down the Arizona-California border into Mexico.

The trip took almost four months and stretched over 1,700 miles. Norris and Podmore camped out at night and kayaked through many dangerous rapids while on their journey. They did field research as they made their way down the two rivers, taking photographs and shooting videos that will be distributed with the 2012 Report Card on the Colorado River. Their trip ended when the Colorado River “dried up” from lack of water before reaching the Pacific Ocean in Mexico.⁴¹

Perhaps more than any other program at Colorado College, “The State of the Rockies” project fulfilled President Celeste’s goal of reaching out to the College’s neighbors and informing them about current local and regional problems. An equally important accomplishment was the program’s effect on Colorado College students. The program was initiated in 2004. By 2012, over forty graduates of the College, who had done research for “The State of the Rockies” projects during their undergraduate years, were working in a variety of environmentally oriented positions throughout the United States.

⁴¹ Walter Hecox, “Colorado Students May Have A Way To Save The Colorado River Basin,” *Denver Post*, April 8, 2012, 1D.

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THE SIX-BLOCK TEACHING LOAD

When the Block Plan was first adopted at Colorado College in 1970, faculty taught nine blocks during a nine-block academic year. There was no relief whatsoever from this heavy teaching schedule. As would have been expected, Colorado College faculty members began complaining loudly about their incredibly heavy workload.

After a few years, the College calendar was reduced from nine blocks to eight blocks, with each faculty member only teaching seven blocks. This reform greatly helped to mitigate the workload problem. Faculty also were awarded research and development blocks, and those fortunate enough to win named professorships were given extra “blocks off” as well.

By the early 2000s, the process had gone too far. A survey of College faculty revealed that the average faculty member was only teaching five-and-a-half blocks per academic year. Only eight faculty members were teaching a full seven-block load. And, as the number of blocks faculty were teaching diminished, the complaints about overwork diminished too.

To bring some semblance of order out of this teaching-load chaos, the faculty adopted six blocks as the standard teaching load under the Colorado College Block Plan. To fulfill this new six-block teaching load, the vast majority of faculty members had to devote more time to teaching rather than less.

GRADUATION TURNS TO THE WEST

For many years, May graduation ceremonies at Colorado College at the close of the academic year had been held in the main quadrangle with the audience facing south toward Armstrong Hall. Since May graduation was always held in the morning (to avoid Colorado’s famous afternoon thunder showers), the audience was forced on sunny days to look into a bright morning sun. Those conducting the graduation ceremonies – the president, the dean, and other academic dignitaries – were forced to stand for several hours on the hard cement floor of the outdoor covered platform that surrounds the first floor of Armstrong Hall.

In 2004, May graduation ceremonies made a 90 degree turn to the right. The audience - which included the faculty, the graduating seniors, and the families and friends of the graduates – was faced to the west. That meant

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Pike's Peak and the mountains to the west of campus formed a beautiful backdrop for the customary graduation speeches and awarding of diplomas. Those in charge of the graduation ceremony stood on a rented platform, which was more comfortable than standing on the cement in front of Armstrong Hall.

FROM COMPUTING TO INFORMATION MANAGEMENT

Digital computing began at Colorado College in 1968 with a single teletype machine in the lounge of Olin Hall of Science connected by telephone line to a large "time-sharing" computer in Los Angeles. Four years later, in 1972, the college acquired its own computer, affectionately named "Smedley," which had 23 "user terminals" (teletype machines) scattered about the campus for use by administrators, faculty, and students.⁴²

Next came the Burroughs B-6803, a computer with 40 times the capacity of Smedley and a price tag of \$500,000. Computing was beginning to cost Colorado College real money. The high cost did not buy affection, however. The new computer was referred to unceremoniously as "the Burroughs."⁴³

In the early 1980s, Colorado College moved to personal computers. Faculty members soon had personal computers in each of their offices, and students could get their computer work done on banks of personal computers found in "computer labs" in places such as Tutt Library and the major dormitories. Computer software became important, as typing on typewriters was almost universally replaced by "word processing" on computers. *Word Perfect* and *Word* were the two most popular software packages for word processing.

In 1986-1987, Colorado College became a wired campus. Wires were installed from building to building so that all of the College's computers could be hooked together into a single network. This permitted students and faculty to communicate with one another by E-Mail (Electronic Mail) as

⁴² J. Juan Reid, *Colorado College: The First Century, 1874-1974* (Colorado Springs, CO: Colorado College, 1979), 283.

⁴³ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 280.

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well as with other computer users throughout planet Earth. At the same time, the college computer network was connected to the World Wide Web, the internationally connected computer system known more commonly as the Internet. These improvements added another \$200,000 to the growing cost of computing at Colorado College.

The volume of information being transferred from computer to computer at Colorado College was growing so rapidly that the entire wiring network had to be upgraded by additions and replacements in the year 2000.

By the late 1990s, computer networks were beginning to transform academic life at Colorado College. Students were doing more research for term papers on the Internet and thereby reducing their use of books in the library. Instead of coming to professor's offices to visit and ask questions, students often would just drop their professor a quick E-Mail and expect a more-or-less instant reply – by E-Mail.

In the classroom, professorial lectures were augmented by *PowerPoint*, computer software which projected lecture points on a screen and saved professors the trouble of writing on the blackboard. And, with the help of software such as *FrontPage*, professors could put their course readings, course slide shows, course graphs and charts, etc., on the Internet for students to access at any time it was convenient for them.

BANNER

Up through 2001, computer programming at Colorado College was mainly conducted “in house.” The College hired its own computer programmers, and they tailored the computer software they wrote to the explicit needs of administrators, faculty, and students. It was becoming increasingly obvious, however, that this homemade software system was not keeping up with campus demand. There was a four-year wait for major software-writing projects to get started, let alone be completed.

In 2002-2003, the college purchased *Banner*, a commercial software product that would integrate all of the College's business and record-keeping functions into a common system with easy transfer of information back and forth. “*Banner* was a multi-million dollar investment for Colorado College,” Randy Stiles explained. “It was designed to bring Human Resources,

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Payroll, Finance, Budget, and student course Registration into a common software environment.”⁴⁴

But not all computer functions at Colorado College were put under *Banner*. “At a small liberal arts college like Colorado College,” Stiles elaborated, “top-down reforms such as *Banner* are strongly resisted by administrators and faculty members who want to reserve the right to do their own thing, and that applies to computer software as well as many other things.”

A WIRELESS CAMPUS

The second year he was at Colorado College (2003), President Dick Celeste paid a visit to the headquarters of Microsoft, a giant computer software company in Seattle. That visit convinced Celeste that “wireless” computing was going to be the next major development in academic computing. He returned to Colorado College determined to preside over the creation of a wireless campus for computer users.

Each passing year, students were bringing more sophisticated and portable personal computers to campus with them. In order to facilitate computer use anywhere on campus that a student might be, the campus was equipped with wireless technology. Students with portable digital devices such as laptops, i-pads, and smart phones could connect to the Colorado College website and the Internet without having to plug a wire into a wall socket.

Alan Davis was the network engineer at Colorado College in charge of the conversion to a wireless campus. He supervised the installation and wiring of about 100 radio transmitters – placed in classrooms, offices, lounges, etc. - that provided wireless access by computers to the College computer network and the Internet. As it turned out, 100 radio transmitters were not good enough to provide complete campus coverage. By the year 2012, 500 radio transmitters made Colorado College a truly “wireless world.”

⁴⁴ This and subsequent quotes by Randy Stiles, Vice-President for Information Management at Colorado College in 2011, are from an extensive interview with Robert D. Loevy, February 24, 2012.

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Creating a wireless campus was a necessity rather than a luxury. Incoming students were getting more sophisticated about the digital world with each passing year, so much so that lack of a wireless campus might have begun costing Colorado College student acceptances of admission.

And nothing was permanent or static in the rapidly changing world of digital computing. By 2006 it was clear that Colorado College needed to completely redesign and rebuild its computer network, both wired and wireless. With the expenditure of \$2.5 million, the College completely rebuilt its computer system, made its network more secure, and met the ever-increasing demand for more capacity in order to speed transmission of computer data.

PROWL

By 2007, Colorado College and similar small liberal arts colleges were facing the challenge and opportunity of “on-line” learning. Large universities and privately-owned trade schools were offering courses to students that could be taken at home or in the dormitory room on a personal computer. Professorial lectures were being broadcast via the campus computer network, with students attending the lectures by watching them “live” on their favorite digital device rather than showing up in the lecture hall in person. Tests were being taken by computer with the students typing in their answers to multiple-choice questions on the computer keyboard.

On-line learning was a particular challenge to small liberal arts colleges because of their traditional emphasis on the importance of “face-to-face” teaching. There was also the liberal-arts goal of students actively participating in their own education by speaking and discussing in class with both the professor and their fellow students.

To bring the best elements of on-line learning to Colorado College, the Information Management department adopted *Prowl* as a digital platform on which faculty could put the basic materials for their courses, such as readings and slide shows, at a single place on line. The word *Prowl* was used because it is what tigers do, and the tiger is the sports mascot at Colorado College. As an acronym, *Prowl* stood for “Platform and Repository for On-Line and Web-based Learning” at Colorado College.

Prowl was designed after a free software from Australia known as *Moodle*. Colorado College professors were quick to take advantage of *Prowl*

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as a convenient place to store course materials on the Internet. It was not used extensively, however, for true on-line learning. The face-to-face environment of the classroom remained the main teaching vehicle at Colorado College, a development which many would see as inevitable in light of the personalized teaching and learning goals of the Colorado College Block Plan.

BLACKBOARD CONNECT

The early 2000s were a time of isolated but deadly attacks on university and college campuses that sadly resulted in student deaths by being shot with firearms. A particularly violent and deadly attack at Virginia Polytechnic Institute in Blacksburg, Virginia, on April 16, 2007, killed 32 people and wounded 25. The immediate result was a wave of reform that swept through academe to improve emergency notification systems at colleges and universities throughout the United States.

An electronic emergency and notification system was designed, installed, and tested extensively at Colorado College. In future emergencies, all telephone and computer communication devices would be harnessed immediately to get warnings and safety instructions out to faculty, students, and staff within minutes. Telephone calls would be made to both offices and homes. E-Mail and texts would be dispatched to all campus computers and other digital devices. The new system was nicknamed “Blackboard Connect.”

MEANWHILE, BACK AT THE DEAN’S OFFICE

Political Science Professor Timothy Fuller stepped down as the Dean of Colorado College in June of 1999. He was immediately appointed to the College’s newly established Lloyd Edson Worner professorship. Fuller then resumed his regular duties teaching Political Theory.

Fuller was succeeded as academic Dean by Biology Professor Dick Storey, who provided continuity during the transition at the College from President Mohrman to President Celeste. Storey also presided over the establishment of the six-block teaching load for the faculty at Colorado College.

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In addition, Dean Storey consulted at length with top officials and faculty from the University of Montana Western, who were seriously considering adoption of the Colorado College Block Plan at their institution. When the University of Montana Western adopted the Block Plan, Dick Storey was recruited to become Chancellor (President) at the University of Montana Western and bring with him to his new job his knowledge of how to successfully operate the Block Plan.

To replace Dick Storey as Dean of Colorado College, President Celeste turned to Professor of History Susan Ashley. She was the first woman in the history of Colorado College to hold the position of academic Dean.

SUSAN ASHLEY

Born on September 27, 1943, in Portland, Oregon, Susan Ashley attended public schools in Portland and then matriculated at Carleton College, in Northfield, Minnesota, where she was a French major. She then proceeded to Columbia University, in New York City, where she went to work on a Ph.D. in History.

While at Columbia, she met and married Bob Lee, a one-time Journalism student turned candidate for a Political Science Ph.D. at Columbia. Ironically, both Susan Ashley and Bob Lee attended Carleton College at the same time, but they did not meet each other until they each took up graduate studies at Columbia University.

Susan Ashley was studying in France when Colorado College, without bothering with an in-person on-campus interview, hired her to come and teach History at the College. A one-year position turned into a tenure-track position, and her teaching career at Colorado College was underway. But there was a problem. Would there be a job in the Political Science Department at the College for her husband, Bob Lee.

At first things did not look promising. Susan Ashley was told that “Colorado College would never hire two professors from the same family.” She also was informed that married couples were not likely to be “intellectual equals,” and thus one or the other partner to the marriage could not qualify to be a professor at Colorado College.



SUSAN ASHLEY

She was the first woman to serve as the academic Dean of Colorado College. She and her husband, Political Science Professor Robert Lee, were the first married couple to each openly get tenure at the College. (Photograph from Department of History at Colorado College.)

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The College administration soon changed its tune, however, and the Political Science Department appointed Bob Lee to a tenure-track position similar to the one his spouse held in the History Department. Both Susan Ashley and Bob Lee subsequently qualified for and were awarded tenure.

“It was a watershed event,” said Susan Ashley. “To my knowledge, we were the first married couple to both openly get tenure at Colorado College.” Susan Ashley speculated that it helped their case that it was the man involved, Bob Lee, who would not get a job rather than the woman.⁴⁵

ASHLEY IN COMMITTEE

Colorado College is governed mainly by faculty committees, and Susan Ashley became a highly active member, and occasionally chair, of some key College committees. She chaired the committee that paved the way for a curriculum that emphasized non-Western as well as Western studies.⁴⁶ She also chaired the committee that developed the First-Year Experience (FYE) program for entering students.

To increase her knowledge of every aspect of student life at Colorado College, Ashley volunteered to be Colorado College’s representative to the National Collegiate Athletic Association (NCAA) and the Western Collegiate Hockey Association (WCHA). These positions traditionally had been held by male faculty at Colorado College, so when Ashley was given the double assignment she was scoring another victory for the expansion of women’s rights and responsibilities at Colorado College.

When it was pointed out to Susan Ashley that her many years of service on key Colorado College faculty committees appeared to have ably prepared her for serving as Dean of the College, she replied with a knowing smile: “No one is ever prepared to be the academic Dean!” She conceded, however, that her committee work, particularly on curriculum matters and the FYE program, gave her a solid working knowledge of how to get things done at Colorado College.

⁴⁵ This and subsequent quotes are from Susan Ashley, Professor of History and Dean of Colorado College, interview by Robert D. Loevy, May 7, 2012.

⁴⁶ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 286-287.

IMPLEMENTING CHANGE

“You have to start with the faculty,” Ashley explained. “At the start, I like to see the professors working in small groups, identifying problems and then exploring the options for solving them. Every option needs to be fully discussed, including staying with the status quo. I am also a big fan of finding out what other colleges and universities are doing, and seeing if their new and experimental programs are working or not. The last step is to convince the faculty that the new proposals can be successfully implemented and will work once adopted.”

“But there is one final thing to keep in mind,” Ashley concluded. “The faculty will make perfecting changes to any new program or idea shortly after it has been put in place. A good example came from the First-Year Experience. The original proposal called for all the FYE courses to be organized around a single theme, such as ‘Variety’ or ‘Experimentation.’ The FYE courses were a big success individually, but the faculty members teaching FYE courses found the single theme intellectually confining. The faculty was quick to vote to eliminate the theme aspect of the FYE program.”

EQUAL ACCESS

Once installed as the academic Dean at Colorado College, Susan Ashley sought to bring “equal access for all students to all the programs the College provides.” She believed it was unfair for some students to not be able to study abroad because they lacked the financial resources of many of their peers. “Colorado College financial aid always supported students when they went on Colorado College associated programs, such as Associated Colleges of the Midwest (ACM) programs,” she noted. “I saw to it that Colorado College financial aid also went with students studying abroad on non-Colorado College overseas programs.”

This change greatly broadened the foreign study opportunities available to financial aid students. It was particularly relevant at a time when the College was working hard to stimulate student interest in international affairs and the diverse peoples on planet Earth.

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A CONVENTION-AL BLOCK

The Democratic Party selected Denver, Colorado, as the site for its 2008 National Convention. Illinois U.S. Senator Barack Obama won the Democratic Party presidential caucuses and primaries the previous spring, thus making him the 2008 Democratic Party nominee for U.S. President. Denver planned to celebrate and entertain to the best of its ability as Barack Obama accepted the Democratic nomination for President in the Mile High City in August of 2008.

Having the Democratic National Convention take place just seventy miles from Colorado Springs presented a convenient opportunity to the Political Science Department at Colorado College. Two professors, Thomas E. Cronin and Robert D. Loevy, promptly created a one-block course to be taught in Denver at the same time the national convention was in town. The Colorado College students were to join politically oriented students from throughout the nation in a program organized by the Washington Center for Internships and Academic Seminars in Washington, D.C.

The Colorado College students were housed at Regis University in Denver the week prior to the convention and the week the convention met. During the week prior to the convention, the students attended classes taught by Cronin and Loevy and heard speeches by leading politicians and news-media experts. Highlights were talks by Bob Schieffer, a well-known CBS-TV News commentator, and Howard Dean, the chairman of the Democratic National Committee.

The week of the convention, the Colorado College students served internships with the various political operatives, interest groups, and news-media personnel involved in the convention. Some of the students worked as ushers guiding delegates and observers to their seats on the convention floor at Denver's Pepsi Center sports arena. One student, Rakhi Voria, interned with ABC-TV News and spent time working in the network's "skybox" with its panoramic view of the convention floor and the convention proceedings.

The highlight of the convention came when Barack Obama gave his acceptance speech at Denver's brand new outdoor football stadium, at that time called Invesco Field at Mile High. Every one of the Colorado College students was given a job at the stadium during the acceptance speech, which meant that every one of them got to personally see Barack Obama officially accept the Democratic Party nomination for U.S. President for 2008.

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The following November, Barack Obama defeated his Republican opponent, U.S. Senator John McCain of Arizona, and was elected President of the United States. Holding the Democratic National Convention in Denver was said to have helped Obama win the state of Colorado and its nine electoral votes for President.

The “convention course,” as the students called it, illustrated one more time the flexibility of the Block Plan in allowing students to take experiential courses in locations distant from the Colorado College campus.

THE ECONOMIC DOWNTURN OF 2008

The early 2000s were a boom period for the United States economy, particularly where real estate and homeownership were concerned. US Government-backed mortgages, strongly supported by elected officials in the national government, made it easy and convenient for people of modest means to buy homes for themselves and their families. The immediate result was rapid expansion in housing construction and real estate sales, coupled with a very optimistic outlook for the future of the U.S. economy.

In September of 2008, six years into Dick Celeste’s presidency of Colorado College, the real estate and housing construction bubble burst. Housing prices began to fall, and it was becoming increasingly obvious that many people with home mortgages could not make their mortgage payments. The financial malaise spread to some of the nation’s largest banks and investment companies. When one of the bigger investment banks conspicuously went bankrupt, it was a clear sign that a major economic recession was underway. A substantial stock market decline soon followed.

Colorado College was no stranger to economic recessions. A major economic downturn in 1875 had almost closed the college before it could get started. The real economic test had come in the 1930s, when the Stock Market Crash of 1929 was followed by the Great Depression. Enrollments fell so low the college had to close three of the women’s dormitories. Faculty salaries were cut 20 percent, and the College had to spend \$215,000 out of its endowment in order to keep operating.⁴⁷

⁴⁷ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 121.

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The economic collapse of 2008 was the most serious U.S. recession since the Great Depression of the 1930s. The value of Colorado College's endowment dropped considerably, and earnings from the endowment were also greatly reduced. At other colleges and universities, budgets were being cut significantly and both faculty and staff were being terminated.

"It was clear to the Board of Trustees," President Celeste pointed out, "that the 26 percent rate of earnings from the college endowment was going to drop precipitously. The board's reaction was to order the College budget immediately reduced - significantly."

"The major budget cut came from terminating 75 staff positions through voluntary separation," Celeste continued. "We were willing to cut staff jobs, but we were unwilling to reduce faculty positions or postpone filling faculty vacancies. While other colleges and universities were putting in faculty hiring freezes, we kept our faculty at full strength. We were determined to protect the core mission of Colorado College by maintaining our faculty size and thereby continuing small class sizes."

Another method of reducing costs was to offer attractive buyouts to senior faculty who would be willing to retire early. Faculty members who were 70-years-old or older were offered three years at half salary if they would surrender their tenure and immediately retire. An option providing for three years of light teaching along with the salary buyout was dangled before older faculty who wanted to end their teaching careers more gradually.

"We have a problem at Colorado College," President Celeste noted. "Our hospitable college environment coupled with the many pleasures of living in Colorado Springs and Colorado makes it generally unattractive for older faculty to retire. Early retirement programs are needed to encourage senior faculty to make the transition into retirement."

Another cost-cutting move was to outsource the operations of the college bookstore to the Nebraska Book Company. Whereas faculty and students had previously dealt with Colorado College employees at the bookstore, under this new regimen the bookstore personnel were employed by and answered to campus outsiders.

THE AD HOC BUDGET COMMITTEE

The unpleasant task of making actual detailed budget cuts fell to an ad hoc Budget Committee chaired by academic Dean Susan Ashley. The

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members of this special committee represented every part of the Colorado College community. It included trustees, faculty, staff, students, the Vice President for Finance (Robert Moore), and the Vice President for Student Life (Mike Edmonds).

The new committee's marching orders were quite specific. Cut \$8 million from the budget. Then, identify \$4 million more to be cut if the economic situation at the College got really bad.

The main worry was that the economic recession that began in September of 2008 might be serious enough to cause a drop in enrollment at Colorado College. "It was very good news," Dean Ashley pointed out, "when the College completely filled its first-year class for the fall semester of the 2009-2010 academic year."⁴⁸

The ad hoc Budget Committee began its work by ordering a 10 percent cut in every academic department and administrative division of the College. It became apparent that the College was providing a level of financial aid for needy students which could not be maintained during a severe economic downturn. The process of administering financial aid was tightened and regulated more carefully so that the College obtained the most value from its financial-aid expenditures.

But one form of financial aid was expanded. As a result of the 2008 recession, a number of currently enrolled Colorado College students had one or both of their parents lose their job. The College was determined that none of these students would be forced to leave the College for monetary reasons. Financial aid was provided to those students whose family finances had been hit hard by the economic recession.⁴⁹

Permanent budgetary reform at Colorado College resulted from the work of the ad hoc Budget Committee during the 2008 economic downturn. The ad hoc Budget Committee recommended to the Board of Trustees that there be a standing Budget Committee at the College which would establish clear budgetary guidelines and more clearly define the budgeting process. It

⁴⁸ Susan Ashley, Professor of History and Dean of Colorado College, interview by Robert D. Loevy, May 7, 2012.

⁴⁹ Recollection of Robert D. Loevy, Professor of Political Science, who served on the Admission and Financial Aid Committee during the 2009-2010 academic year.

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was further recommended that the College maintain a balanced budget on a three-year budget cycle.

All the budgeting reforms proposed by the ad hoc Budget Committee were adopted by the Board of Trustees.

THE END OF MEN’S FOOTBALL, WOMEN’S SOFTBALL, AND WOMEN’S WATER POLO

Men’s varsity football had a long and happy history at Colorado College. The legend was that the first ever football game west of the Mississippi River was played between Colorado College and Denver University on April 12, 1885. Colorado College won the game but was later accused of using five “ringers,” players that did not go to Colorado College but served in a local fire-fighting company.

The high spot for men’s football at the college came in 1928 when Earl “Dutch” Clark, a Colorado College quarterback from Pueblo, became the first All-American football player from the state of Colorado. Clark went on to a distinguished career playing professional football for the Detroit Lions and was selected a charter member of the National Football League Hall of Fame. On Thanksgiving Day in 1927, more than 10,000 people attended a championship game at Washburn Field between host Colorado College and Colorado Agricultural College, now Colorado State University.⁵⁰

After World War II, however, men’s varsity football waned in popularity at small liberal arts colleges such as Colorado College. The rise of television meant that people could stay home on Saturday afternoons and watch, on their TV sets, the top college and university teams from across the nation square off against each other. By the early 2000s, attendance at Colorado College varsity football games had dropped precipitously. Furthermore, the College was having trouble finding other college’s with the same general enrollment size as Colorado College to play against.

President Celeste pointed out that, along with the 2008 economic recession, men’s varsity football was doomed by Colorado College’s

⁵⁰ J. Juan Reid, *Colorado College: The First Century, 1874-1974* (Colorado Springs, CO: Colorado College, 1979), 25, 120-123.

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location so far away from other colleges and universities that played at Colorado College's ability level. He explained:

“We were paying more than \$1 million per year more than other Division Three schools because of the high cost of transporting our athletes to ‘away’ games, and men’s football was the biggest user of that money. We really had no choice but to drop varsity men’s football along with two other sports – women’s water polo and women’s softball.”

The end of men’s varsity football was a sad event at Colorado College. There were loud protests and statements of regret. There even was a brief but unsuccessful effort on the part of students and alumni to raise the necessary funds to keep men’s varsity football and women’s varsity softball and water polo in operation at Colorado College.⁵¹ But President Celeste stuck by his decision. “The recession of 2008 really changed our focus,” Celeste noted grimly. “When I arrived in 2002, the financial question at Colorado College was the optimistic: ‘How much can we raise?’ After the economic downturn took hold, the financial question turned pessimistic: ‘How much are we spending, and how can we reduce it.’”

The cancellation of one men’s and two women’s varsity sports affected 76 students at Colorado College, 54 men and 22 women. It came at a time when a number of other leading institutions of higher learning, such as Johns Hopkins University and the University of Vermont, also were cutting their athletic budgets by eliminating varsity sports teams. In a letter to the campus community explaining his actions, President Celeste noted that “we are in a period in which difficult, and sometimes unpopular, decisions must be made for the overall health of the College.”⁵²

HISTORIC PRESERVATION OF CAMPUS BUILDINGS

Starting in the 1930s, Colorado College began acquiring a number of private residences close to the college campus and converting them to

⁵¹ Joel Minor, “Rally For Revival: Cut Players Ban Together,” *Catalyst*, Volume 39, Number 20, April 3, 2009, 1.

⁵² “Open Letter to the Colorado College Community” from Dick Celeste et. al., March 24, 2009, in Colorado College Information File - Athletics – Football – 1990-2009, Special Collections, Tutt Library, Colorado College.

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campus uses, such as dormitories, faculty office space, and classroom space. Because this form of campus expansion took place over many years, it was referred to as “The Growth That Nobody Saw.”⁵³

By the mid-1990s, Colorado College had acquired a considerable stock of historic buildings, many of them former private residences. The College hired Manning Architects to prepare a Historic Survey and Preservation Plan for all the campus buildings. Of 97 structures evaluated, 76 were discovered to have historic significance. The survey thus indicated that Colorado College possessed one of the largest collections of historic properties in the state of Colorado.

The end result was a highly successful collaboration between Colorado College, History Colorado (the state historical society), and the Colorado State Historical Fund. State funds were provided to Colorado College to research and write the histories of those properties that were candidates for listing on the National Register of Historic Places. In addition, state funds were provided for rehabilitating and preserving historic campus buildings. The primary source of these state historical rehabilitation funds was taxes collected on casino gambling in three historic Colorado mountain gold-mining towns – Central City, Black Hawk, and Cripple Creek.

By the early 2000s, Colorado College had 14 structures listed on the National Register of Historic Places. Some were major college buildings, such as Cutler Hall, Palmer Hall, and Bemis Hall. Others were former private residences being recycled for college use, such as Lennox House, Jackson House, and Arthur House. All three of those buildings were being used as dormitories. The old Plaza Hotel, renamed Spencer Center, underwent extensive exterior renovation and was used for administrative offices of the College.

State historical funds enabled Colorado College to address exterior rehabilitation problems in a more comprehensive and historically sensitive manner. The state moneys were matched by over \$1.5 million in Colorado College expenditures. In addition, the State Historical Fund helped to

⁵³ Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 124-125.

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finance the creation of a printed guide to a two-loop walking tour of the historic buildings on the campus.⁵⁴

Historic preservation was a continuous process at Colorado College. In 2011, the College undertook a major rehabilitation and beautification program for the old Van Briggie Pottery Building, located at the west end of the campus near Monument Valley Park. An ugly chain-link fence surrounding a service vehicle parking lot was replaced with a beautiful brick wall. Glass tile mosaics and bronze sculpture plaques were embedded in the new wall to tell the story of Artus and Anne Van Briggie and their significant impact on the American pottery industry in the early 20th Century. The art work was by artist and sculptor Larry Terrafranca.⁵⁵

The Van Briggie project was financed with a large gift from the Schlessman family. A number of the Schlessmans were graduates of Colorado College.

George Eckhardt, the campus planner in the Facilities Services Department at the College, was the major driving force behind the historic preservation movement at Colorado College. In the spring of 2012, he was busy applying for National Register status for Hamlin House, a Mission Revival style former residence on the old stub of Wood Avenue, and Morreale House, a brick Queen Anne style former residence on North Cascade Avenue.⁵⁶

Nan Rickey, a Colorado state historic preservation specialist, remarked that Colorado College had become “the poster child for successful

⁵⁴ For a list of Colorado College properties on the National Register of Historic Places, see “Colorado State And National Register Information,” Facilities Services, Colorado College, April 19, 2010.

⁵⁵ George Eckhardt, “What’s Going On At Van Briggie?” *Around The Block*, Colorado College, April 2011. “Pamphlet, “The Van Briggie Story Depicted In Art,” Facilities Services, Colorado College, no date.

⁵⁶ Much information about historical preservation at Colorado College can be found in “History Colorado - State Historical Fund - Competitive Grant Application,” submitted by Colorado College for Hamlin House and Morreale House, Facilities Services Department, Colorado College, April 2, 2012.

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institutional historic preservation in Colorado.”⁵⁷ In an E-Mail, Elizabeth Blackwell of the Colorado State Historic Fund wrote that “Colorado College continues to be an excellent model for displaying how higher education institutions can effectively utilize historic buildings.”⁵⁸

TENURE CONTROVERSY

Tenure is the process by which new teacher/scholars become permanent faculty members at Colorado College. The tenure process is a long and thorough one at the College, with candidates for tenure reviewed by their academic departments, their students, alumni they taught, their fellow faculty members, the academic Dean, and the President. In the early 2000s, there were a number of controversial tenure decisions at the College.

A tenure struggle is most likely to erupt when a faculty member up for tenure has a group of other faculty members strongly supporting his or her case for permanent appointment to the faculty. In occasional instances, support of tenure for a particular newcomer to the faculty can be motivated by political causes and a strong desire for social justice. In such instances, tenure cases can become bitterly fought and severely divide the College community.

The tenure controversies of the early 2000s were severe enough to produce a number of proposals for altering the tenure process at the College. Following the lead of academic Dean Susan Ashley, the faculty reaffirmed its strong support for the established tenure procedures at Colorado College.⁵⁹

DICK CELESTE DEPARTS

Dick Celeste announced his retirement from the presidency of Colorado College, effective at the close of the 2010-2011 academic year. He

⁵⁷ Recollection of George Eckhardt, campus planner, Facilities Services Department, Colorado College, May 7, 2012.

⁵⁸ E-Mail, Elizabeth Blackwell to George Eckhardt, campus planner, Facilities Services Department, Colorado College, June 11, 2012.

⁵⁹ Susan Ashley, Professor of History and Dean of Colorado College, interview by Robert D. Loevy, May 7, 2012.

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and his wife, Jacqueline Lundquist, and their child planned to remain in Colorado Springs.

The Celeste presidency of Colorado College was a notable one. Two buildings, planned and designed under the previous President, were constructed and dedicated. They were the Tutt Science Center and the Cornerstone Performing Arts Center. Then Worner Center was renovated, and a health and fitness center was added on to El Pomar Sports Center. And detailed plans were created to help a future Colorado College President renovate Tutt Library.

The most visible and charming result of Dick Celeste's tenure in the president's office was the attractive decorating of the campus with historic-looking streetlights, paved plazas and walkways, stone walls, etc. The look of the campus was transformed in a way that gave the campus a greater sense of community and unity.

Historians will admire President Celeste for bringing the College successfully through the worst national economic recession since the Great Depression of the 1930s. It is remarkable that this was achieved without laying off faculty or reducing the size of the faculty, events that took place at many colleges and universities as they struggled through the "Great Recession" that began in earnest in September of 2008.

Because he went about the job quietly and did so much of the work himself, few realized the great success that Dick Celeste enjoyed at raising money for Colorado College. In just nine years in the presidential office, Celeste raised more than \$200 million. That was a rate of more than \$20 million per year, and it was a record achieved with a major national economic downturn in progress. Dick Celeste presided over "the largest and most successful fund-raising period in Colorado College history."⁶⁰

PART THREE: WIDER ADOPTION OF THE BLOCK PLAN

By the year 2012, six colleges and universities in the United States and Canada were operating under the Block Plan calendar developed and first implemented at Colorado College in 1970. Meanwhile, in Canada, a number of schools were experimenting with variants of the Block Plan:

⁶⁰ Timothy Fuller, Professor of Political Science and Acting Interim Vice President for Advancement, interview by the author, April 19, 2012.

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Cornell College: The second Block Plan college (after Colorado College) was Cornell College in Mount Vernon, Iowa, which went on a Block Plan schedule in the fall of 1978. A small liberal arts institution very similar to Colorado College, Cornell College developed its own name for its new academic calendar – “One Course at a Time.” There were many visits by Cornell faculty to Colorado College while adoption of the plan was being debated by the Cornell faculty.⁶¹

Tusculum College: The third college to go on the Block Plan was Tusculum College in Greeneville, Tennessee. It adopted an almost exact replica of the Colorado College Block Plan in 1991. Faculty and administrators from Tusculum visited Colorado College and conferred at length with Colorado College personnel about the day-to-day operation of the plan.⁶²

Tusculum College, founded in 1794, is the oldest college in Tennessee. Originally a men’s college, it became co-educational in the mid-1870s. Associated with the Presbyterian Church, it describes itself as a Judeo-Christian institution with a “civic arts” emphasis. Although its academic calendar is an almost exact replica of the Colorado College Block Plan, faculty and students refer to their version as the “Block Schedule.” There has been an effort in Tusculum’s recruiting materials to portray it as having a “focused calendar.”

Unlike Colorado College, where each faculty member determines the daily length of the meeting time of a class, Tusculum emphasizes that each day’s class should be three to three-and-a-half hours long.

Tusculum was the first college or university to have sizable numbers of graduate students operating under the Block Plan. In 2012, Tusculum had 916 students in its Residential College (traditional undergraduate program) and 1,212 graduate and professional students. Although the graduate and professional students were on the same Block Plan as the undergraduate students in the Residential College, the graduate students came to class

⁶¹ For more details on the adoption of the Block Plan at Cornell College, see Robert D. Loevy, *Colorado College: A Place of Learning, 1874-1999* (Colorado Springs, CO: Colorado College, 1999), 270-272.

⁶² Recollection of Robert D. Loevy, Professor of Political Science.

either one night a week during the Block or one night plus a Saturday class.⁶³

Salem International University: The fourth institution of higher learning to go on the Block Plan was Salem International University in Salem, West Virginia. It was the first institution using the Block Plan to have the word “university” in its name. Founded in 1888 as Salem College by the Seventh Day Baptist Church, it changed its name to Salem International University and devoted its curriculum to high-demand professions such as Nursing, Business Administration, Criminal Justice, Information Technology, and Secondary Education.

Salem International University bills itself as having a “convenient one class per month” schedule. Each class is four weeks long and offered in a “monthly format.” Somewhat similar to Tusculum College’s “focused calendar” are Salem International University’s frequent references to its “focused courses.” Located in the Appalachian mountains of West Virginia, Salem University has a traditional campus but also offers on-line courses via the Internet.

University of Montana Western: Located in the small town of Dillon, Montana, the University of Montana Western was originally founded in 1893 as a state teachers college. In the early 2000s, after consulting with Political Science Professor Timothy Fuller, a former Dean of Colorado College, the university decided to experiment by having only half of its curriculum offered on the Block Plan. The experiment was successful, and in 2005 the University of Montana Western became an entire Block Plan university.

Anxious to have experienced leadership as it transitioned into the Block Plan, the University of Montana Western hired Dick Storey, at that time the Dean at Colorado College, to become the Chancellor (top official) at the university. Similar to Colorado College, the university is located close to the Rocky Mountains. It calls its version of the Block Plan “Experience

⁶³ E-Mail to the author on April 21, 2012, from Eugenia Estes, Associate Director of College Communications, Tusculum College, Greeneville, Tennessee.

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One,” or “X1” for short. The longer description used is “one class at a time.” The Block Plan is touted as a “more practical way to learn.”

A formal assessment of the Block Plan at the University of Montana Western revealed that it produced higher rates of retention – more students remaining at the university until graduation. Although enrollment at the University of Montana Western was comparatively low for a university, approximately 1,350 students, it was the first public (government-supported) college or university to adopt the Block Plan.⁶⁴

Quest University: David Strangway had been Provost of the University of Toronto and President of the University of British Columbia. In the late 2000s, he decided to found in Canada an undergraduate liberal arts university. This was an unusual and innovative academic idea, because almost all higher education in Canada was carried out by public universities, not private ones.

In order to be distinguished from other Canadian institutions of higher learning, Quest University adopted the Block Plan for its academic calendar. Its campus was located in Squamish, British Columbia, in a scenic spot on the Pacific Coast with the ocean in one direction and mountains in the other.

Colorado College Political Science Professor Timothy Fuller was named to the Quest University Board of Advisers and provided guidance on how to set up and operate the Block Plan. In April of 2011, this new private university graduated its first four-year college class of 46 students.⁶⁵

Similar to Tusculum College, Quest University suggested that the average daily Block Plan class be three-hours long. In an effort to fit its classroom design to the needs of the Block Plan, Quest University provided “break-out” rooms where small groups of students could work on class projects. This action was reminiscent of an idea of Colorado College’s Block Plan creator Glenn Brooks. At the time he was designing the Block Plan, Brooks worked on creating “course rooms” appropriate to the “seminar style” of most Block Plan classes.

⁶⁴ Timothy Fuller, Professor of Political Science, Colorado College, interview by the author, April 19, 2012.

⁶⁵ Timothy Fuller, Professor of Political Science, Colorado College, interview by the author, April 19, 2012.



BLOCK PLAN FLEXIBILITY

When asked for a photograph of the Block Plan in action, Colorado College sent out this image of Paul Myrow, Professor of Geology, teaching a Block Plan class under a rock overhang in Utah. (Photograph from Community Relations, Colorado College.)

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Other Canadian Block-Plan Efforts: The year 2012 found a number of Canada's public universities looking at the Block Plan as a possibility for reforming their academic calendars. Three of them were Acadia University in Wolfville, Nova Scotia; Algoma University in Sault Ste. Marie, Ontario; and the University of Northern British Columbia in Saint George.

At Algoma University, a group of students were slated to test the Block Plan while studying in a 19th Century school house in St. Thomas, Ontario. After two years on the Block Plan in St. Thomas, the students were to complete their educations back at the main university in Sault Ste. Marie.⁶⁶

David Helfand, the President of Quest University, was doing his best to get other Canadian universities to follow Quest's lead and go on the Block Plan. Once it has been tried, he noted, "no one ever wants to go back."⁶⁷

THE STATE OF THE BLOCK PLAN

In the year 2012, the Block Plan appeared to be thriving and slowly but surely gaining increased status as a viable plan for reforming a college or university's academic calendar. Six colleges and universities, including Colorado College, had adopted and were successfully operating the Block Plan.

Perhaps most interesting was the variety of educational institutions that had gone to the Colorado College form of a modular schedule. There were both universities and colleges, private institutions and one public one, and old established colleges such as Tusculum as well as a brand new university named Quest. Block Plan courses mainly were being offered in conventional undergraduate liberal arts colleges, but they also were being made available to graduate and professional students and taught at both day and night and on the Internet. The Block Plan was proving to be quite versatile and adaptable as the years went by.

⁶⁶ Terra-Ann Arnone, "Canadian Schools Pilot Semester-less System," *Queen's University Journal*, Kingston, Ontario, January 19, 2012. This article was accompanied by a photograph of Colorado College Geology Professor Paul Myrow teaching a block class at the mouth of a cave in Utah.

⁶⁷ James Bradshaw, "'Block' Plan Education Finds New Appeal Among Universities," *Toronto Globe And Mail*, December 30, 2011.

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Colorado College faculty and staff were doing a great deal of the work to spread and sell the idea of the Block Plan. Many entertained academic visitors who came to the Colorado College campus to observe the Block Plan in operation and consider it for their own colleges and universities. In a more formal way, Colorado College Dean Dick Storey became Chancellor at University of Montana – Western, and Colorado College Political Science Professor Tim Fuller served on the Board of Advisers at Quest University.

Whatever was required, Colorado College people were willing and able to help transmit the Block Plan to as many colleges and universities as wanted it.

PART FOUR: PRESIDENT JILL TIEFENTHALER

On July 1, 2011, Jill Tiefenthaler succeeded Dick Celeste as the President of Colorado College. She was married and the mother of two young children. Her husband, also a professor of Economics, joined the Economics Department at Colorado College at the same time his wife became President. Jill Tiefenthaler was the second woman, after Kathryn Mohrman, to serve as President of Colorado College.

Jill Tiefenthaler was born on May 2, 1965. She was raised on her family's farm near the small community of Breda, Iowa, some 60 miles northwest of Ames, Iowa. The farm grew corn and soybeans and included 1,000 head of cattle and 200 hogs. Starting in the late 1970s, when Jill Tiefenthaler was a teenager, the farm began producing Snappy Popcorn, a pre-popped canned popcorn that also was microwavable. Later on, Internet sales made Snappy Popcorn a nationwide and worldwide business.

The second-oldest of four children, Jill Tiefenthaler attended Catholic schools from the first grade through four years of college. She went to elementary school and junior high at St. Bernard's School in Breda, Iowa. For high school, as so many farm children do, she rode the school bus to Kuemper High School in Carroll, Iowa.

Jill Tiefenthaler treasured growing up on a farm and living in a small agricultural community. "The farm taught me to work hard," she explained, "and it was broadening to be exposed to so many different types of people. In a small town, everybody goes to the same schools, the same churches, and

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shops in the same stores. Rich and poor mingle together and form a truly heterogeneous society.”⁶⁸

Another advantage to growing up in rural Iowa was a large extended family. There were many “Tiefenthalers” living and working in the Breda, Iowa, region.

SAINT MARY’S COLLEGE

In 1983 Jill Tiefenthaler broke out of her rural farm upbringing by attending Saint Mary’s College, a Catholic college for women located in South Bend, Indiana, just across the street from Notre Dame University. Although Saint Mary’s College and Notre Dame are separate institutions, they operate as related academic communities. Jill Tiefenthaler thus could take courses at Notre Dame and attend social activities at Notre Dame, which was coeducational at that time.

“But Saint Mary’s was a place apart from Notre Dame,” she noted. “It had a serious academic environment, where women had to do all the talking in class and play all the leadership roles in campus activities. There were rules and restrictions, and there were Catholic nuns present and still doing some of the teaching. There were required theology courses, because, after all, it was a religious college.”

“But it was at Saint Mary’s College that I came to love the liberal arts college in the United States,” she went on. “Most of my classes were small, many with less than ten students. I decided my freshman year that I would be an Economics major, and that I would commit myself to ‘the life of the mind.’ I knew then that I would be an ‘academic.’ I was so enamored with college that I overloaded my course schedule, taking six courses per semester instead of the customary five. I never wanted to leave college.”

Saint Mary’s College was very much a typical liberal arts college, with 1,800 students and a standard academic calendar of two semesters per year. Jill Tiefenthaler arrived on campus just at the time the Women’s Rights Movement was beginning to have real effects on US colleges and universities. “There were very few professional women in rural Iowa,” she

⁶⁸ This and subsequent quotes are from Jill Tiefenthaler, President of Colorado College, interview by Robert D. Loevy, June 14, 2012.

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pointed out, “but I saw and met and worked with many professional women at Saint Mary’s.”

At the time Jill Tiefenthaler accepted the job of President of Colorado College, she was pursuing an administrative career at Wake Forest University in Winston-Salem, North Carolina. “I chose to come to Colorado College,” she said, “because I learned at Saint Mary’s College exactly how transformative a liberal-arts education can be. I wanted to be like my mentors in the Economics Department at Saint Mary’s who had such a major impact on my studies and my professional development. Mentors are so important at a small college like Colorado College, and that was the kind of education I wanted to help further along.”

DUKE UNIVERSITY

Jill Tiefenthaler graduated from Saint Mary’s College in 1987. That fall she began graduate studies in Economics at Duke University in Durham, North Carolina. Her first year in graduate school was challenging because of the technical and mathematical nature of modern Economics, but she persevered and was awarded her Ph.D. degree just four years later in 1991.

It was in her first year in graduate school that Tiefenthaler met Kevin Rask, a fellow graduate student in Economics. He was a US citizen born in Brazil while his father was posted there on a foreign mission. Kevin and Jill would pursue both their graduate school careers and their academic careers together. They were married in Breda, Iowa, in the summer of 1991, right after Jill received her Ph.D.

Jill Tiefenthaler’s doctoral dissertation at Duke was entitled “Essays in Household Decision Making; Empirical Evidence from Cebu Island, Philippines.” As often happens with economic studies, she did not travel to the Philippine Islands but based her work on data gathered and made available by others. Also as sometime occurs with economic writing, her dissertation was published as a series of journal articles rather than as a book. “Publishing in Economics,” she explained, “is journal-oriented rather than book-oriented.”

While getting her Ph.D. at Duke University, however, Tiefenthaler embarked on an additional aspect of her life as an academic – community involvement. She worked on solving problems in Agricultural Economics at North Carolina State University in Raleigh, North Carolina. She also

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produced demographic and economic studies for the Carolina Population Center at the University of North Carolina at Chapel Hill, North Carolina. “An important thread of my life,” she said, “has been participation in the community.”

In the final stages of her graduate school career, Jill Tiefenthaler spent six months in Washington, D.C., working at the World Bank. She completed a study on “Women’s Informal Sector Labor Force Participation – Brazil.” The work included travel with her husband, Kevin Rask, to Brazil, the country in which her husband was born. The study described and evaluated women who participated in the economy in informal ways by selling food in booths in city squares or taking in sewing at home.

COLGATE UNIVERSITY

In the fall of 1991, Jill Tiefenthaler and Kevin Rask began their teaching careers together at Colgate University in Hamilton, New York. Although it calls itself a university, Colgate has an enrollment of about 2,800 students, about half again as large as Colorado College (at about 2,000 students) but small enough to qualify it as a liberal arts college. Tiefenthaler entered an Economics Department at Colgate that had no tenured woman faculty members, and she was the only woman in the department with a tenure-track appointment.

“At Colgate,” Tiefenthaler said, “I lived the life of a typical faculty member at a liberal arts college. I worked hard at encouraging women students to major in Economics. Along the way, I was asked to step outside the subject of Economics and teach a course on ‘Introduction to Women Studies.’ It was a stretch for me, but it was a time when women were getting lots of attention in academe, so it was important for me to do it.”

Jill Tiefenthaler gained something else while at Colgate. That was learning “the magic of study abroad.” She led and taught a “Study Group” of Colgate students who went overseas to live and take classes in London, England. The students were housed in dormitories at various colleges and universities in downtown London.

“I saw how college students are transformed by studying abroad,” Tiefenthaler said. “The students become more cosmopolitan. They grow into more interesting people. I am a true believer in foreign study.” Tiefenthaler led a total of four Study Groups to London from Colgate University.

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It was at Colgate that Jill Tiefenthaler began the transition from college professor to college and university administrator. In the year 2000, she was named chair of the Economics Department. At first she viewed being chair as a required duty to be served as quickly as possible. Later, she suddenly found that she “enjoyed being chair, and came to like the administrative role in academe.”

Then Tiefenthaler was named Associate Dean of Faculty at Colgate. After a short period getting her feet on the ground in her new job, she took a shine to it. “I found as Associate Dean that I could fix things for the faculty,” she noted. “I could make interesting things happen for the faculty and their students. I found that most problems could be solved to almost everyone’s liking.”

By this time Jill Tiefenthaler and Kevin Rask had two children, a daughter born in 1998 and a son born in 2001.

As had happened while Tiefenthaler was in graduate school at Duke University, she became involved in community affairs while at Colgate. Similar to many basically rural areas in the United States, the central upstate New York region where Colgate was located was in economic decline at the turn of the 21st Century:

1. Tiefenthaler arranged for Colgate students to figure the income taxes for low-income people in the community so that the low-income people could get the maximum amount of money back on their tax returns.
2. Tiefenthaler conducted a study on the impact of the Welfare Reform law passed by Congress in 1996 and signed by President Bill Clinton. She found that more women in upper New York state had jobs under the new law, but they were still living in poverty because they were not being informed on how to access the many social services available to them.
3. Tiefenthaler worked to get more low-income people to participate in US Department of Agriculture Food Stamp programs in upper New York state. As a result of those efforts, Food Stamp participation in the region increased 23 percent.
4. Tiefenthaler organized and became founding director of the Upstate Institute, which did community-based research in an effort to support economic development in central upstate New York.

Jill Tiefenthaler found her community involvement to be one of the most rewarding parts of her time at Colgate University. “We engaged the faculty in the community, and that in turn engaged the students. It was great for the university as well as for the local people.”

WAKE FOREST

In 2007, Jill Tiefenthaler was working in the president’s office at Colgate University when she was offered the job of Provost at Wake Forest University in Winston-Salem, North Carolina. It would be a big change for her. Although not a “giant” university with 25,000 or more students, Wake Forest boasted 4,500 undergraduate students and 2,000 graduate students. It was definitely *not* a small liberal-arts college.

Tiefenthaler accepted the job as Provost at Wake Forest. All of the academic departments reported to her, as well as Information Technology, Student Life, and Strategic Planning. On her watch, Wake Forest was the first university of its high rank to make the Scholastic Aptitude Test (SAT) optional for candidates for admission. There was a major effort to increase the diversity of the student body, which resulted in a 50 percent increase in applications for admission. In addition, faculty salaries at Wake Forest were brought up to the median salaries at comparable institutions.

Jill Tiefenthaler was Provost at Wake Forest at the time of the national economic recession that began in September of 2008. Because Wake Forest was less dependent on endowment income than other universities, and because admissions stayed high and tuition income remained steady, Wake Forest did not experience the effects of the 2008 economic recession the way some other colleges and universities did.

“We did not shrink the size of our faculty at Wake Forest,” Tiefenthaler noted, “or put in a faculty hiring freeze the way so many other higher educational institutions did, some of them the top colleges and universities in the United States.”

At Wake Forest, Tiefenthaler continued her deep interest in community development. She served on the board of the Arts Council of Winston-Salem and surrounding Forsyth County.



JILL TIEFENTHALER

Tiefenthaler was the second woman to be the President of Colorado College. She previously served as a Professor of Economics and Associate Dean of Faculty at Colgate University in Hamilton, New York, and as Provost at Wake Forest University in Winston-Salem, North Carolina. (Photograph from Community Relations, Colorado College.)

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TIEFENTHALER AT COLORADO COLLEGE

On July 1, 2011, Jill Tiefenthaler took the helm of Colorado College as its new President.

What attracted her to Colorado College and Colorado Springs? “I knew about the Block Plan,” she said, “and how successful it had been both for educating the students and for marketing the College. I also knew how beautiful the scenery is in Colorado. Most importantly, however, coming to Colorado College offered me the opportunity to be close to a mission in which I deeply believed – the continued success and prospering of the small liberal arts college in the United States.”

“I also saw Colorado College as an institution with a record of being able to adapt and change as time goes by,” Tiefenthaler continued. “Yes, it is a traditional liberal arts college, and we all love that, but the development of the Block Plan in 1970 revealed clearly that Colorado College can adjust to changing times and changing values.”

Another attraction for Tiefenthaler was that there was little deferred maintenance of the physical plant at Colorado College and “nothing was burning.” There were no giant issues or serious problems at the College that would need to be resolved. “Colorado College,” she said, “was in great shape.”

Similar to her predecessor, President Dick Celeste, Jill Tiefenthaler wanted Colorado College to be a strong partner with the city of Colorado Springs and particularly downtown Colorado Springs. Soon after arriving in the Pike’s Peak region, President Tiefenthaler noted that Colorado College, the Numismatic Museum, the Colorado Springs Fine Arts Center, and Monument Valley Park formed what she called an “Emerald Necklace” of beautifully landscaped properties. These institutions were not only attractive to see. They were devoted to the education and cultural refinement of both the college students and the people of Colorado Springs.⁶⁹

Jill Tiefenthaler announced that her first year at Colorado College would be a “Year of Listening.” She set out to meet and converse with all the major constituencies at the College – students, faculty, staff, alumni, campus neighbors, and community leaders. The “listening” went beyond the

⁶⁹ “CC, An Important Part Of Our Future,” *Colorado Springs Gazette*, March 27, 2012, A9.

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President herself. Faculty and staff met together in small groups to discuss their experiences at the College and make recommendations for improvement. These concerns and ideas were transmitted to President Tiefenthaler in writing.⁷⁰

There were some practical things that needed doing during Jill Tiefenthaler's first year as President of Colorado College. She worked to get shuttle-bus service between the campus and downtown Colorado Springs, so that the students could have easier access to the historical and cultural hub of the community. Career-advising services were strengthened so that graduates of the College would have more help finding that crucial "first job." And plans moved forward for rehabilitating two of the College's dormitories – Ticknor Hall, built in the late 19th Century, and Slocum Hall, constructed immediately after World War II.

While President Celeste and his family had chosen to live in Stewart House, President Tiefenthaler decided to occupy the President's House located immediately to the south of Stewart House. From there, she and her husband and children began their new lives at Colorado College and in Colorado Springs.

THE NEW CHILDREN'S CENTER

In 1987, Colorado College opened a Children's Center in a former private residence at 931 North Nevada Avenue. The center was a "work place" child care face facility for faculty and staff children from infants to preschoolers.⁷¹ By 2012, however, the Children's Center badly needed expanding and updating. Limited to an enrollment of only 30 students, the Children's Center had a long waiting list and its facilities were badly cramped by too many small children and their teachers.

In the summer of 2012, the College began construction of a new Children's Center. Three former private residences had been acquired that were at or adjacent to 901 North Nevada Avenue. Two of the houses, located at 210 and 214 East Cache La Poudre Street, were torn down with the help

⁷⁰ Recollection of Robert D. Loevy.

⁷¹ For information on the founding of the Colorado College Children's Center, see Robert D. Loevy, *Colorado College: A Place of Learning – 1874 to 1999* (Colorado Springs, CO: Colorado College, 1999), 390-391.

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of the Colorado Springs Fire Department. The fire personnel ran training drills in the soon-to-be-demolished homes. The Fire Department then wetted the remains of the two buildings down in order to reduce dust when the structures were finally dismantled and removed from the site.

The house on the northeast corner lot at 901 N. Nevada Avenue was not demolished. The northern exterior walls were carefully torn down, leaving the rest of the structure standing. That house then was completely renovated, and new construction was attached on the northern face to expand the building and create the newer and much larger Children's Center.

The new building was named the Cheryl Schlessman Bennett Children's Center, in honor of a major financial contribution to the College. The new address was 909 N. Nevada Ave.⁷²

⁷² "CC Letter To Neighbors Regarding New Schlessman Bennett Children's Center," March 21, 2012.