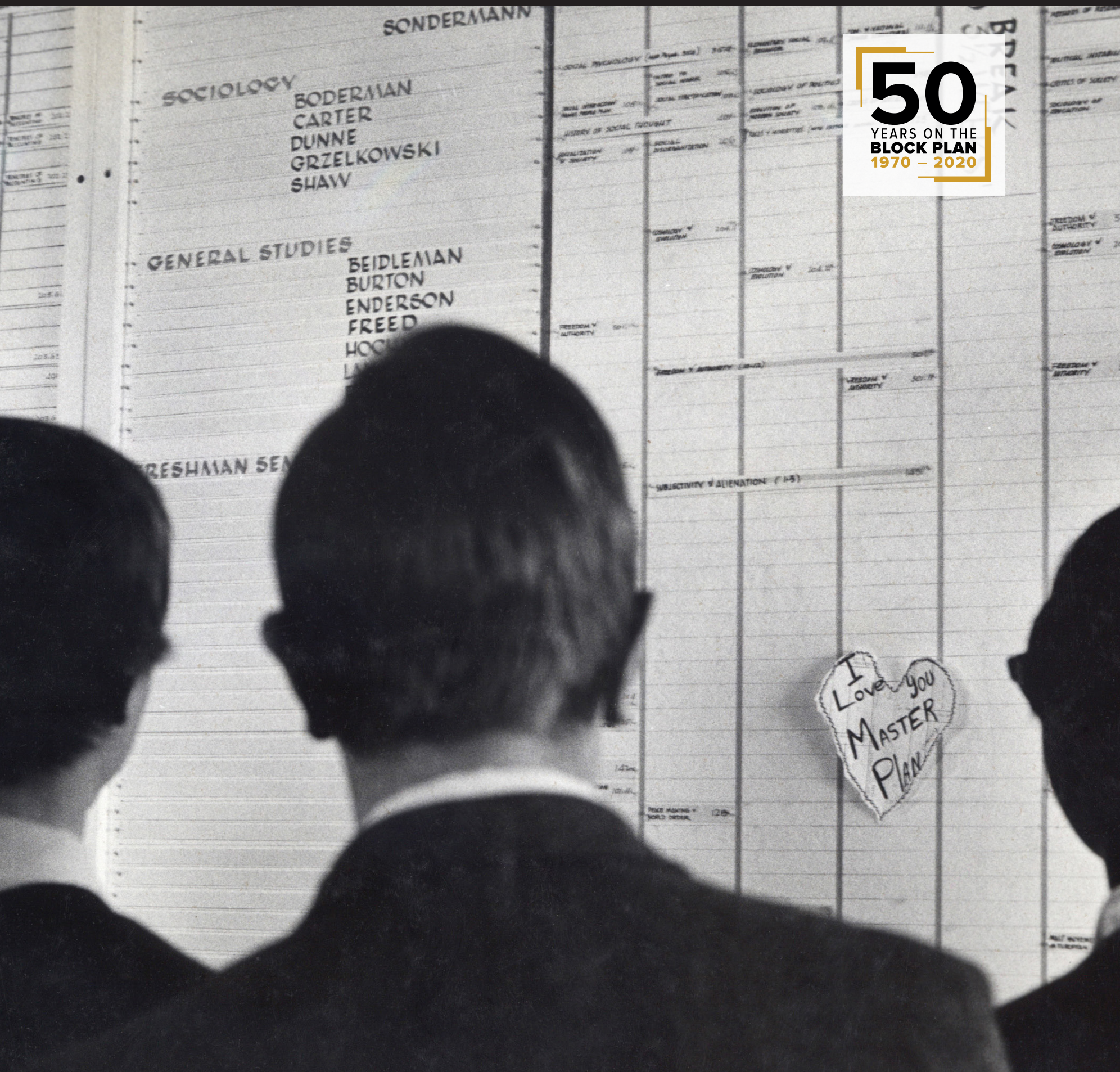


COLORADO COLLEGE

# Bulletin

[ A Look Back at a Forward-Thinking Model, p. 14 ]

SUMMER 2020



**50**  
YEARS ON THE  
**BLOCK PLAN**  
1970 - 2020

SONDERMANN

SOCIOLOGY

BODERMAN  
CARTER  
DUNNE  
GRZELKOWSKI  
SHAW

GENERAL STUDIES

BEIDLEMAN  
BURTON  
ENDERSON  
FREED  
HOC  
L...

FRESHMAN SEM

I Love you  
MASTER PLAN



Lab and Greenhouse Coordinator for the Organismal Biology & Ecology Department Ali Keller waters plants in the Gates Greenhouse in Barnes Science Center. The plants are used throughout the school year for botany classes. After COVID-19 closed down the campus, essential employees were allowed to come to perform needed services. Photo by Jennifer Coombes

**A publication for alumni, parents, and friends.** Vice President for Communications: Jane Turnis • Co-editors: Jennifer Kulier, Leslie Weddell • Production and Editing: **Kirsten Akens '96** • Creative Director & Design: **Felix A. Sanchez '93** • Photo Editor: Jennifer Coombes • Designer: Lesley Houston • Copy Editing: Helen Richardson • (719) 389-6603, [bulletin@coloradocollege.edu](mailto:bulletin@coloradocollege.edu) • THE COLORADO COLLEGE BULLETIN (122-860) is published four times per calendar year by Colorado College, 14 E. Cache La Poudre St., Colorado Springs, CO 80903-3294. **General Series 606. Bulletin Series 512.** PERIODICALS postage paid at Colorado Springs 80901-9998 and at additional offices. POSTMASTER: Please send ADDRESS CHANGES to Colorado College Bulletin, Alumni Records, 14 E. Cache La Poudre St., Colorado Springs, CO 80903-3294. The *Bulletin* is also available online at [coloradocollege.edu/bulletin](http://coloradocollege.edu/bulletin). To stop receiving a printed copy, email [bulletin@coloradocollege.edu](mailto:bulletin@coloradocollege.edu) and let us know.



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### ON THE COVER

In 1968, CC President Lew Warner tasked a group of faculty members with a comprehensive campus self-study. Many faculty agreed that there had to be a better way to teach and learn than the traditional semester system. A year later, after many brainstorming sessions that looked a lot like the one pictured, 58% of the faculty approved what would not be called the "Master Plan," but the Block Plan, with a start date of Labor Day 1970. Photo by Ben Benschneider

## FROM THE ACTING CO-PRESIDENTS

**Alex Jennings '22** and **Myriam Ortiz '23** watch "Jojo Rabbit" during an outside movie night on Washburn Field this summer, organized by the Office of Campus Activities and sponsored by Colorado College Student Government Association. The event was socially distanced based on apartment assignments to lower the risk of COVID-19 infection among on-campus students.

PHOTO BY PATIL KHAHAMIAN '22

## Dear Alumni, Parents, and Friends,

We want to begin by thanking you for all you have done to support Colorado College during an exceptionally challenging time. Although we have felt a wide range of emotions this year, we are inspired by dedicated CC faculty, staff, alumni, and most importantly, our students, who are working together toward meaningful change in our community and beyond. As we step into the role of acting co-presidents, we sincerely appreciate the opportunity to share our gratitude and reiterate our commitment to the safety and success of our students.

As we planned for Fall Semester, we collaborated with numerous organizations around the state and country to strategize how to best return to campus safely. Some of these organizations include El Paso County Public Health, Children's Hospital Colorado, and the Education Advisory Board, together with the wisdom of multiple campus working groups.

We are implementing numerous changes that significantly impact life on campus, but also allow us to return to the campus in a way that supports the safety of students, faculty, and staff. The flexibility of the Block Plan continues to play a meaningful role to allow for creative solutions to the challenges the pandemic has presented, and we could not be more thankful for its versatility as we celebrate its 50th anniversary.

Colorado College continues to implement programming that prioritizes equity and inclusion both in and out of the classroom. Moreover, we have three new diversity officer positions for academics, student life, and human resources; respectively, senior associate dean for equity, inclusion, and faculty development; senior associate dean of students for equity and inclusion/director of the Butler Center; and director of diversity, equity, and inclusion

for staff. (See story on page 22.)

We welcome your engagement as valued members of this community, and we invite you to follow our progress for this and other initiatives on the antiracism initiative webpage: [coloradocollege.edu/antiracism](http://coloradocollege.edu/antiracism)

With the start of a new academic year, we are piloting a temporary adjustment plan that grants students and their families more flexibility. We welcome a new cohort — the Class of 2024 — to our living learning community. The Colorado Pledge, coupled with the test optional admission policy, increased access for all applicants and delivers on our commitment to support Colorado families. We are proud to welcome 139 students from this great state, comprising 22% of the incoming class, which is a 10% increase since Fall 2016. Our students join us from across the state and around the globe, and we are excited to witness all that they

will accomplish in the years ahead. Please join us in welcoming these new members to our community!

As we continue to work through unique challenges, we are inspired by the strength this community has shown, and are grounded by the network that connects us to one another. We invite you to stay engaged as we support our students' learning and safety, build on our commitment to antiracism, and move forward with our search for the college's next president. Thank you for all you do to support Colorado College and most importantly, our students.

Sincerely,

*Mike I. Edmonds*

**Mike Edmonds,**  
Acting Co-President

*Robt Moore*

**Robert Moore,**  
Acting Co-President

## Acting Leadership Positions Announced



Mike Edmonds, Acting Co-President

Colorado College announced a series of interim leadership roles as President Jill Tiefenthaler left the college to become the CEO of National Geographic. A national search is underway for the new president of CC.

Beginning July 1, Mike Edmonds, dean of students and vice president for Student Life, and Robert Moore, senior vice president for Finance and Administration, became acting co-presidents until a new president is selected. Dean of the Faculty Claire Oberon Garcia is serving in both the dean and acting provost roles.

Edmonds joined CC nearly 30 years ago, dedicating himself to improving the student experience, residential life, student opportunities, campus safety, and career planning at the college. In addition, his strong ties in the community help Colorado College meaningfully connect with partners and leaders in the city and region. Edmonds is the first Black leader to serve in the president's role in the college's 146-year history.

Moore joined the college almost 12 years ago and manages the college's finances, Human Resources, Facilities, dining operations, purchasing, and the bookstore's operations.



Robert Moore, Acting Co-President

**Rochelle T. Dickey '83** is serving as acting dean of students/acting vice president for Student Life.

An Academic Advisory Council is advising Acting Co-Presidents Edmonds and Moore. Members include:

- Acting Provost and Dean of the Faculty Claire Oberon Garcia
- Professor of Comparative Literature and German William Davis
- Professor of Sociology Kathy Giuffre
- Professor of Music **Michael Grace '63, M.A. '64** (who served as acting president in 1992-93)
- Professor of Chemistry and Biochemistry Neena Grover
- Associate Professor and Director of Feminist and Gender Studies Heidi Lewis
- Assistant Professor of Southwest Studies Karen Roybal

Provost Alan Townsend previously was named to serve in the interim after President Tiefenthaler's departure, however, he left to become the dean of the W. A. Franke College of Forestry and Conservation at the University of Montana.

## NEWS IN BRIEF

### Eight New Members Named to Board of Trustees

The CC Board of Trustees, at its meeting held virtually June 10-12, approved eight new members for terms beginning in July 2020. The new trustees are **Alan Woo '71**; **Jane Franke '84, P'17**; **Frieda Ekotto '86**; **So Yong Park '87**; **Eric Duran '91**; **Onyx Bengston '18**; **Elliott Williams '21**; and **France Winddance Twine**. "We are honored to elect these new trustees representing a wide array of communities, perspectives, and professions," says **Susie Burghart '77**, board chair. "We look forward to the knowledge, input, and passion they bring to the table as we work on key initiatives for the college, such as our vitally important antiracism mission, navigating the challenges of COVID-19, building on our Creativity & Innovation program, and hiring Colorado College's next president."

Additionally, the meeting also marked the completion of the terms of five trustees: **Antonio (Tony) Rosendo '02**; **Jarod Rutledge '17**; **Marc St. John '80, P'17**; **Lily Weissgold '20**; and **Jack Wold '75, P'06, P'10**.



#### DISCOVER MORE ONLINE

Read more about the new trustees online at <https://2cc.co/newtrustees2020>

### Stroud Scholars Announces Inaugural Class of Students

Colorado College's college access program, the Stroud Scholars Program, has announced its inaugural cohort of 25 local high school students. The students were chosen from a pool of 115 applications that represent 12 schools from five districts, the Colorado Charter School Institute, and a parochial high school. Seven of the inaugural cohort were nominated by their high school teacher, counselor, or mentor. This summer marks the first year of this three-year program, which will feature a writing class co-taught by CC's Florencia Rojo, assistant professor of sociology, and John Lamb, language arts teacher and gifted coordinator at Fountain-Fort Carson High School, and a quantitative reasoning class co-taught by CC's Lori Driscoll, professor of psychology, and Phillip Hutcherson, K-8 math and science specialist in District 11. The Stroud Scholars also will participate in a cohort-style mentoring program led by current Colorado College students, who will develop programming and support students throughout their involvement in the program. The Stroud Scholars Program is a cross-campus initiative spearheaded by staff and faculty from all divisions of the college and reinforces CC's commitment to the Colorado Springs community.

## Behind Masks and Shields: Music From a Distance

It might not have been a traditional concert, what with the masks, Plexiglass shields, and social distancing between musicians, but the Summer Music Festival presented two concerts in June, which were broadcast live to an audience through two radio stations and the Summer Music Festival's Facebook page. In order to follow state regulations, the number of musicians involved in the "Live From Packard Hall" concert was limited, says Sue Grace, director of the Summer Music Festival, which is now in its 36th year. Only five musicians were allowed on the stage at a time, with the string players and pianists wearing masks and a clear Plexiglass panel set up at the front and sides of the wind players to contain the air they pushed out. "The musicians were up for the challenge," says Grace. "They were eager to play together."

The June 21 concert featured works by Mozart, Doppler, Uebayashi, Penderecki, and Bartok; the June 23 concert featured works by Mozart, Hoffmeister, Brahms, and Schumann. Professor of Music Michael Grace gave a pre-concert lecture via Zoom one hour before each concert.

"The Summer Music Festival is the highlight of our year," says Conductor Scott Yoo, who has



Masks, Plexiglass shields, and social distancing were in place not only during the concerts, but also during rehearsal, as seen here. Photo by **Kate Nelson '17**

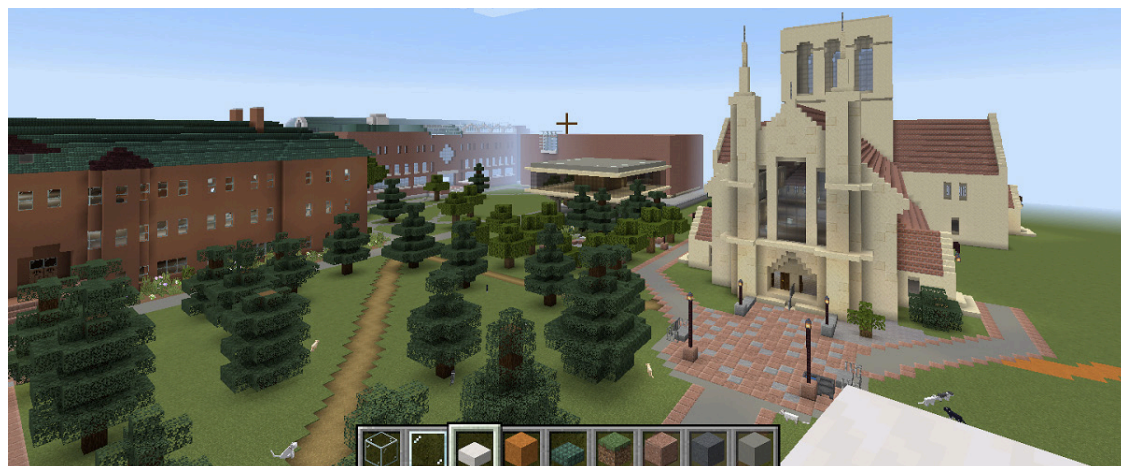
been with the festival since 2002. "Driving into Colorado Springs in early June brings a huge rush of excitement — to be reunited with friends, see the beauty of Colorado, and especially, to meet 55 wonderful young fellows. This summer, we've missed that. But to get the chance to perform with

our colleagues was a huge relief for all of us. It brought all of us a sense of meaning and connection — both to each other, and to the music. We are all very grateful that Susan Grace organized one of America's only live classical music performances of summer 2020."

## Students, Learning Remotely, Re-create Campus in Minecraft By McKinley Sielaff

During the spring, students found an unusual way to cope with missing being on the Colorado College campus: re-creating the CC campus virtually in the video game Minecraft. **Katie Wang '22** was playing Minecraft with **Eliza Merrall '22**, when she suggested bringing CC to the video game. Initially their goal was to build the entire campus. They were quickly overwhelmed by the scope of their project. Recruiting fellow students made the plan more feasible and soon work was underway building Tutt Library.

Although skillsets differ, the video game is easy to learn. **Arity Sherwood '22** had never played before while **Patrick McGinnis '22** started playing in middle school. Over several days, they built the library shell, with **Daniel Turevski '22** also collaborating on the project. They used library floor plans scrounged from the library's website along with Google images. They switched to Google maps to aid in establishing approximate size and dimensions.



Noting a lack of interior photos of the library, Merrall said they did much from memory, admitting that she and her friends spend a lot of time in the library when on campus. They divided the parts into sections, with Merrall starting with the courtyard

concrete, Sherwood taking on the red ribbon and panels, and Turevski building the library café Susie B's. They consulted with each other over group Facetime calls when in doubt, joking about their "new way to do the Block Plan."

## CC's Face Shield Production, Distribution Grows



**Noah Smith '20** combines chemicals then pours the mixture into molds that are being used to create PPE masks. Smith and several CC faculty and staff have worked in shifts at Creativity & Innovation at CC to use 3D printers and molds to create masks for area frontline responders to COVID-19. Photos by Jennifer Coombes

In response to the shortages experienced by medical care providers dealing with the Coronavirus pandemic, a handful of Colorado College faculty, staff, and students started working in early April to produce 3D printed face shields. Since then, the project has grown and, despite the constraints imposed by COVID-19, the group has fine-tuned the process and produced about 1,200 face shields.

The face shields are being used by various local organizations, including the Office of Emergency Management, the Colorado Springs Fire Department, Southern Colorado state parks, local blood banks, hospitals, nursing homes, dentists, and businesses, and various offices at CC. Additionally, the group has forged a partnership with the Navajo Nation and sends 200 masks a week. "That's a priority for us; to be a sustaining resource for the Navajo Nation," says Rachel Paupeck, assistant professor of art, who launched the project with Andrea Bruder, associate professor of math, and members of the ITS staff.

In addition to the initial 3D manufacturing process, which proved too slow to produce in large quantities, the face shields are now being molded from a two-component resin. Two models are being produced, says **Seth Wilson Gray '19**, the paraprofessional for Creativity & Innovation at CC, who has been heavily involved in the project. The first is the Prusa face shield, which is larger and sturdier, can accommodate glasses and goggles, and is used by firemen, dentists, and others who want a heavier product. The second is a molded version of the Verkstan model, which is smaller, lighter, and takes less time to produce.



In addition to Gray, working on the production side are **Ben Shumlin '22**, **Noah Smith '20**, and **Johanna Hamblett '20**. The group also has developed a public outreach component as more students became interested in the project. Involved in public outreach are **Isabella McShea '20**, **Marguerite Spaethling '20**, **Sam Sanson '20**, **Natalie Gubbay '20**, **Mia Hsu '20**, and **Sophia Quick '20**.

Support for the endeavor has been widespread. The PPE face shield project received an \$8,000 Creativity & Innovation Faculty Collaboration Grant, and between Colorado College crowd sourcing, a GoFundMe site, and donations from families, friends, parents, and alumni support, the project has raised \$22,000, which is used for materials and to pay the vendors and students. Additionally, the students plan to contact the Clinton Foundation Grant board for information regarding grants, and the project was featured on CNBC's "Make It" program in May.

## Jeff Bieri Named New Station Manager of 91.5 KRCC



Jeff Bieri, a 30-year radio industry veteran, has been named the new station manager of 91.5 KRCC. Bieri, who currently serves as program manager, was promoted to station manager for the Colorado Springs-based public radio station, which is owned by Colorado College and operated by Colorado Public Radio. Bieri has been an active leader of the integration of KRCC into CPR's operations, working closely across all departments. He also will be an essential member of the team working to design the new public media center for Southern Colorado at 720 N. Tejon St. in Colorado Springs. The center is slated to open next summer, and will include offices for KRCC, Colorado College's Journalism Institute, and Rocky Mountain PBS' Regional Innovation Center.

## CC Celebrates 524 Undergraduates with Videos

The Colorado College Class of 2020 officially graduated on May 31, with 524 undergraduates earning degrees. An in-person, on-campus Commencement ceremony for the class has been rescheduled for May 30, 2021. CC is working on raising funds so that all members of the class can attend, regardless of their financial circumstances.

Noted former President Jill Tiefenthaler in the printed program, “Thank you for all you have added to CC in your time here. You are why CC exists, and why it is a rare and special place. You have made a mark in the classroom, the community, on this campus, and in our hearts. Now you will do the same in the world.”

Indeed, the Class of 2020’s experiences and achievements are notable. Among them:

- Lived through much transition, including the development of the East Campus Housing Community, renaming of South Hall, naming of Tava Quad, and renovation of Tutt Library, now the largest, net-zero energy academic library in the country
- Active in CC’s ongoing antiracism work, championing the efforts and passing the activism torch
- Saw the expansion of the alliance between the Colorado Springs Fine Arts Center and Colorado College and the partnership between CC’s NPR-member station 91.5 KRCC and Colorado Public Radio
- Contributed to CC reaching its goal of carbon neutrality by 2020 by installing a solar array at CC’s Baca Campus
- Saw the development and growth of CC’s Refugee Alliance, working with community partners
- Helped start and facilitate an on-campus Alcoholics Anonymous meeting, helped plan programming for Domestic Violence Awareness Month and Sexual Assault Month, collaborated with the sexual assault response coordinator and Title IX coordinator to create a feedback survey for people utilizing the formal Title IX process, and helped bring a Films for Mental Health event to campus
- Through the Coffee Marketing Challenge, returned \$4,800 in profits from selling coffee from a small farmer’s co-op, supporting various services and programs in Guatemala



PHOTO BY BRYAN OLLER

Colorado College received 7,997 applications for the Class of 2020, which had an acceptance rate of 15.8%, a record low at that time. Before starting at CC, the incoming class read “Whistling Vivaldi” by Claude Steele as their Common Book Read for New Student Orientation.

Individually, members of the Class of 2020 have some notable achievements. The class includes two Erasmus Mundus Scholars, a Watson Fellow, winner of The Denver Press Club student award, and seven Fulbright semifinalists, three of whom went on to become finalists.

Additionally, the class features a student who:

- Is a competitive juggler
- Is an opera performer

- Was born in Yellowstone National Park
- Helped build the first tennis court in Afghanistan
- Witnessed Egypt’s protest of the rule of the Muslim Brotherhood firsthand
- Climbed all 46 high peaks of the Adirondacks
- Rode down Mount Marathon, outside Seward, Alaska, on a unicycle

However, more than anything, the Class of 2020 has had to build resilience as they’ve been tested in ways no other graduating class has during the COVID-19 crisis and having their time at CC cut short. Nevertheless, they have found ways to celebrate their accomplishments and maintain joy. This class has stood firm. And the class motto? “Hindsight is 20/20.”

### RECORDING GRADUATE VIDEOS: ‘WOW TO HOW?’

Former President Jill Tiefenthaler recorded 539 individualized videos for graduates; 524 for undergraduates and 15 for graduates in CC’s Master of Arts in Teaching program.

The idea for personalized videos came about as she and others were discussing the results of a survey CC sent to seniors and their families as to what they wanted for their graduation.

“The vast majority of the Class of 2020 was very clear that they wanted an in-person traditional graduation on campus when it was safe and they didn’t want a virtual ceremony this May,” says Tiefenthaler. “But several did say it would be nice for the class to get a video or letter from

the president. I thought ‘of course I would do that, but wouldn’t it be nice to actually do it for each individually?’ I love giving them their diplomas and shaking the seniors’ hands as they walk across the stage. I thought that they deserved something as personal as that.”

In the videos, Tiefenthaler congratulates each graduate by name and includes their major and hometown in her messages to them. She tried to record 25 messages in a session, with the project taking approximately 22 hours to complete.

And the reaction to the personalized videos? “I heard everything from ‘wow’ to ‘how?’,” she says.

## Jennifer Garcia Receives \$235,000 Boettcher Biomedical Research Grant

Assistant Professor of Molecular Biology Jennifer Garcia has been awarded a \$235,000 grant from the highly competitive Boettcher Webb-Waring Biomedical Research Award Program, which supports early career investigators in Colorado whose research has a direct impact on human health. The three-year grant will fund a study in baker's yeast that investigates a new cellular process that discards RNA, a type of genetic material, to help cells survive stress. Garcia says some of the molecular players she has implicated in this novel decay pathway also have been shown to play a role in the fatal neurodegenerative disease, Amyotrophic Lateral Sclerosis, more commonly known as ALS or Lou Gehrig's disease. This suggests that lessons learned in her study could illuminate future clinical studies on ALS and other diseases.



## Amy Kohout Awarded Fellowship for Upcoming Book

Assistant Professor of History Amy Kohout has been awarded a David J. Weber Fellowship for the Study of Southwestern America at the William P. Clements Center for Southwest Studies at Southern Methodist University. The award allows her to complete work on her first book, tentatively titled "Taking the Field: Soldiers, Nature, and Empire on American Frontiers." The book explores the intersection of ideas about nature and empire through an examination of the experiences of American soldiers in the U.S. West and the Philippines in the late 19th and early 20th centuries.



## Michael Sawyer, Colleague Discuss Malcolm X in Virtual Event

Michael Sawyer, assistant professor in Colorado College's Race, Ethnicity, & Migration Studies program and English Department, participated in Harvard Book Store's virtual event series in June. He and Flores Forbes, associate professor of urban planning at Columbia's Graduate School of Architecture, Planning, and Preservation, discussed Sawyer's recently published "Black Minded: The Political Philosophy of Malcolm X." Sawyer, the director of the Africana Intellectual Project at Colorado College, is a political philosopher with a focus on Blackness in particular. Sawyer says the discussion with Forbes was in the works as part of a book tour, but because of the virus it was shifted to a virtual event.



## Christine Siddoway Co-Recipient of \$317,032 Antarctica Research Grant



Professor of Geology Christine Siddoway has been awarded a grant from the National Science Foundation to study the cores drilled while she was a shipboard scientist on the International Ocean Discovery Program expedition during the Spring 2019 in the Amundsen Sea, Antarctica. With this new award, Siddoway now has three active NSF grants that support her research into the bedrock evolution and glaciation history of West Antarctica. Siddoway and her collaborator Reed Scherer, professor of micropaleontology and biostratigraphy at Northern Illinois University, were awarded \$317,032, of which \$46,234 is awarded to Colorado College. The grant allows Siddoway, Scherer, and their students to study the sediment cores obtained during the expedition.

# CC Students, Recent Graduates Accumulate Array of Awards

Colorado College students and recent alumni garnered a range of academic awards this year. The students and recent alumni represent a variety of departments and disciplines.



**NATALIE GUBBAY '20**

*Fulbright*



**EMMA CARLSON '20**

*Fulbright*



**FIACHRA MACFADDEN '20**

*Davis Projects for Peace*



**MADELINE LUCEY '18**

*National Science Foundation Graduate Research Fellowship*



**ZOE KRAUSS '19**

*National Science Foundation Graduate Research Fellowship; National Defense Science and Engineering Fellowship*



**SAMANTHA SANSON '20**

*Denver Press Club Scholarship*



**KENNETH CROSSLEY '19**  
*Erasmus Mundus Scholarship*



**ANDRE DUFRESNE '21**  
*Newman Civic Fellowship*



**ALLISON GISH '20**  
*Fulbright*



**ALESANDRA TEJEDA '20**  
*Thomas J. Watson Fellowship*



**JERRELL COCKERHAM '21**  
*Goldwater Scholarship*



**ALLIE KREITMAN '21**  
*Goldwater Scholarship*



**WILLA SERLING '20**  
*Erasmus Mundus Scholarship*

PHOTO BY ROO SMITH '20

This year more than half of CC's 19 Fulbright applicants, or 58%, advanced to semifinalist status. Colorado College's 2020-21 Fulbright semifinalists include:

- KENNETH CROSSLEY '19**
- SPENCER DAIGLE '20**
- BITA KAVOOSI '20**
- DANIEL LOPEZ '19**

- CHARLOTTE MAJERCIK '20**
- SARAH POKELWALDT '20**
- WILLA SERLING '20**
- NAOMI TSAI '19**

Not pictured: **MAXWELL VEIGA '20**  
*Erasmus Mundus Scholarship*



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2

4

5

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7

8



Four amazing years certainly can't be contained in a box. But a surprise package in recognition of a job well done sure helps the celebration. Virtual festivities and moments shared from across the globe were featured (and can still be viewed) on the official CC Commencement website: [www.coloradocollege.edu/commencement](http://www.coloradocollege.edu/commencement)

# CLASS OF 2020 BOXES

- 1 "You've Earned This!" was the message that greeted graduates when they first opened their graduation boxes. The full-color boxes designed by the Office of Communications featured a class photo from the Class of 2020's first days on campus, and their class motto: "Hindsight is 2020." A letter from President Jill Tiefenthaler, programs and awards from Honors Convocation, and a 2020 Commencement ceremony program were included as keepsakes in each box to serve as markers of celebration until the Class of 2020 gathers again next spring for an in-person commencement.
- 2 The Office of Alumni and Family Relations welcomed graduates into the CC alumni community with the gift of a canvas CC Class of 2020 hat.
- 3 While graduates won't walk the stage in cap and gown until their in-person graduation scheduled for next spring, an official mortarboard and 2020 tassel completed each box.
- 4 Academic departments provided a variety of personalized notes to their graduates as well as departmental gifts ranging from plush germs to art smocks.
- 5 Each box contained a sticker with CC's updated athletics logo — Go Tigers!
- 6 A variety of stoles and cords were given out, acknowledging specific involvement in campus programs, as well as the generosity of students who donated to their senior class gift.
- 7 Perhaps most importantly, diplomas cased in official diploma covers signify the completion of degrees, honoring the culmination of each graduate's hard work and commitment to academic learning.
- 8 Author Jean Case P'17 donated and personally signed copies of her book, "Be Fearless," which contains inspiring stories and lessons especially appropriate for this class, launched in the world at such a challenging time.

Staff from the Office of Alumni and Family Relations turned Reid Arena into Commencement 2020 central. Volunteers from Advancement and other campus offices created and packed 15-plus items into more than 500 boxes, one for each graduate.  
Photo by Jennifer Coombes



*“The Colorado College student-athlete experience is one of the best in the country. We should quickly be able to build a championship culture as CC is the premier platform to achieve a holistic standard of excellence on and off the court and in the lives of our student-athletes.”*

— JEFF CONARROE '99



PHOTO COURTESY OF CSU BAKERSFIELD ATHLETICS

## Alumnus Returns to CC as **Men's Basketball Coach**

**Jeff Conarroe '99**, associate head coach for the men's basketball program at Division I California State University, Bakersfield, has accepted the position of head men's basketball coach at Colorado College.

Conarroe, a three-year letter winner in basketball at Colorado College, spent the last nine seasons at CSU Bakersfield, the first eight as an assistant coach before his promotion to associate head coach prior to the 2019-20 campaign.

“Colorado College is a special place that is an ideal fit for me and my family,” Conarroe says. “I am grateful to [Vice President and Director of Athletics] Lesley Irvine for believing in me. Her passion for Colorado College and vision for CC Athletics is clear and she is a big reason I am coming home. I would also like to thank President [Jill] Tiefenthaler for this opportunity and her excellent leadership of the college, and Dean [Mike] Edmonds, who has been a mentor to me just like many alums, I can't thank him enough.”

During his tenure at CSUB, Conarroe helped Head Coach Rod Barnes rebuild the program and send the Roadrunners to their first-ever berth in the NCAA Division I Tournament in 2016 and three postseason appearances in the last four years, excluding the pandemic-shortened 2019-20 season.

“I am thrilled to welcome Jeff back home to Colorado College,” Irvine says. “Jeff stood out in what was a very

competitive national search. He is a high-integrity leader whose passion for his alma mater is contagious and engaging. I have no doubt that the men's basketball program will thrive under his leadership and look forward to supporting him and the program in this next chapter.”

On the court, the 2015-16 and 2016-17 seasons were the most memorable for the Roadrunners during Conarroe's tenure. He helped guide the team to a 49-19 record and a 26-2 mark in the Icardo Center during that span. In 2015-16, CSUB earned its spot in “March Madness” after winning the Western Athletic Conference tournament.

The following season, the Roadrunners won the WAC regular-season championship and became the first-ever No. 8 seed to reach the National Invitation Tournament semifinals. CSUB also finished No. 9 in the mid-major Top 25 with the highest RPI in program history at 59. The Roadrunners were in the Top 10 of several defensive categories nationally, including a No. 1 ranking in transition defense and No. 2 ranking in defensive points per possession, while the team included its first-ever Defensive All-American selection, Jaylin Airington.

The 2018-19 season featured CSUB's third trip to the postseason in the last four years as Bakersfield accepted an invitation to the Collegeinsider.com Postseason Tournament (CIT) and again proved to be a force on the road. CSUB won back-to-back games away from home before falling in the CIT quarterfinals.

“I have been fortunate to work with one of the best coaches in the country for 16 years of my career,” Conarroe says. “Coach Barnes has been an exceptional mentor and gigantic influence on my life.”

After playing basketball for three years at CC and receiving the team's Tiger Award for inspirational leadership, Conarroe graduated cum laude with a bachelor's degree in economics and served as an assistant coach at the school during the 1999-2000 season. He went on to earn his master's degree in business administration from the University of Mississippi in 2004.

“The Colorado College student-athlete experience is one of the best in the country,” Conarroe says. “We should quickly be able to build a championship culture as CC is the premier platform to achieve a holistic standard of excellence on and off the court and in the lives of our student-athletes. Everything the school's ethos embodies creates opportunities where competitive success and academic excellence should be expected.”

Conarroe's wife, **Mary Everett Conarroe '99**, lettered three years in Division I soccer and four years in Division III lacrosse at Colorado College, and, in 2008, became the first female inducted into the Colorado College Athletic Hall of Fame who played at both the Division I and III levels.



## Fall Sports Postponed

The Southern Collegiate Athletic Conference (SCAC) and Mountain West announced they will not participate in NCAA intercollegiate competition during the Fall 2020 season.

The SCAC stated on July 16 that NCAA intercollegiate competition will not occur during the fall due to health and safety concerns stemming from the COVID-19 pandemic. This includes conference and non-conference competition. The league's decision affects CC's Division III sports of men's soccer, volleyball, cross country, and tennis (non-traditional fall season).

"Not unlike the decision we had to make this past spring, today's decision was difficult and not taken lightly," says SCAC Commissioner Dwayne Hanberry. "At the very least, it is extremely frustrating to be forced to continue the suspension of competition this fall."

On August 10, the Mountain West announced the indefinite postponement of all scheduled fall sports contests and championship events, in response to ongoing challenges with the effective mitigation and management of the COVID-19 virus in conjunction with athletic competition. That decision affects CC's Division I women's soccer program, which has been a member of the Mountain West since 2014.

"In regards to the Mountain West postponement of our season, our team is feeling a sense of relief that a decision was made and reassured that the health and safety of one another, our friends and family, and our social peers is a top priority," says **Tayla Wheeler '21**, a midfielder on the

women's soccer team. "While we are disappointed in not being able to compete, we believe this decision was the most responsible to make with the current state of the virus. The fall may look different for us, but we are excited to continue to safely train and prepare for a hopeful spring season. Go Tigers!"

"My heart aches for all the student-athletes and coaches out there affected by this," says CC Vice President and Director of Athletics Lesley Irvine. "While these decisions were incredibly difficult, it became clear as we worked with our conference colleagues and evaluated all the factors. We remain deeply committed this year to providing meaningful experiences to our fall sport student-athletes."

As Irvine says, the SCAC, Mountain West and Colorado College are dedicated to exploring meaningful competitive experiences for all fall sport student-athletes, including the possibility of conducting fall sport competition and championships during the spring semester. Teams will be encouraged, as health and safety conditions allow, to conduct conditioning, strength training, and other practice opportunities during the fall semester.

In addition, the SCAC announced in early August to delay all athletic competition until January, affecting CC's winter sports of men's and women's swimming and diving, and men's and women's basketball.

A decision related to CC's Division I hockey season will be made at a later date.



PHOTO BY JENNIFER COMBES

ABOVE: Long-time CC mascot Prowler (left) graduated in May 2020, passing along the gig to new mascot RoCCy.

## Send Us Your Sticker Photos

In "A Tiger Can Change His Stripes" in the Spring 2020 issue of the *Bulletin* ([sites.coloradocollege.edu/bulletin/2020/04/a-tiger-can-change-its-stripes/](https://sites.coloradocollege.edu/bulletin/2020/04/a-tiger-can-change-its-stripes/)), CC Athletics wrote about the unveiling of the newly refreshed logos and mascot. Inserted into this issue, you'll find a sticker with the new Athletics logo and we'd love to see pictures of you with it stuck to your favorite water bottle, car window, or other sticker-friendly item.

Email photos to [bulletin@coloradocollege.edu](mailto:bulletin@coloradocollege.edu) and we'll share some of the images in the winter edition of the Bulletin.

LEFT: **The Ed Robson Arena is scheduled to open in October 2021.** For season tickets, go to [www.cctigers.com/tickets](http://www.cctigers.com/tickets) or call (719) 389-6324.

### Ed Robson Arena Coming 2021





# A Look Back *at a* Forward-Thinking Model

**CC'S BLOCK PLAN CELEBRATES  
50 YEARS, AND COUNTING**

By Cate Terwilliger

**T**he origin of the Block Plan is typically told in the manner of a promising joke, the kind you know will take a while to unfold, but whose punch line is worth the wait.

## **Three professors walk into a bar.**

The bar was Murphy's, a dive on the north end of Colorado Springs. It was 1968, a gray and gloomy November afternoon, ahead of the regular happy hour crowd. The three Colorado College faculty members sipping beer in a booth were Psychology Professor Don Shearn and Political Science Professors Tim Fuller and Glenn Brooks.

A few months earlier, Brooks had been tapped by CC President Lew Worner to head up a comprehensive campus self-study as a preamble to the college's 1974 centennial.

"The reason we had gone there was to discuss what we thought we had learned from that undertaking," Fuller recalls. "It was a casual conversation, kind of a bull session."

LEFT: History Professor William R. Hochman displays his enthusiasm for a point made during class at Colorado College. Photo by Ben Benschneider

Talk inevitably turned to a persistent complaint. “What the self-study produced was a certain kind of agreement among all the different elements on the campus that their time was fragmented. People were being asked to devote themselves to a lot of different things at the same time,” Fuller says. “So we talked about this notion of fragmentation of time and energy.”

In those days, a conventional semester schedule had everyone juggling multiple classes simultaneously. Introductory courses might have a hundred students. And even “small” classes — say, 40 students — typically met for only 50 minutes three times a week.

“I was really getting frustrated with class size,” Shearn recalls. “And I wanted to have students have a discussion, and continue that discussion. That’s what prompted the remark at Murphy’s: ‘Why don’t you just give me 15 students and let me work with them? No bells; no interruptions.’”

Not a punchline, but a “eureka moment” in the development of short, intensive blocks in which students and faculty devote themselves to single subjects in succession, says Associate Professor Steve Hayward. The English Department chair is creating podcasts and a film, and overseeing publication of books commemorating the Block Plan’s 50th anniversary this year — officially, Labor Day.

It’s been a pressing and sometimes poignant task, as participants in the creation of the college’s most distinguishing feature disappear into history.

“We’ve been working on it two and a half to three years,” Hayward says. “We had to get it off the ground really early; we were aware that many of the people we needed to talk to were in fragile health, and we could miss them.

“And we did miss some.”

Economics Professor Emeritus Ray O. Werner died in March 2018. An effective, articulate critic of the plan, Werner is remembered as one of several opponents who — feeling the discussion was fairly and fully made — moved to implement the Block Plan immediately after faculty formally approved it.

History Professor Emeritus Bill Hochman, who memorably described the Block Plan as “playing a series of sudden-death overtime periods one right after another,” died in March 2019. And, at 89,

Brooks — whose visionary leadership made the plan a reality — has lost much of his eyesight to macular degeneration.

They’re part of a generation of faculty that came of age during the tumult of the ’60s, a time of cultural ferment — and openness.

“It was a period of considerable upheaval in the country, with the counterculture movements, conflict over Vietnam, and civil rights ... and also, it was an era of interest in experimentation in educational reform,” Fuller says.

The Block Plan “probably couldn’t have happened, and happened so fast, if it had not been the late 1960s,” Brooks recalls in an oral history of the plan. “The culture of the time was very much in favor of change in education.”

Brooks “had this broad conversation with the faculty around the question, ‘How can we do what we do better?’” says History Professor Susan Ashley, whose book, “The Block Plan: An Unrehearsed Educational Venture,” will be published in conjunction with the anniversary. “It was a very good question. It allowed them to really think of something completely new without untethering from their mooring.”

One obstacle quickly became apparent.

“People felt pulled apart by the conventional semester system,” Brooks recalls. “They were jumping from one place to another and doing too many things. There developed a fairly quick — I won’t call it a consensus — but a dominant point of view: There ought to be a better way to organize ourselves.”

“ IT WAS THAT SPIRIT OF OPENNESS AND INNOVATION, RATHER THAN DISCONTENT, THAT SPURRED THE CAMPUS-WIDE REFLECTION THAT BIRTHED THE BLOCK PLAN. ”

— PROFESSOR OF POLITICAL SCIENCE TIM FULLER

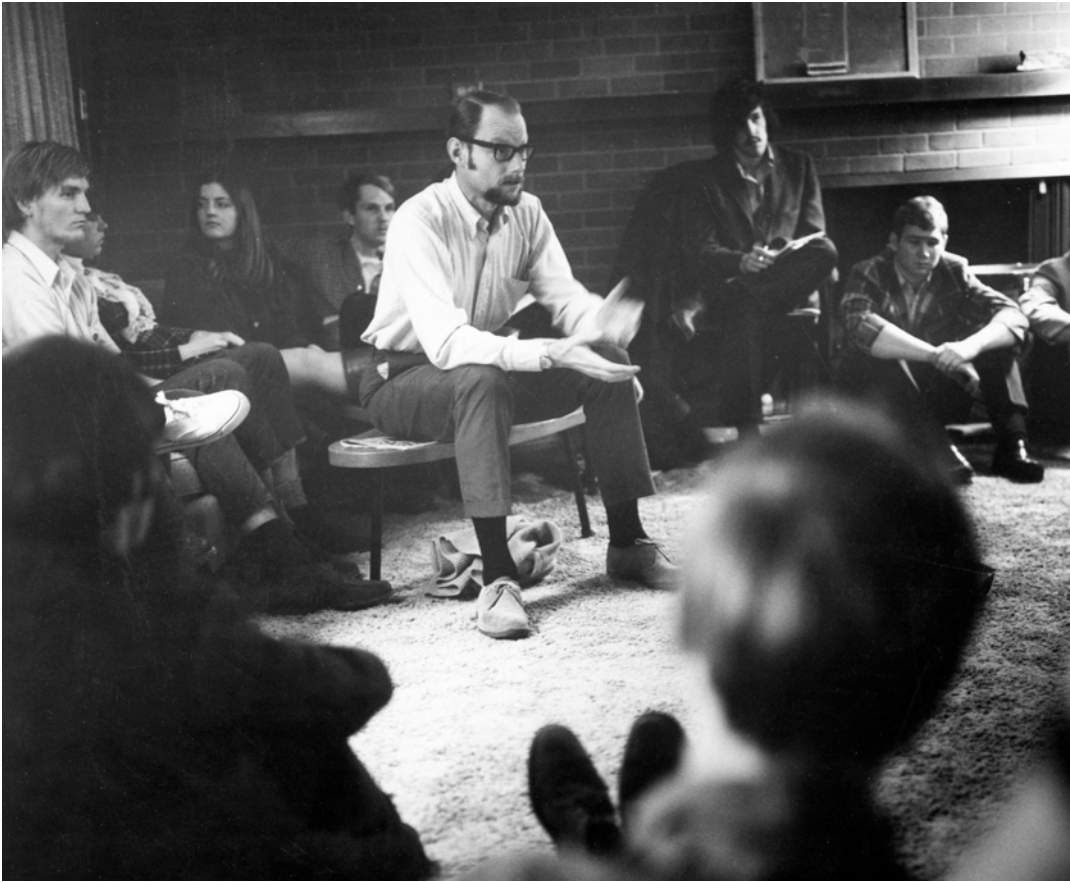
It was that spirit of openness and innovation, rather than discontent, that spurred the campus-wide reflection that birthed the Block Plan. A number of faculty, notably the late Political Science Professor Fred Sondermann, encouraged Worner to use CC’s centennial as an occasion for reflection as well as celebration. “[They] went to the president and said, ‘As we approach the centennial we should not just celebrate, but we should say what we plan to do in the second century,’” Fuller recalls.

Brooks took it from there.

“I proposed that, instead of setting up a committee, the college should operate more like a committee of the whole. The faculty should get as many people involved as it could,” he recalls. “A lot of that was pretty innocent, I suppose. I wanted this populist approach to changing the college — and to reflection about the college.”



President Lloyd E. "Lew" Worner. Photo by Ben Benschneider



Political Science Professor Glenn Brooks discusses the new Colorado College Plan. Photo by Ben Benschneider

“ THE BLOCK PLAN IS A WAY OF TAKING CONTROL OF TIME — THAT’S HOW GLENN BROOKS TALKS ABOUT IT. ” — ASSOCIATE PROFESSOR OF ENGLISH STEVEN HAYWARD

By early 1969, that “better way” began to look like the answer to Shearn’s frustrated question during that catalyzing conversation at Murphy’s: intensive blocks in which faculty and small groups of students could focus on a single course.

During the summer that followed, Brooks engaged the campus community with detailed memos that encouraged reflection on three crucial questions, Ashley says: “Could we do it, should we do it, and if we were to do it, how would we do it?”

And the whole thing began to seem possible. “I wouldn’t have given it a nickel’s worth of chance when I made that comment at Murphy’s,” Shearn says. “But when I saw Glenn Brooks working — he’s a very thorough guy, he listens well — and as the weeks went on, I thought, ‘This could really happen.’”

“Don had the original idea,” says Brooks, who emphasizes a team effort in bringing it to fruition. “My part was to add some structure to it and figure out how to make something like that work. The underlying principle was a group of students signed up to work with one professor full-time, where the professor would have pretty much full control.”

Opposition centered on concern that single blocks were too short for students to digest, reflect, and embed knowledge.

“It was only three weeks, and then students moved on to another course,” says Philosophy Professor Emerita Jane Cauvel, one of five influential senior faculty members who endorsed a hybrid plan for classes shorter than semesters but longer than blocks. “I felt they would lose a lot of what they learned in one block when they moved on to the next.”

As the alternative was developed and vetted, the Academic Programs Committee modified Brooks’ original proposal for 10 three-week blocks to nine 3.5-week blocks with a block break. It was that plan that 58% of faculty approved on Oct. 27, 1969.

What had seemed a pie-in-the-sky notion nearly a year earlier had become the college’s radical re-commitment to its central mission: providing a top-flight liberal arts education. Brooks again took the lead in making it reality.

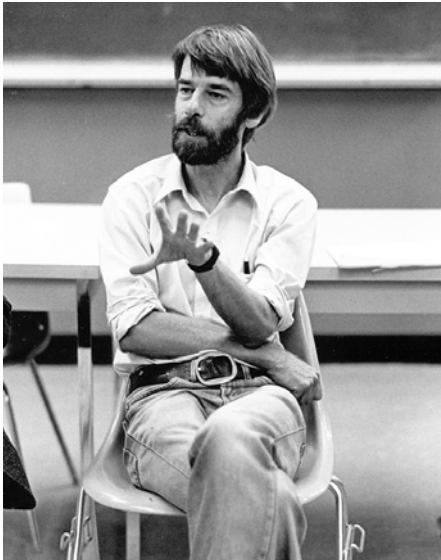
“They had to find 100 rooms in which to have classes all at once,” Hayward says. “At other universities you can use the same room for three classes a day. At CC it’s thought of as a ‘course room’ that you can inhabit for the duration, this revolutionary idea of a classroom as a space to be made, not a space that exists. The Block Plan is a way of taking control of time — that’s how Glenn Brooks talks about it.”

Shearn claimed an attic room in Palmer Hall, a floor above his office. “[Brooks] wanted every faculty member to have a course room so you could be in there all day and not be interrupted,” Shearn says. “I put some couches in there, a coffeemaker, doughnuts. This was a 24-hour-a-day place; the door was always open.

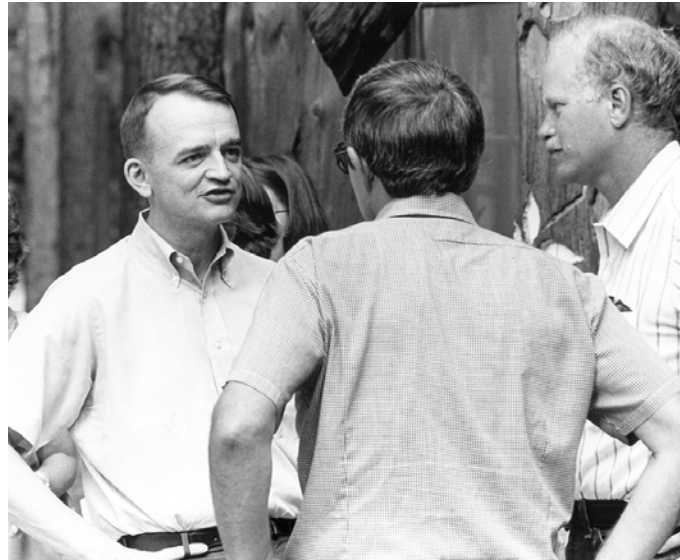
“I could get up there at 7 in the morning and students would be in there talking. I built a self-instruction neuroanatomy program on 35mm slides. They’d be punching the buttons, looking at pictures, memorizing names.”

The plan was ideally suited to field trips. Shearn recalls taking students to a winter conference on brain research in Vail, Colorado, where a student’s family provided lodging. “They would intensively research one presenter in advance, and then talk with these presenters [at the conference]. It was a shock to these guys how much these kids knew.”

That kind of single-minded focus “put an end to what we call time-stealing, in which individual students had to make decisions about neglecting some courses in favor of more demanding ones,” Brooks says. Attendance quickly improved, because every day counted for so much, Fuller says.



Classics Professor Owen Cramer



Political Science Professor Tim Fuller and Dean Dick Storey talking with a third person, back to camera.

The approach suited **Lorna Lynn '80**, now an internal medicine physician in Philadelphia. Her daughter, **Anna Lynn-Palevsky '18**, who recently earned a master's in epidemiology from Harvard, also graduated from CC, and her son, **Jacob Lynn-Palevsky '22**, is currently enrolled.

“The Block Plan allows you to be really immersed in a subject, so you start to think in that discipline,” Lynn says. “I remember my first course was physics. I was riding my bike up Uintah Street to get some things from King Soopers and I found myself thinking about gravity and acceleration, and I thought, ‘Wow, I’m thinking about physics while I’m riding my bike.’”

“And that happened in most classes. It’s the immersion and the discipline that allows you to really understand different ways of looking at the world, and the small class size that allowed professors to really get to know their students, and to see who had a particular promise that should be nurtured.”

**Nelson Hunt '71** benefited from the plan, too, though it meant he would have to shift from a semester schedule to the Block Plan for his final year. “It looked worth trying,” he recalls. “I just wasn’t sure I wanted to be the guinea pig for that particular year.” The schedule ended up curing his procrastination, improving his GPA and embedding a skill he needed for the legal career he envisioned.

“It did what I really wanted it to do in the real world — made me able to organize, plan, and write quickly, clearly, and well,” he says. “That was a skill I was able to develop throughout my entire career at CC, but particularly that senior year.”

But the Block Plan also created an unanticipated problem when Hunt applied to law schools —

admissions offices that didn’t know what to make of his transcript. His first round of applications went nowhere. Four years later, after serving in the Coast Guard and then re-taking the LSAT — and after CC’s approach was better-known — he was accepted into law school, the beginning of a long career as a Washington attorney, prosecutor, and judge.

The plan was likewise both boon and burden to faculty in the early years, taxing some disciplines more than others.

“For some of my colleagues, it was a setback,” Brooks concedes. “To some extent in mathematics, but probably more in foreign languages. It was very intense.”

Some “poured old wine into the new bottles,” he says. “We still continued to lecture more than we admitted to.” Others seized the opportunity to completely revamp courses, understanding that form, of necessity, would drive content.

“I’m sure some professors never left their yellowed notes,” Shearn says. “But for a lot of us, we had to move quickly and make adjustments, because the discussion might go on all day.”

“You had to start out looking at the material differently,” Cauvel says. “What is most important? What can you leave out? It was good because you had to re-think your courses. So in that sense it was really valuable.”

Still, many professors found the plan — teaching eight blocks a year with one block off — physically and emotionally exhausting. “There’s an intensity and excitement about being with the students every day, but then there is this rupture,” Cauvel says. “They go away and you don’t see them for a couple of years.”

“Faculty generally felt the Block Plan was extremely demanding, and to make it work you simply had to have time to prepare and also had to have time to maintain your professional life, which feeds the courses you teach,” Ashley says.

Efforts to lighten the teaching load led to several reductions in the number of teaching blocks; today, most faculty teach six, and have three blocks with no formal teaching assignment — “a real escape valve,” Ashley says.

Reality changed the vision in other ways. Originally intended as a holistic scheme that integrated courses with residential life and a leisure program, what Brooks still calls “The Colorado College Plan” quickly became synonymous with its defining feature, the academic block. Residential life exists now largely as its own entity; the amorphous leisure program never hit its stride.

The latter was “an attempt to answer the question of what we wanted the intellectual and cultural tone of CC to be like,” says Classics Professor Owen Cramer, who was involved with the program early on. “We wanted a college culture that wasn’t just course-taking. What were we going to do with the part of the day we’re not in classes?”

“But it was already clear in the ’70s, that it was going to be very hard to sustain that tripartite vision of college life ... nobody really understood the leisure program.”

Yet the academic block — the radical innovation that became synonymous with Colorado College — endures, the answer to a question put by a frustrated professor in a dive bar on a gloomy November afternoon more than a half-century ago.

Three professors walked into a bar.

They came out with an idea, which became a vision, which became a plan, and then a reality shaped by the crucial question Glenn Brooks posed: How can we do what we do better?

Give faculty 15 students and let them work. No bells; no interruptions. It was the end of what Shearn calls “the sterile classroom.” Instead, he says, “we became part of nature, talking about and moving through the experience.” ■

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# Block Plan's Flexibility Proves to Be an Asset

## OTHER SCHOOLS LOOKING AT CC'S MODEL

By Leslie Weddell

**When Professor of Anthropology Sarah Hautzinger started preparing her spring courses in January, she did not envision teaching a Block 8 course in which the major project would be in direct response to “COVID-19” and “social distancing.”** Indeed, those words

would not have appeared on her syllabus in January, February, or even mid-March.

But into Block 7, when her vision for the upcoming 200-level anthropology course began taking shape, those concepts were foremost in her mind.

**“THERE IS NO OTHER SYSTEM THAT WOULD ALLOW ME TO DEVELOP AND TEACH A WHOLE COURSE IN RESPONSE TO A RAPIDLY CHANGING SITUATION LIKE THIS.”**

Sarah Hautzinger,  
professor of anthropology

Assistant Professor Amanda Minervini, who teaches in CC's Italian program, originally planned to teach a gastronomy class in Italy during Block 8. When the coronavirus pandemic forced her to make new plans, she created a course specifically with the pandemic and online format in mind — *Storytelling During the Time of the Plague: Boccaccio and “The Decameron.”*

Such is the flexibility of CC's Block Plan. Rather than being locked into a traditional 16-week semester course, Hautzinger and Minervini were able to quickly adapt their courses so the focus was immediately relevant to what was taking place across the country — and the world.

That ability to react and adapt quickly is one of the advantages of the Block Plan, says **Chad Schonewill '03**, assistant director of solutions services. “I mean, if there's any place geared to reacting quickly ... that's bread and butter for the whole college, but certainly for IT,” he says.

The book Minervini based her class on, “*The Decameron*,” by the 14th-century author Giovanni Boccaccio and set in 1348 Italy, is a collection of 100 stories told by a group of young adults sheltering in the Tuscan countryside having left Florence to escape the plague. It's a far cry from a gastronomy class in Italy, but completely relevant to the times, and Minervini credits the Block Plan for its nimbleness to adapt courses to changing

circumstances. “There is no other system that would allow me to develop and teach a whole course in response to a rapidly changing situation like this,” she says.

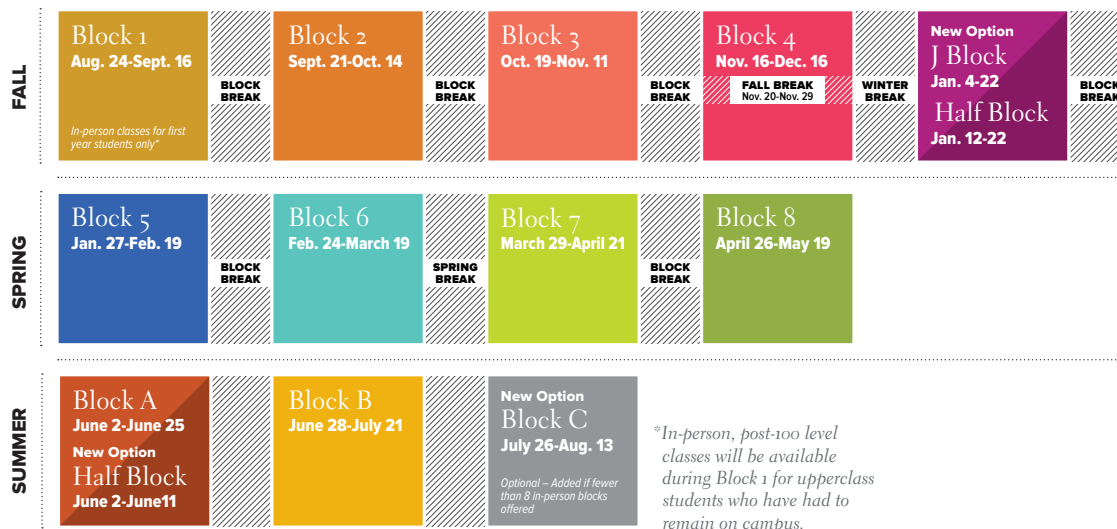
Hautzinger's class, *The Body — Anthropological Perspectives*, which included a project called “*Social Bodies While Distanced*,” also was unique to this moment in time, something the CC anthropologist loves about the Block Plan. “Every block is its own story,” says Hautzinger. “The Block Plan moves away from cookie-cutter courses. Each block is like a bead added to a string; the color and tone are idiosyncratic to that moment. The whole month is tied to that experience, to a single course and not multiple courses.”

### ADJUSTMENTS ADD FLEXIBILITY TO ACADEMIC CALENDAR

The block format is attracting interest from other colleges and universities because of the flexibility it offers, not only for course content, but also for scheduling.

The flexibility of the Block Plan allowed CC to adjust its academic calendar for the 2020-21 academic year, broadening scheduling options for students and providing more value to them during this unpredictable year. The addition of a new January “J Block,” in addition to half blocks and summer courses, means that students can take 10 blocks of courses for the usual 8-block tuition cost

# 2020-21 ACADEMIC CALENDAR



this academic year. Or students may choose to shift their academic year’s start and end dates, while still meeting their requirements for the year. Currently, CC plans to offer 11 blocks, beginning in August and continuing through Summer 2021, with the ability to add a 12th block if needed.

Former Provost Alan Townsend, in an “All Things Considered” interview that aired on NPR in May, said, “Colleges that use [block scheduling] have the opportunity to change the way classes look every three weeks — since there are multiple start and stop points. With a semester, you have only a single start and then, often 16 weeks later, an end.”

This calendar, with multiple options, allows students to adjust their schedule as needed. In addition to the “J Block,” CC is offering its usual credit and non-credit Half-Block classes, additional summer Half Blocks will be added, and a summer Block C may be added if needed.

“Different students can make different choices. That’s really hard to do with a semester-based system, but the blocks allow us to do that,” Townsend said in the NPR interview, which addressed “Six Ways College Might Look Different in the Fall.”

## OTHER SCHOOLS LOOKING AT CC’S MODEL

CC has been contacted by various small liberal arts colleges, K-12 schools, and universities, including research universities and an Ivy League institution, seeking information about block teaching, says Traci Freeman, executive director of the Colket Center for

“THE BLOCK PLAN MOVES AWAY FROM COOKIE-CUTTER COURSES. EACH BLOCK IS LIKE A BEAD ADDED TO A STRING; THE COLOR AND TONE ARE IDIOSYNCRATIC TO THAT MOMENT.”

– Sarah Hautzinger, professor of anthropology

Academic Excellence, and Jane Murphy, associate professor of history and director of the Crown Faculty Center. Schools want to know the benefits and challenges of the block structure, how faculty should design courses for the intensive format, what works and what doesn’t, and what challenges students face learning at an accelerated rate.

“They are interested in hearing how the Block Plan works and how to prepare faculty and students to teach and learn in a block system,” says Freeman. “They are also interested in the impact of the block on student life, academic support, and advising.”

Murphy and Freeman co-organized the Institute on Block Plan and Intensive Teaching and Learning, originally scheduled to be offered in-person this summer, in connection with the 50th anniversary of

the Block Plan. With interest in block programming intensifying because of COVID-19, Murphy and Freeman restructured elements from the original program and designed a remote version, offering two webinars in July with colleagues around the globe. Among those presenting at the July webinar were Freeman and Drew Cavin, director of the Office of Field Study. Freeman and a colleague from Cornell College — a private liberal arts college in Mount Vernon, Iowa, that has been teaching a Block Plan model since 1978 — co-presented “Teaching and Learning in Block Plan and Intensive Courses,” and Cavin presented “Active and Experiential Learning Online.”

Additionally, Freeman, Murphy, and Mike Taber, professor of education, traveled to China last fall to consult with administrators and faculty at Duke Kunshan University, which has a seven-week term. This spring and early summer, Freeman and Murphy presented to several hundred faculty and administrators at multiple institutions, in addition to holding conversations and sharing materials with folks across the country. Among their presentations was “Teaching and Learning for Intensive, Time-shortened Courses,” which Murphy and Freeman delivered in June to faculty and administrators at three small liberal arts colleges.

Murphy says other schools are especially interested in hearing about introductory STEM and other content-heavy classes, reading, writing, and research.

“We answer these questions honestly. Research would indicate that time-shortened courses are no better or worse for student learning than semester courses,” says Freeman. “What does seem to matter in a time-shortened course is the faculty member and their pedagogical choices. This said, the Block Plan does put certain pressures on the processes of teaching and learning, which faculty designing classes should take into account. And we make the point the Block Plan alone is not what makes CC special, but rather it is the teaching and learning culture of the institution that has developed alongside the Block Plan that matters most.”

Murphy agrees. “We advise them that classroom climate, inclusive pedagogies, and meaningful relationships between students and student-to-faculty also is really essential to a successful block,” she says. “These relationships with one another and the material motivate students to do the intense work we are asking.” ■

# Creative Projects Commemorate **50 YEARS** *on the* **BLOCK PLAN**

By Brenda Gillen

In anticipation of the *Block Plan* reaching the half-century mark, Colorado College faculty began planning several creative projects to commemorate the occasion three years ago. Two books, a documentary, and a podcast are slated for release this fall, each format lending itself to a different take on the *Block Plan*'s impact on the students, faculty, and staff who have experienced it.

Supported by a \$225,000 grant from the Inasmuch Foundation, Susan Ashley, professor emerita of history and chair of the Department of Economics and Business, conducted research and wrote a history of the *Block Plan*, and Steven Hayward, associate professor and chair of the English Department, led the other projects.

“At Colorado College, what’s important is not how conclusive your answers are, but the vitality of the questions that you’re asking. That spirit of interrogation that’s in the movie, the podcast, and the books also takes us back to the genesis of the *Block Plan* when Glenn Brooks began with the questions of ‘What are we doing?’ ‘How do we think we’re doing it?’ and ‘How can we do it better?’” explains Hayward.

A professor emeritus of political science who taught at CC from 1960 to 1996, Brooks helped design and implement the *Block Plan*.

“The *Block Plan: An Unrehearsed Educational Venture*” is a meticulously researched historical book that follows the emergence of the idea, its adoption, implementation, and evaluation. Ashley, whose research typically is concerned with the end of the 19th- and early 20th-century, interviewed faculty members who helped develop the *Block Plan*. Additionally, she delved into oral histories, meeting minutes, and other records. Two students, Isaac Rubinstein ’18 and Benedict Wright ’20, both history-philosophy majors, provided research assistance.

“Structurally, the plan settled into a rigid orthodoxy that I don’t think the architects anticipated, nor do I think they would

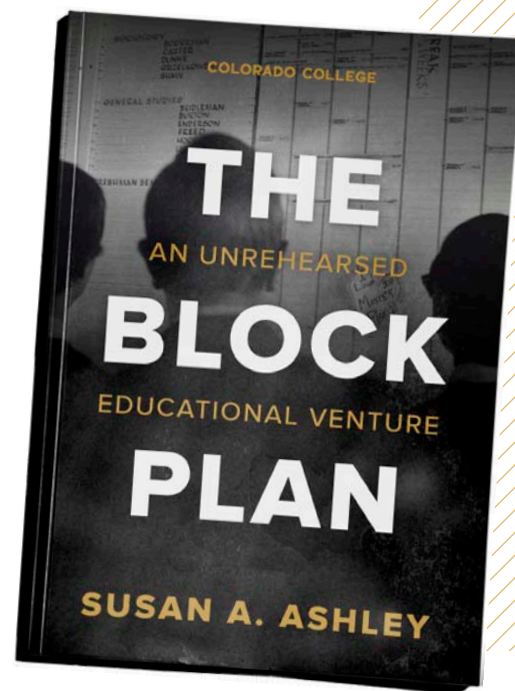
have embraced. However, there’s been an exceptional degree of creativity in terms of the content of the curriculum. And, I don’t think they could have imagined how much the *Block Plan* would promote innovative teaching,” says Ashley.

Hayward says the podcast takes listeners into the formative time of the late 1960s. Among audio gems are excerpts of previously “lost tapes” where Brooks describes the nascent plan to colleagues. The second book, “The *Block Plan* in Nine Questions,” he says is a non-academic version. The Hayward/Ashley collaboration features graphics and answers to common *Block Plan*-related questions.

Hayward and Los Angeles-based director Bryan Beasley co-directed the documentary, currently titled “The *Block Plan*.” The film crew’s alumni included Director of Photography **Chauncey Crail ’17** and co-producer **Jaime Roman ’13**.

**Meredith Mantik ’11** is the film’s editor and shares a co-writing credit with Hayward and Beasley. For more than two years, she’s been sifting through copious footage and working collaboratively on the film. In addition to covering the history, it follows three students and former Provost Alan Townsend through a year of life on CC’s *Block Plan*.

“My job as an editor is to make sure that the story works and that the themes resonate. There are lots of parallels between filmmaking and working on the *Block Plan*: you’re working in a group often in a high-pressure environment. Studying film, English, and philosophy at CC gave me the tools to create cinematic stories like “The *Block Plan*,”” says Mantik.



“ That spirit of interrogation that’s in the movie, the podcast, and the books also takes us back to the genesis of the *Block Plan* when Glenn Brooks began with the questions of ‘What are we doing?’ ‘How do we think we’re doing it?’ and ‘How can we do it better?’ ”

**Steven Hayward**, associate professor and chair of the English Department

Beasley enjoyed meeting some of the educational system revolutionaries who forged the *Block Plan*.

“The original kernel of the idea started at Murphy’s Bar over a beer. We have Steven interviewing all three of them in the booth where it originated. This is the first time I’ve co-directed a piece, so it’s been a learning experience. I’ve learned more on this project than I have on any other projects in quite a while,” Beasley says. ■

**50**  
YEARS ON THE  
**BLOCK PLAN**  
1970 – 2020

Learn about release dates and other *Block Plan* 2020 celebrations at [coloradocollege.edu/blockplan50/](http://coloradocollege.edu/blockplan50/)

# Reading

Literary Giants,

# Between

Race, and Protest

# the Lines

By Laurie Laker '12



PHOTO BY JENNIFER COOMBES

**The last few months have turned our world upside down and inside out.** A global pandemic, a flailing economy, and a generation-defining series of protests against systemic anti-Black racism and police brutality. These are times of world-altering shifts.

During times like these, we often turn to art — in particular, to writers — to their worlds, works, and words.

“Books help you take a historical event and put it into the context and experiences of a single person’s life, however fictional that person is. You get to see how systemic racism can shape lives on a microscale,” says **Anya Steinberg '21**.

A Summer Session English class taught by Assistant Professor Michael Sawyer, which convened daily via Zoom, read and discussed six major works by iconic Black authors — “Invisible Man” and “Juneteenth” by Ralph Ellison, “If Beale Street Could Talk” and “Another Country” by James Baldwin, and “Jazz” and “Love” by Toni Morrison.

Sawyer explains that the contemporary relevance of these works and words, in light of the resurfacing of anti-Black racism and consequential equity-driven protest, creates a “positive impatience, where I want to dig into texts more urgently — martialing that impatience toward discovery.” Sawyer’s scholarship and teaching falls in both the Race, Ethnicity, and Migration Studies and English departments. He is also the founder and director of the Africana Intellectual Project at Colorado College, designed to enable CC and its intellectual community to explore the lives, art, intellect, and culture of people of African descent.

“All of these texts deal with street protest and a response to violence. There’s something about the

fluency of three artists articulating issues in vastly different ways — they combine to create a rich environment and a very detailed portrait of these problems,” Sawyer says.

Discussing such important and current topics is a challenge at the best of times. Having to do so via distance classroom spaces brings a new level of challenge to bear on the material and those involved.

“A discussion-based course certainly presents a challenge; our small size has allowed us to have fairly organic, free-flowing discussions,” says **Jenna Kalishman '22**.

“Some of the students are literally in the same spaces as the protests and unrest — in Minneapolis, for example — that we’re seeing nationwide,” explains Sawyer. “That immediacy, it gives these works a new perspective.”

Perspective is a key element of the dialogue and investigation of these authors’ works. Ellison, Baldwin, and Morrison are each dealing with confronting racist systems, doing so in their own ways, from their own perspectives. From Ellison’s “Invisible Man,” which Sawyer considers “the greatest Western novel,” to Morrison’s work as “our greatest lyricist,” to Baldwin’s searing prose as “the greatest translator of events” — each brings a different craft as a storyteller to the events of their day, as well as ours.

“They are all incredible, accurate describers of the machines that they’re confronting; white supremacy, patriarchy, homophobia,” says Sawyer.

“Their works, it shows just how much there is in the canon that we’re not immediately familiarized with or told about,” says **Michael Gorman '21**. “These authors capture societal dynamics in such unique ways; they each have a different style, but they’re

“They are all incredible, accurate describers of the machines that they’re confronting; white supremacy, patriarchy, homophobia.”

**Assistant Professor Michael Sawyer**

each so smart in how they wrap up other critiques of works and methods.”

Kalishman agrees. “Reading and discussing the texts of some of America’s most influential Black authors has obviously proved relevant to current events. While they haven’t changed my engagement in terms of direct action, these texts have certainly expanded my learning and knowledge.”

That engagement takes many forms, but for some in the class, it’s far more localized than for others.

“I think with or without the authors, I would’ve had a hard time staying unengaged with the current events because I live in Minneapolis,” says Steinberg. Minneapolis is ground zero for the worldwide movement of Black-led and -centered protest and demonstration. On May 25, 2020, George Floyd, a 46-year-old Black man, was killed in Minneapolis during an arrest.

“In each of the books we’ve read, there has been at least a scene or multiple scenes involving police violence. That’s across Ellison, Baldwin, and Morrison. It’s striking to see that this is something the Black community has been grappling with for decades, not just in the past month,” she adds. ■

# CC Names Diversity, Equity, Inclusion Leadership, Receives \$1 Million Gift for Antiracism Efforts

By Leslie Weddell

Colorado College has named a three-person diversity, equity, and inclusion leadership team, and CC Board of Trustees Chair **Susie Burghart '77** has donated \$1 million to enhance and accelerate the work of the new DEI leadership team and further the college's antiracism initiative.

The team will be dedicated to the college's diversity, equity, and inclusion goals, lead strategic implementation, and keep antiracism efforts front and center in the college's priorities. While most hiring at CC has been put on hold due to the ramifications of the pandemic, the diversity, equity, and inclusion positions continue to be a priority and moved ahead.

Peony Fhagen, Ph.D. is joining CC as the new senior associate dean for equity, inclusion, and faculty development, and Rosalie M. Rodriguez is joining CC as the senior associate dean of students for equity and inclusion/director of the Butler Center.

Barbara J. Wilson, currently CC's associate vice president for administrative services, has been named to serve as the interim director of diversity, equity, and inclusion for staff. She has been at CC since August 2000 when she was hired as director of Human Resources, a role that included working with staff to resolve issues of discrimination and harassment complaints. Wilson served as the deputy Title IX coordinator for staff from 2012-18. From 2013-15 she served as chair and co-chair on the faculty and staff diversity action team that focused on recruitment and retention issues. A national search for the position will be conducted in Spring 2021.

"I wanted to underscore how important this initiative is to all of us — as educators, parents, students, staff, and alumni," Burghart says. "These experts will guide the college in long-needed work that is now even more crucial. This is a moment when CC can lead and make a difference."

Acting Co-President Mike Edmonds says Burghart's gift will be transformative for the college.

“Colorado College’s commitment to become an antiracist institution compels us to make substantive changes in all areas of college life and activity.”

— Claire Oberon Garcia, acting provost, dean of the faculty

Diversity, equity, and inclusion are top priorities, and rather than relying on one chief diversity officer to lead CC's antiracism initiative, CC has elevated the leadership of this work to a three-person team, in which one member of the team will focus on the academic program; a second on students; and a third on employees and college business relations.

Claire Oberon Garcia, acting provost, dean of the faculty, and chair of the search committee for the senior associate dean for equity, inclusion, and faculty development, noted that the traditional chief diversity officer model, which was recommended in the Antiracism External Review conducted at CC, has failed at other colleges and universities; is not an effective way of transforming an institution structurally and culturally; and is not consistent with CC's decentralized, non-hierarchical culture.

"Colorado College's commitment to become an antiracist institution compels us to make substantive changes in all areas of college life and activity," Garcia says. "To combat racist ideas, policies, and

behaviors, we must develop and implement antiracist ideas, policies, and behaviors. We can only do this on the ground level, with the guidance of people who have deep expertise in the areas of academics, human resources, and student life."

As senior associate dean for equity, inclusion, and faculty development, Fhagen will be responsible for advancing and implementing the antiracism goals in the academic realm. She will work with faculty to diversify the faculty and curriculum, develop inclusive pedagogies, and improve the classroom experience. All academic departments and programs are already in the process of evaluating the structures of their majors and minors, their curricula, and their hiring practices through a diversity, equity, and inclusion lens. Fhagen also will be creating a new and meaningful program of professional development for faculty through all stages of their career from candidacy to mid-career to emeritx that recognizes CC's commitment to be an institution that values each employee and helps them to thrive, says Garcia.

Fhagen most recently served as associate provost of diversity and faculty development at Wheaton College in Norton, Massachusetts, where she co-developed and co-chaired a diversity, equity, and access leadership program. In addition, she managed Title IX and discrimination concerns and complaints involving faculty; developed and led workshops and faculty forums on teaching, learning, and diversity; and chaired the campus scholar-at-risk committee. Fhagen is an associate professor of psychology and African, African American, and Diaspora Studies, who chaired the Wheaton Psychology Department for several years, and holds a Bachelor of Arts in psychology from Wellesley College and a Master of Science in clinical psychology and Ph.D. in developmental psychology, both from Pennsylvania State University.

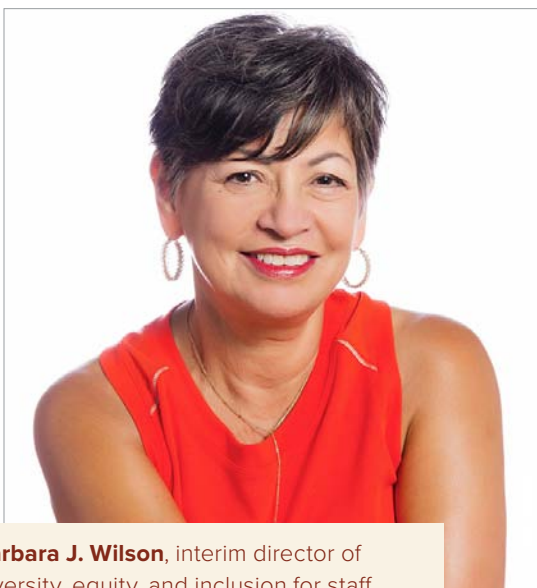
"Dr. Fhagen brings a wealth of experience in thinking about diversity, equity, and inclusion issues with creativity and generosity," Garcia says. "When



**Peony Fhagen, Ph.D.**, senior associate dean for equity, inclusion, and faculty development



**Rosalie M. Rodriguez**, senior associate dean of students for equity and inclusion/director of the Butler Center



**Barbara J. Wilson**, interim director of diversity, equity, and inclusion for staff

PHOTO COURTESY OF CASA BAY PHOTOGRAPHY

“I wanted to underscore how important this initiative is to all of us — as educators, parents, students, staff, and alumni. These experts will guide the college in long-needed work that is now even more crucial. This is a moment when CC can lead and make a difference.”

—Susie Burghart '77, chair of the Board of Trustees


her previous institution decided to hire an inaugural chief diversity officer, she proposed instead a collaborative model of diversity, equity, and inclusion leadership similar to our own at CC.”

Rodriguez most recently served as director of multicultural student services at Bucknell University in Lewisburg, Pennsylvania, where she served as a primary source of contact for students of color, with a focus on advising, mentoring, and connecting students to resources that assisted them with their academic, social, and personal well-being. She also facilitated campus-wide diversity education, training, and professional development opportunities. Prior to that, Rodriguez served as special assistant to the president for diversity and inclusion at Juniata College in Huntingdon, Pennsylvania. She has a Bachelor of Science in biocommunication from Juniata College, and a Master of Arts in community psychology and social change from Pennsylvania State University.

As the new senior associate dean of students/director of the Butler Center, Rodriguez will focus on antiracism, equity, and inclusion in student life. This will allow the Butler Center to focus on student support, as was its original intent, and also continue to work campus-wide via the collaborative leadership team.

“For this position we were looking for someone who can combine critical insights about existing systems with effective and actionable models for change, so that antiracism at CC can be a sustained commitment, and not just a talking point in times of crisis,” says Rushaan Kumar, assistant professor of Feminist & Gender Studies, who was on the search committee. “Rosalie Rodriguez demonstrated the vision and experience required to carry multiple constituencies on campus along with her in this work.”

“The search committee was looking for someone with demonstrated experience working across divisions as they are going to be a member of a three-person team designed to do just that,” says Manya Whitaker, associate professor of education, chair of the Education Department, interim director of the Butler Center, advisor to the Black Student Union, and search committee chair. “We also wanted someone to whom students could connect and also view as an advocate, especially during contentious moments on campus.” ■



**CC Conversations**

“CC Conversations on Racism, Policing, and Protest”

The college is hosting a new virtual panel discussion forum series on topics of interest called “CC Conversations.” A panel discussion on racism, which took place June 18, occurred concurrently with Juneteenth celebrations across the country, and was the first in a series that the college will host virtually in the coming weeks and months. The inaugural discussion included CC faculty scholars who discussed racism from a variety of disciplinary perspectives. Manya Whitaker, associate professor of education, moderated the panel.

Watch the discussion or read the transcript at: [coloradocollege.edu/conversations](http://coloradocollege.edu/conversations) ■

## STUDENT PERSPECTIVE

# Show Us the Future of the West

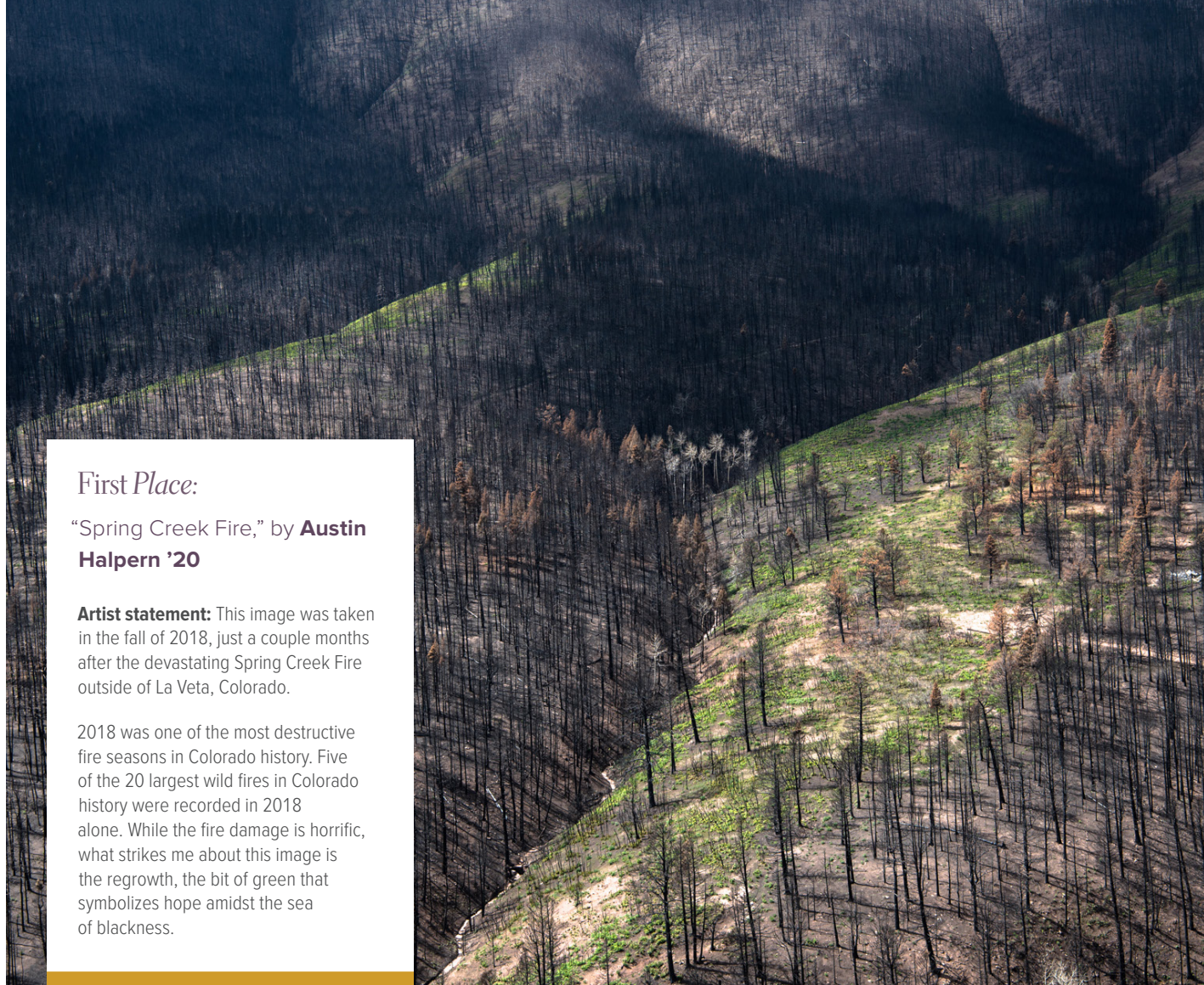
Colorado College contest judges Emma Powell, photography faculty; Stephen Weaver, Geology technical director; and Jennifer Coombes, Office of Communications photographer and photo editor, announced the winners of the 2020 Conservation in the West Student Photo Contest on Earth Day, April 22, 2020.

### First Place:

“Spring Creek Fire,” by **Austin Halpern '20**

**Artist statement:** This image was taken in the fall of 2018, just a couple months after the devastating Spring Creek Fire outside of La Veta, Colorado.

2018 was one of the most destructive fire seasons in Colorado history. Five of the 20 largest wild fires in Colorado history were recorded in 2018 alone. While the fire damage is horrific, what strikes me about this image is the regrowth, the bit of green that symbolizes hope amidst the sea of blackness.



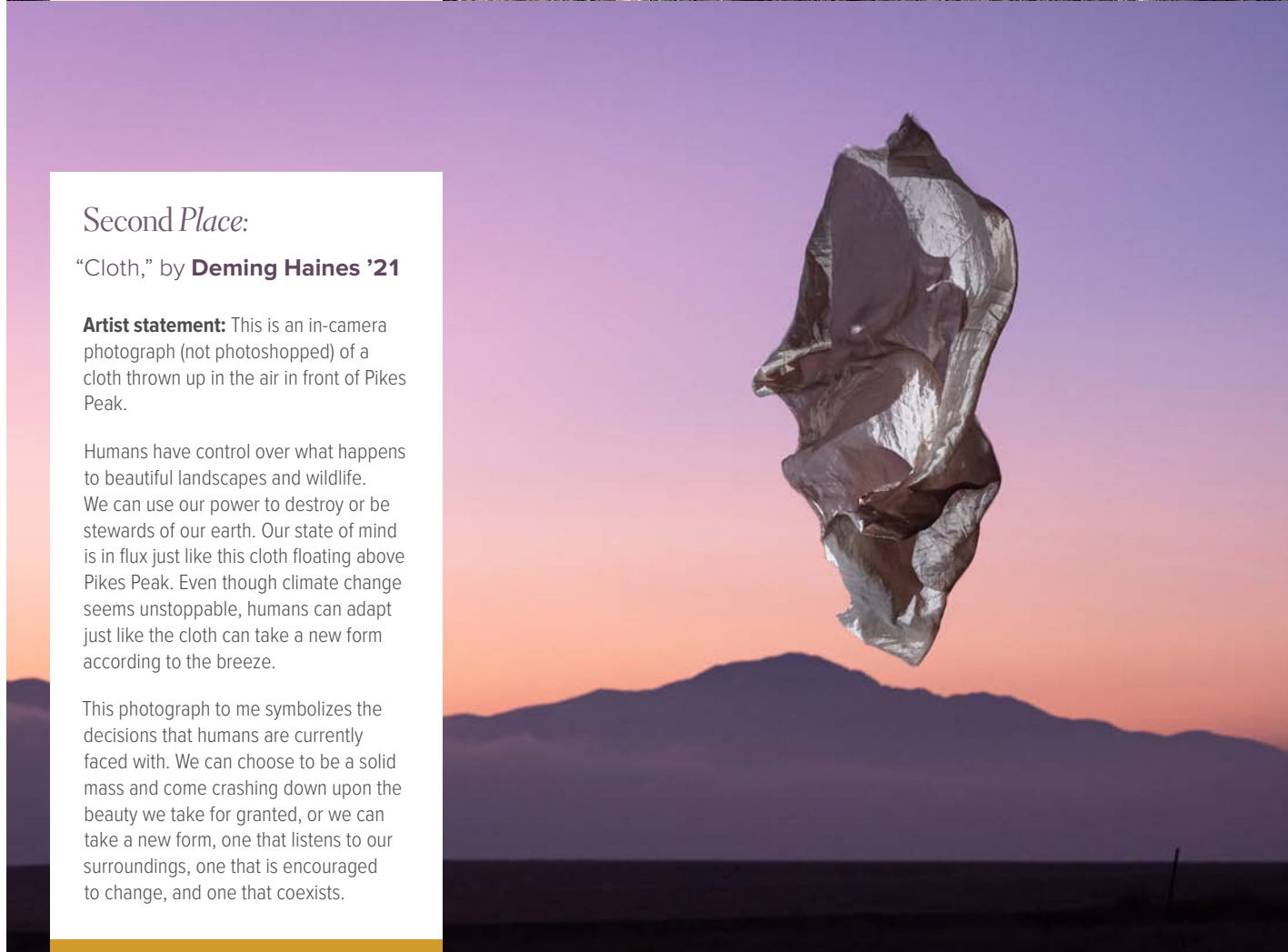
### Second Place:

“Cloth,” by **Deming Haines '21**

**Artist statement:** This is an in-camera photograph (not photoshopped) of a cloth thrown up in the air in front of Pikes Peak.

Humans have control over what happens to beautiful landscapes and wildlife. We can use our power to destroy or be stewards of our earth. Our state of mind is in flux just like this cloth floating above Pikes Peak. Even though climate change seems unstoppable, humans can adapt just like the cloth can take a new form according to the breeze.

This photograph to me symbolizes the decisions that humans are currently faced with. We can choose to be a solid mass and come crashing down upon the beauty we take for granted, or we can take a new form, one that listens to our surroundings, one that is encouraged to change, and one that coexists.





### Third Place:

“Runoff Collection Pond,” by  
**Annabel Driussi '20**

**Artist statement:** Concern over water pollution has risen in recent years, such that 85% of Colorado voters polled in 2020 rate this as a serious issue. In 2019, Governor Polis signed bill HB19-1113 (Protect Water Quality Adverse Mining Impacts), taking small steps to minimize mining companies’ damage to water supplies. Fascinatingly, support for this bill was primarily framed as a public health concern over clean drinking water, and only secondarily upon the effects of mine tailings upon local wildlife. Legal efforts are being put into effect. But is current litigation enough to counter the effects of almost 200 years of mining history in the state?

This picture was taken at Leadville, Colorado, at an abandoned silver mine outside the city. In it, young coniferous plants struggle to reclaim land occupied by twisted metal refuse.

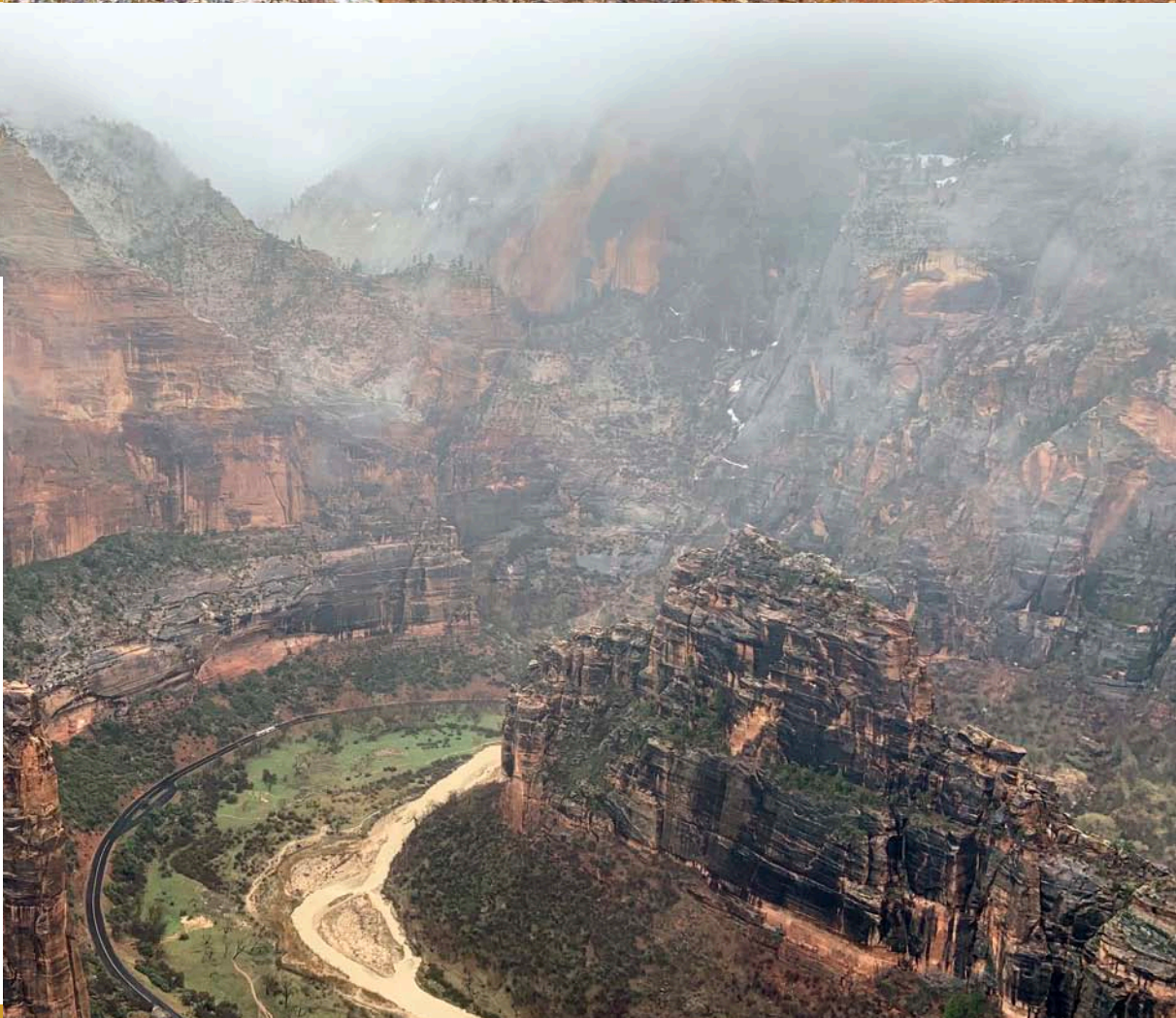


### People’s Choice Popular Vote Winner:

“Zion,” by **Noah Hirshorn '20**

**Artist Statement:** Zion National Park in southwestern Utah is one of the national parks most plagued by overcrowding. Taken on a rainy day in March 2019, fog inhibits the view of a valley that is often the site of heavy traffic and tourists attempting to visit the colossal rock walls.

While the designation of a national park ensures that the land will be preserved, the ramifications of increased tourism may very well threaten some of the most beautiful landscapes in the country. While visiting national parks, it is crucial for visitors to abide by leave no trace principles in order to ensure future generations can experience the same wonders.





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Like most of the campus, the Gates Common Room in Palmer Hall sits empty. Classrooms are being set up with proper distancing for the anticipated return of students.

**Photo by Jennifer Coombes**



# A More Flexible Academic Calendar for 2020-21

**As a result of the Coronavirus pandemic, Colorado College will take a phased approach to bringing students to campus this fall.** First-year students were welcomed to campus for a modified New Student Orientation and Block 1 classes, all achieved while observing social distancing and health/safety protocols. This plan helps the college follow the state's recommendations for phased re-openings of workplaces and campuses.

In addition, resident advisers, NSO mentors, new transfer students, and international students who were already on campus were invited to be onsite for NSO and Block 1.

Teaching Block 1 with fewer students on campus will help the college prepare for the next phase, with all students on campus. We plan to welcome all upper-class students to campus in Block 2. Upper-class students will have options for distance learning courses in Block 1.

Special accommodations will be made for in-person classes for international students on campus. In order to accommodate those who cannot return to campus, classes will be offered in distance-learning mode throughout the entire Fall Semester. Faculty retain the right to teach their classes in distance-learning mode if they are not comfortable holding in-person classes.

The campus is closed to visitors, including family members and job candidates. Employees who work on campus must practice social distancing and adhere to health and safety guidelines.

The revised calendar for the 2020-21 academic year gives students more options for when, where, and how they pursue their education at CC, while simultaneously offering additional value.

This plan will:

- **Offer 11 blocks beginning in August and continuing through Summer 2021.** This includes the standard eight blocks, a new Fall

Semester "J Block" in January, and two summer blocks. If the entire Fall Semester must be delivered via distance learning, the college will add a 12th block to the summer.

- **Allow students to take up to 10 of these blocks for the standard comprehensive fee.** This 10-block option for the coming year (as compared with the usual 8½) provides additional value for all students and families in a difficult time.
- **Allow students who are enrolled full time during the academic year the option of taking some of their 10 blocks in the summer.** CC will also offer Half Block classes during both the J Block and Block A in the summer (which can be combined for a full block of credit).
- **Offer distance-learning classes for all fall blocks,** so that even if there is in-person, on-campus instruction, CC can accommodate those students who cannot be onsite due to health vulnerabilities, or if they are limited by travel restrictions. The college will prorate room and board charges and adjust financial aid awards for students who elect to take fewer than eight blocks on campus.
- **To accommodate these changes, the college will shorten Spring Break to one week,** and move the Class of 2021 Commencement one week later to May 23.

For more information about Colorado College's response to the Coronavirus, visit [coloradocollege.edu/coronavirus](https://coloradocollege.edu/coronavirus) ■

## CC FALL EVENTS POSTPONED

Dear Alumni, Parents, and Families:

Colorado College is taking a phased approach to bringing students to campus this fall. The plan helps CC follow the state's recommendations for re-openings of workplaces and campuses. In order to best protect our students, faculty, staff, and the greater community — and in keeping with state and public health recommendations — our plan for the fall will also require that we restrict visitors to campus and all large events. Consequently, plans for Family and Friends Weekend and Homecoming are being adjusted. While we are deeply disappointed that we will not be able to gather in person for these events this fall, we remain committed to the health and safety of all. Thank you for your understanding as we navigate these still uncertain times.

### PROGRAMMING FOR PARENTS AND FAMILIES

A variety of virtual programming designed to help parents, family members, and friends connect to their students' experiences at CC will take place throughout the fall in place of Family and Friends Weekend (originally scheduled for Sept. 25-27). Stay tuned for more information via email and on our website. Questions can be directed to [parents@coloradocollege.edu](mailto:parents@coloradocollege.edu).

### HOMECOMING

Homecoming Weekend (originally scheduled on campus for Oct. 8-11 has been postponed. Plans are underway for a joint on-campus Homecoming for all 2020 and 2021 reunion classes! We look forward to celebrating all classes ending in 0 and 5, including the Class of 1970, who will celebrate their 50th Reunion. And we hope a joint Homecoming provides a unique and special opportunity for alumni to see classmates from adjacent class years as well as their own. Answers to frequently asked questions can be found on our Homecoming FAQ website page. Please direct additional questions regarding Homecoming to [homecoming@coloradocollege.edu](mailto:homecoming@coloradocollege.edu).

We appreciate the support and feedback we've received from so many of you who have reached out. We can't wait to be together — in person, on campus — when the time is right. In the meantime, watch for updates on ways to connect through virtual programming this fall, including the 50th anniversary celebration of the Block Plan.

Sincerely,

**TIFFANY WILLIAMSON KELLY**  
Director of Alumni and Family Relations



Margaret Liu '77. Photo by Bryan Oller



Paul Liu '81

## Two Doctors *in the House*

Alumni Siblings Get Up  
Close With COVID-19

By Kirsten Akens '96

When I ask **Margaret Liu '77** if she'd be open to a COVID-related interview, she says I should be speaking with her alumnus brother, the surgeon, "who's been on the frontline of actually caring for patients." When I ask **Paul Liu '81** for an interview, he tells me the opposite.

"It's just that her technology may be responsible for a vaccine," he says, laughing.

Ultimately, both have played, and continue to play, important and interesting roles in this pandemic.

An M.D. with an honorary Doctorate of Science from CC, Margaret is renowned across the world in the fields of gene-based vaccines, immunotherapy, and global health. She's been given the moniker, "the mother of DNA vaccines," due to her pioneering research 30 years ago, and these days she's working with the World Health Organization to write regulatory guidelines for DNA vaccines — a process that started way before COVID-19, but has since been accelerated. As chairman of the board of the International Society for Vaccines, she's also helping organize a series of virtual congresses that will provide updates about the various vaccines and address issues including safety, challenge studies, global supplies, and more — and being interviewed on similar topics by national media such as "Good Morning America" and *National Geographic*. She also was a panelist on the CC Conversations virtual event called "Facing the Pandemic" on July 16.

With her background, she's clear that this is a "very scary pandemic. It's gone around the world and is continuing to increase in ways that we really haven't seen before." What's encouraging for her though is how people across the world are coming together to find solutions. "There's nothing in this type of precedent of companies all working together, first of all, this extensively, and not with the speed and

timetables that everybody's talking about."

What's technologically feasible today, she says, is so different from the past — whether we're looking back to the Spanish Flu of 1918, or even the many polio vaccine attempts between the 1930s and 1960s. These days, one company might develop a certain technology, she explains, and another with different expertise can work with them on manufacturing.

While the capabilities for companies to work together are helpful for finding a vaccine, there's still a long road ahead.

"I think there's just a lot that's not known about the virus and about pathophysiology — how does it cause the disease, and why is it so different in different people?" she says. "This really isn't just another influenza. People should never make that mistake and say, 'Oh, well, we have so many people who die of the flu every year. What's the big difference?' This is really a different pathogen, and so we really do need to make all the efforts we can both for a vaccine and for treatments."

When it comes to individual treatments, that's more of Paul's expertise. (He, like Margaret, obtained his M.D. at Harvard Medical School.) As the chair of the Department of Plastic and Reconstructive Surgery at Rhode Island Hospital at Brown University — and CC's 2016 Louis T. Benezet Award winner — he's been in a state in the Northeast that, as he says, "got hit pretty hard fairly early on."

"Mostly, everybody thinks of nip/tuck when they think of plastic surgeons," says Paul, "but we do a lot of reconstruction work and pediatrics work too."

With his office practice — and elective surgery — shut down completely early on, he says it was all-hands-on-deck throughout the system. "As the hospital filled up, there was a real concern that we didn't have enough isolation beds, we didn't have enough ventilators, and we didn't have enough PPE."

He and another surgeon began using 3D printers with Brown engineering students and other staff to print PPE. He cooperated in converting hospital units into hot and cold zones, and "minimized contact" with his family.

For three months, "I would strip out of my scrubs in the garage and run naked through the house until I got to my shower. ... I felt that I was putting my family potentially at risk by going into the hospital every day, so we tried to be safe about those sorts of things."

Paul also helped Rhode Island Hospital draw up staffing plans to convert the convention center into a field hospital. "That was a prodigious effort where they made 550 extra beds, each with its individual hardwired oxygen supply and negative pressure. ... And, fortunately we didn't need it.

"Well ... let me rephrase that: we haven't yet. We're keeping it up and potentially fully operational until mid-or-late winter when we're sure that we have survived the combination of influenza and COVID." ■



# 1918 to Today:

## The History of Pandemics at Colorado College

By Miriam Brown '21

**It's Spring 2020, and Colorado College's campus is mostly empty, with students finishing their classes online because of the global fight against COVID-19.**

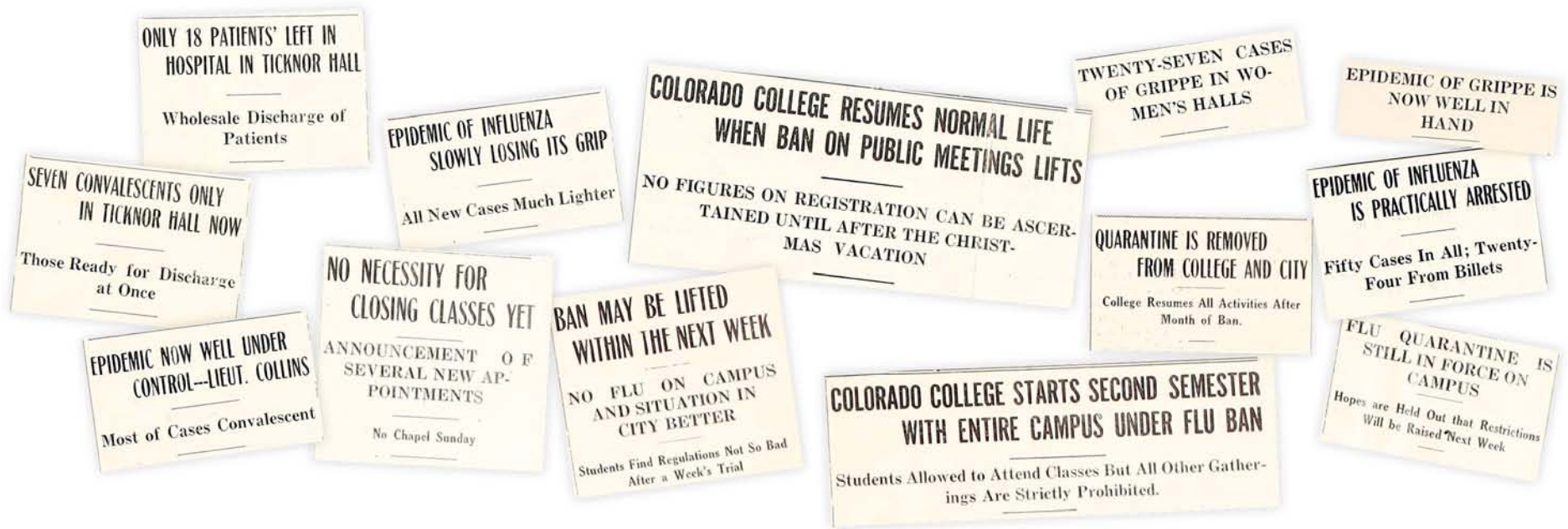
A century ago, the college was fighting a different global pandemic, and now some are returning to the archives to learn about it.

"Here we are in April of 2020, undergoing a global pandemic, with Colorado College students distance-learning, and CC faculty and staff mostly working from home," wrote Jessy Randall, archivist and curator of Special Collections, in a blog post. "Naturally, I've been getting some questions (via email) about the closest thing we have to a parallel situation in CC's history, the 1918 flu pandemic."

In April 1917, the U.S. entered into World War I, and in January 1918, CC began to host an Army Signal Corps service school, a military program

that trained men to be radio operators. Later that year, a pandemic sometimes referred to as the "Spanish influenza" swept across the globe, infecting around 500 million people according to estimates by the Centers for Disease Control and Prevention, and thus altering the structures of higher-education institutions like CC.

One of the earliest mentions of the pandemic in *The Tiger*, the CC student newspaper now named *The Catalyst*, came in an Oct. 1, 1918 article about the football team.



“The advice is basically the same 100 years ago and today. Wash your hands. Don’t get too close to people. Don’t cough on people. If you feel sick, don’t go to class.”

— JESSY RANDALL, ARCHIVIST AND CURATOR OF SPECIAL COLLECTIONS

“Work was hindered somewhat last week by the precautions taken against a possible outbreak of the Spanish influenza, but now that all danger is past, the practice will be even more energetic than before,” the paper wrote.

Three days later, the newspaper reported that the outbreak was “well under control.” Later that same day, CC canceled classes in accordance with a city ban on all public meetings. Ticknor Hall became an emergency hospital largely staffed by members of the local American Red Cross chapter, and Montgomery Hall became a convalescent ward. The paper reported that headaches, vomiting, bloodshot eyes, and a fever of 100 to 104 degrees Fahrenheit were some of the influenza’s early symptoms and warned students to report “even the slightest cold” immediately.

“The advice is basically the same 100 years ago and today,” Randall says. “Wash your hands. Don’t get too close to people. Don’t cough on people. If you feel sick, don’t go to class.”

Over the course of the next month, there were an estimated 180 cases of influenza at CC. Eight men in the Army radio school and Physics Professor William W. Crawford died from the influenza.

By Oct. 29, only seven patients were left in Ticknor, and classes resumed on Dec. 16 after the city lifted its ban on public gatherings.

“In order to go to Colorado College, everybody had to get on the campus,” said Fern Pring Corley 1922 in an archived interview with Judy Finley ’58. “We couldn’t then leave at all.”

Over a year later, in January 1920, the influenza returned. Though the city’s board of health banned all public gatherings again, they allowed CC students to attend classes, as long as no other gatherings were held and students remained solely on campus. About a month later, the city removed the ban, and CC resumed its normal activities.

“It passed, we largely forgot about it, [and] we didn’t take the public health lessons from it that we should’ve taken,” said Metropolitan State University of Denver professor Stephen Leonard in a recent streaming panel hosted by the Denver Project for Humanistic Inquiry. “So the 1918 to 1919 flu largely faded from memory.”

Fast-forward to the fall of 1957, and the college was facing another influenza pandemic.

On Oct. 18, 1957, *The Tiger* reported that the weekly incidence of respiratory infections in the college infirmary had grown from 30% to 60% above normal over the past three weeks, and they were still rising. The pandemic was putting a heavy strain on the infirmary, and the paper reported that some cases may soon be cared for in the dormitories.

A new vaccine had just become available, and the paper directed students to receive their shots at the infirmary for a charge of 50 cents.

At the time, Ann Latimer ’60 was a sophomore living in Loomis Hall. She says that women who were ill were held in their dorms, and since many men lived off campus, they used the infirmaries. She never got sick, but Latimer says she remembers at least 12-14 people on her floor of Loomis did.

“We just talked to them from the doorway while they were in bed,” Latimer says. “There’s nothing to do with masks or anything else like that — you just stayed a distance away.”

The peak of the 1957 outbreak for CC was around Homecoming in early November, when over 50 students were sick and missed the events, according to *The Tiger*. Shortly after, the influenza started to decline. No quarantine was necessary, and no members of the CC community died, Randall says.

“People were recovering at different times ... but they weren’t reinfecting each other like this virus,” Latimer says. “So that came and went, and then life returned to normal.”

Though she says the flu outbreak in 1957 was different from the 1918 pandemic or COVID-19, Randall says it surprises her to see how similar today’s narrative is to the narrative 100 years ago.

“There’s no other way to get at history than what’s written down and what’s remembered, so it can be a comfort — it can be the opposite of a comfort — to see how similar things were 100 years ago,” Randall says. ■

# PRIORITIZING MENTAL HEALTH

Alumnae Address Some Strategies for Coping in 2020 and Beyond

By Kirsten Akens '96

Recognizing that this year has been extra challenging for many, we reached out to three Colorado College alumnae who are all professionals in different areas of the mental health space and asked for a few tips from each of their areas of expertise.



**Brittany Linton '09** is a licensed psychologist and serves as the director for primary care and mental health integration for the San Francisco Veterans Healthcare System. A prior clinical operations manager for Mindstrong Health, a telemental health technology startup, she's focused her career on how psychology, health, and technology contribute toward mental health resilience, particularly for Black and LGBTQ+ communities. You can follow her on Twitter @doctor\_brittany for infrequent, insightful postings.

## BRITTANY LINTON '09

**CC:** With COVID-19 keeping so many people at home, virtual therapy is booming. For those who've seen therapists in person, and might be hesitant to go online, why should they give it a try?

**BL:** I'm a strong advocate for testing the virtual therapy waters. With therapy being easier than ever to access, it certainly can't hurt to have a dedicated and trained professional "in your pocket" without you having to leave your home to support you in tackling this tumultuous year. For those experienced with traditional face-to-face therapy, there's a common initial hesitancy in exploring virtual options — "What if I don't feel as connected and understood by my therapist if we're meeting online?" It's important to remember that human connection isn't lost in digital care — it simply takes a different form. The therapist working with you isn't any less dedicated in helping you better understand and manage your feelings and experiences. More often than not, after the initial sessions of resolving technology issues, getting comfortable with the digital method, and building up rapport, most people become ardent supporters of the convenience and availability.

**CC:** For those who've never seen a therapist, but are struggling, what are some of the benefits to virtual therapy?

**BL:** Digital therapy provides access and convenience in receiving effective care. Whether new to therapy or starting another round in your well-being journey, you now can identify and interview a wide range of providers to meet your needs — regardless of distance. This is game-changing for those wanting a specialized therapist for a particular concern, like examining childhood grief of a lost parent. Similarly, it's easier to find a competent provider aligned with your personal intersectional identity, such as a Spanish-speaking clinician who's worked with transwomen. Clinicians located 200 miles away are now essentially around the corner, so long as they're in the same state. Finally, remember if the first person isn't a good fit, don't be too quick to blame it on virtual care — make sure you try a second or third person. Therapy is trusting the clinician to help support our journey and trusting ourselves in making the best choices we can in the moment along that course.

**CC:** Anything else you've been thinking about a lot that might be helpful for our alumni?

**BL:** Remembering our capacity for resilience is key. Our mental health and well-being reserves are fluctuating with changing demands and our emotional-capacity batteries are continually drained. Given the intense demands being placed upon us, the routines we create for ourselves are likely not buoying us for the longer cycles that we were accustomed to before. By this point in 2020, myself and many others — and probably you — have undergone two or three cycles of creating a routine for coping. I fully anticipate that we'll keep having to make adjustments every few weeks because of the quick drain from high demands. When the routine to restore reserves is no longer working, it's a signal to your body and mind that it's time to develop a brand new set of tactics. This process of challenge, adjustment, growth, and establishing new patterns is your cycle of building resilience. Through this painful journey, we're learning about new facets of ourselves and capabilities. Remain curious, open, and compassionate to your resilience, my fellow Tigers.



# LIGHTING THE FUSE BOX

Quarantine Collaboration Provides an Opening to Creativity, Mindfulness, and Connection

By **Kirsten Akens '96**

The collaboration between Jane Hilberry, CC professor of Creativity and Innovation, and Colorado Springs resident Sam Stephenson began with a question.

When locals began socially isolating in mid-March, Stephenson, who organizes “Converge,” a Colorado Springs lecture series designed to bring people together for author visits and post-lecture conversations, had an idea. He wanted to create boxes filled with writing exercises, says Hilberry, “to engage people during this time that everybody was stuck at home ... to not see those times at home as just something to get through, but also to see it as a time when it’s possible to actually deepen your connections with your family or whoever your immediate community is.”

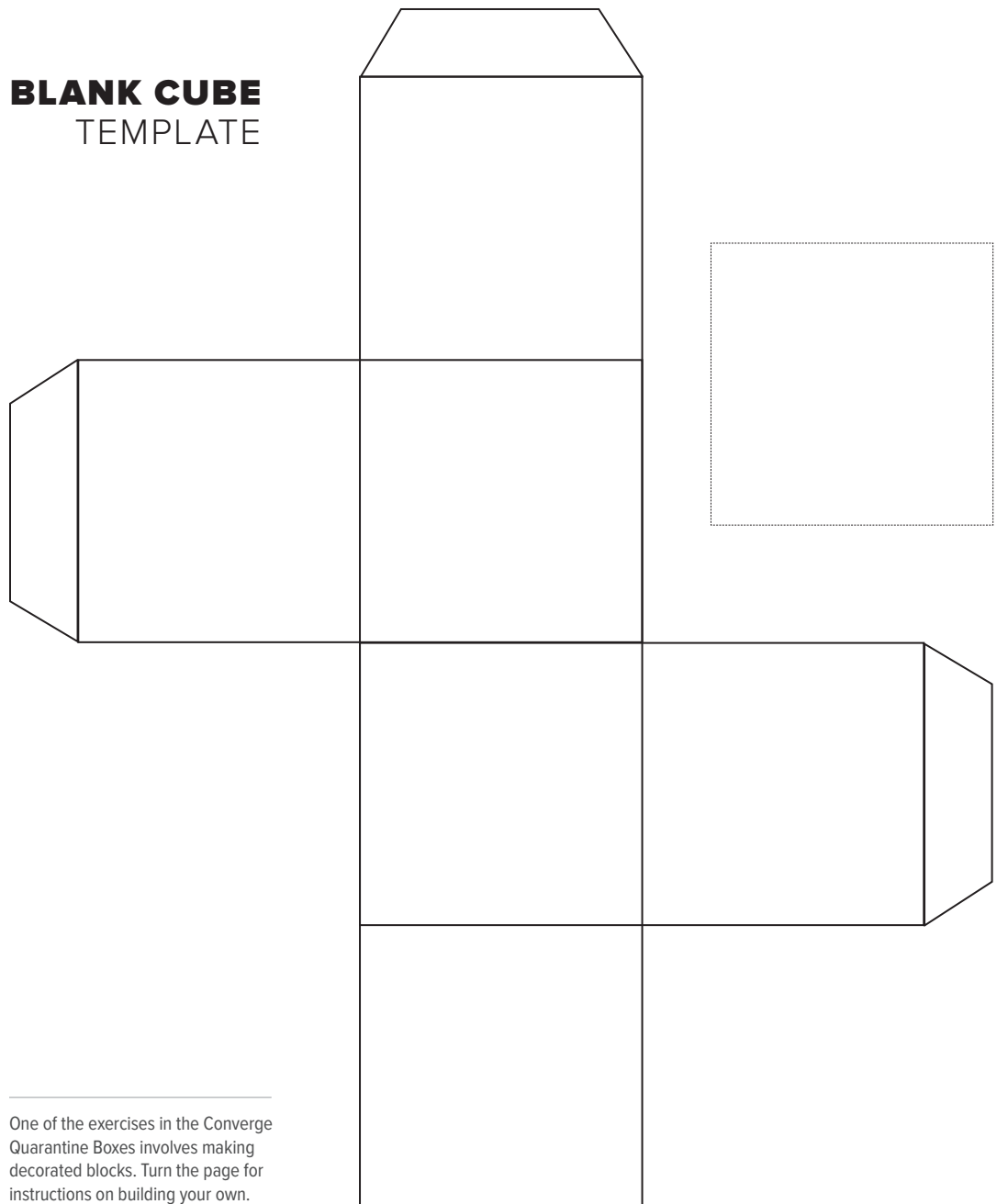
Stephenson called Hilberry and asked, “Do you have exercises?”

Hilberry laughs as she recalls the conversation. “I love a good exercise. I’m always collecting them, always refining them, always trying to figure out what really works for different kinds of audiences and occasions.”

So the two created a booklet guide with five days of exercises. Each day included a morning mindfulness activity, Hilberry explains, “for anybody in the household who was able to sit still for 10 minutes”; an exercise for midday that was designed for kids age 4 and older as well as adults and could be completed in family groups; and an evening exercise specifically for grown-ups.

They then put together “Converge Quarantine Boxes” that contained all the materials needed to do the exercises. For example, they included small wooden blocks and papers with different designs on them. Each person doing this particular activity cuts out images from the papers or other magazines from around their home, and glues different elements on each of the six sides of the wooden block based on the guide’s instructions.

## BLANK CUBE TEMPLATE



One of the exercises in the Converge Quarantine Boxes involves making decorated blocks. Turn the page for instructions on building your own.

“This is very fun and satisfying and it expresses something about you depending on what you choose,” says Hilberry.

Initially Stephenson received a grant to make 40 boxes and give them away to families in the community. But since then, more have been distributed to local high school teachers and programs, and families across the country. They’re also available for purchase through Converge’s website.

“We all need a little extra bolstering right now,” Hilberry says. “Doing something creative is... I want to say it’s inherently optimistic? When you make something, you’re investing in yourself. It’s a way of saying, ‘Yeah, we’re moving forward.’ And I think there’s just something so satisfying about

physically making something with your own hands; there’s something just joyful about it.”

Two other pieces just as important as accessing creativity right now though, says Hilberry, are mindfulness — which helps bring us into the present, reduce anxiety, and enhance the level of joy in our lives — and connection.

“In a time of social isolation, finding ways to really connect deeply with the people who are meaningful to you, it’s just really important. Whether you’re living with those people in the same household, or whether you’re spread out and trying to connect over Zoom, either way, doing something creative together can actually foster that connection and deeper discovery of people who you already think you know well.” ■



Photos by Jane Hillberry

# HOW TO MAKE A PAPER BLOCK

By Jane Hillberry

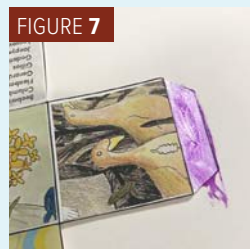
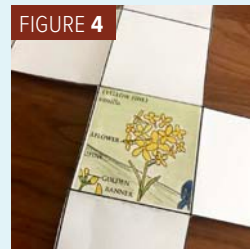
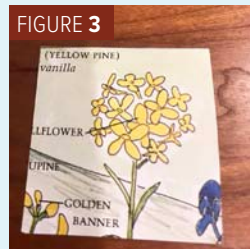
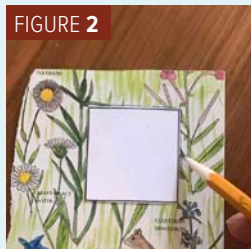
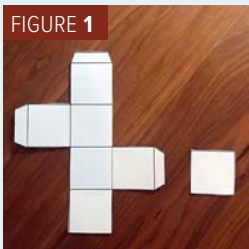
**Consider how you want to approach your block.** The six images you choose for your block might each represent a different aspect of yourself, or they could show six sides of your life. They might each represent an aspect of life during the pandemic. Or you might simply choose six images that resonate with each other in terms of color or shapes. Perhaps you'll cut out many images and see which of them yearn to be together!

You also can draw directly on the cutout block if you choose. This direct method is great if you don't have magazines and glue on hand.

If you want to use cutout images, these instructions will guide you:

1. Cut out the block template and the individual square template from the magazine. (You also can trace around them onto another piece of paper, then cut those out to make many blocks. Heavy paper or cardstock is ideal, although regular printer paper also works.)
2. Use the individual square (Figure 1) as a pattern for cutting out your images.
3. Gather up some magazines, flyers, old books — any materials that have arresting images or text. Find a glue stick, liquid glue, or double-sided tape for adhering.
4. Use the square template you cut out to trace around an image you'd like to use (Figure 2).
5. Cut around your image and trim it to fit inside the square (Figures 3 and 4).
6. Cut out five more images (Figure 5).
7. Arrange the images however it pleases you and glue them onto the block template (Figure 6).
8. Using glue on the TOP of the tabs to secure the sides (Figure 7), fold the pieces to form a finished block (Figure 8).
9. Admire what you've made! Tell someone else about the process of making it and/or what significance the block has for you. We'd also love to see what you've made: <https://2cc.co/paperblocks>

If you've enjoyed this process, you might have fun making wooden blocks. You can order unfinished wooden blocks (1½ or 2 inches square) online. ■





## DANIELLE MALO '97

**CC:** People are looking for ways to cope with stress and anxiety right now. How might music play a role in this process?

**DM:** Music listening, singing, and playing an instrument can provide a sense of mindfulness, promote relaxation, and offer an aesthetically pleasing distraction from our busy lives. Mindfulness exercises have been shown to lower heart and breathing rates and reduce anxiety (Hudziak, 2016). The process of singing mirrors deep breathing, which also reduces overall stress levels. Taking the time for yourself to do something that brings joy is critical when stress levels are elevated. Listening to your favorite artists during your commute, while cooking or getting ready in the

morning, or using music for pure pleasure are all valuable and promote a positive mood and lower stress levels (Panteleeva, Ceschi, Glowinski, Courvoisier, & Grandjean, 2018).

**CC:** Why should we consider music a part of mental health support?

**DM:** Music communicates emotions regardless of genre, language, lyrics, or tempo. Accessing your favorite music, whether listening, singing, or playing, can provide the structure to relax, enjoy, and return to our responsibilities with fresh energy and perspective.

**CC:** Anything else you've been thinking about a lot that might be helpful for our alumni?

**DM:** If you or someone you know could benefit from music therapy services, contact your state or regional music therapy association or the American Music Therapy Association. There are many qualified music therapists across the country with the experience and expertise to provide quality services.

**Danielle Malo '97** is a board-certified music therapist, who graduated from CC with a degree in music and completed a master's in music therapy at Colorado State University in 2002. She has worked in child and adolescent mental health at the University of Minnesota Children's Hospital since 2003. She's currently completing a second master's degree in mental health counseling and hopes to finish next year. Her passion for using music for mental health, wellness, and self-care continues to inspire her to work with kids.



## JENNI SKYLER '03

**CC:** With so many potential stressors all hitting at once, what tips do you have for partners for maintaining healthy relationships?

**JS:** Communicate clearly and cleanly. By this I mean that each partner needs to take responsibility for themselves — owning their assumptions, feelings, and needs. This is particularly important during fights. I call this the “responsible repair.” For example — “I can own that I got triggered and yelled out of control. I am sorry. I feel scared about the world right now and it came out as anger. I need some

downtime alone to decompress and then some time to quietly connect together.”

**CC:** When it comes to intimacy right now, what do you recommend partners focus on?

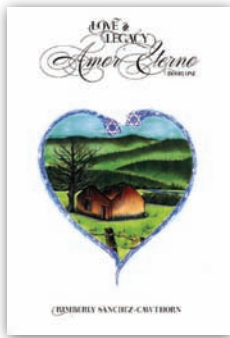
**JS:** Focus on regulation. This means breathing into the anxiety, fear, anger, and/or confusion. Don't try to numb or distract away from it (with things like eating, drinking, video games, etc.). Rather, try to breathe into it until you can find calm in your body and nervous system. When both

partners are both regulated, then they are taking ultimate responsibility for their anxiety and fear, versus placing that burden on their partner to carry. From here, we can have genuine vulnerability and intimacy.

**CC:** Anything else you've been thinking about a lot that might be helpful to others?

**JS:** Have fun and give yourself permission for pleasure — no matter what that looks like. We don't need to earn our fun and pleasure. It's actually our birthright!

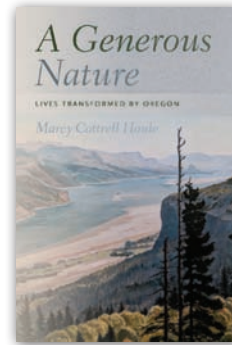
**Jenni Skyler '03**, Ph.D., LMFT, CST is an AASECT-certified sex therapist, board-certified sexologist, and a licensed marriage and family therapist. She has been the director of The Intimacy Institute for sex and relationship therapy in Boulder, Colorado, for over 10 years. She holds a doctorate in clinical sexology and a master of education in counseling psychology and marriage and family therapy. In addition, Skyler offers sexological wisdom and advice as the in-house resident expert at Adam & Eve — America's largest sex toy company. ■



## Love & Legacy: Amor Eterno

By **Kimberly Sánchez-Cawthorn '97**

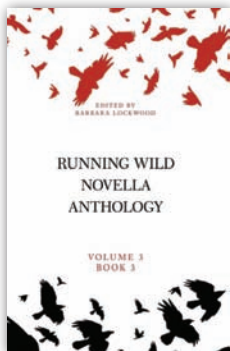
Ariana Romero, from the oldest town in Colorado, and Luke Cohen, from upstate New York, are determined to achieve their dream careers despite their families' intentions for them. They meet in a study abroad class in Toledo, Spain, where they uncover the diary of a Sephardic Jewish woman. The diary reveals the possibility of a centuries-past legacy between Luke and Ariana — and validates their intense emotional connection. Upon returning home, they find the reality and demands of their lives may prevent them from bringing their families' legacy full circle. Based loosely on the author's genealogy, this is a novel where ancestry, language, and identity collide with love, religion, and a sprinkle of magical realism. Independently published, 2019.



## A Generous Nature: Lives Transformed by Oregon

By **Marcy Cottrell Houle '75**

The book offers profiles of 21 conservationists and activists who have made enduring contributions to the preservation of Oregon's wild and natural places and quality of life. Among those profiled is CC alumna, **Mary Ruble '80**, who served as director of the Portland Parks Foundation. Taken from personal interviews conducted by the author over a decade, these stories help readers understand the histories of Oregon's places, innovative planning efforts, and laws. They provide insight into the principles and values that motivated individuals to preserve the beauty and natural resources of Oregon, craft legislation to further protect them, and educate others about their value. Published by Oregon State University Press, 2019.



## Running Wild Anthology of Stories (Vol. 3)

**Gretchen Lockwood '82**, contributing author

This collection showcases a diverse array of short fiction by authors from the U.S., Canada, Europe, and Saudi Arabia. The stories range from whimsical to the macabre, from poignant to chilling, and inhabit places both realistic and fantastical. Lockwood, who uses the pen name Gemma L. Brook, contributes a short story centering on the tallest tale told among a group of fishermen. Edited by Cecile Sarruf, the collection seeks to “illuminate our collective imagination” through writing that transcends traditional genre boundaries. Published by Running Wild Press, 2019.



## Starting the Young Jumper

By **Charlie Carrel '89**

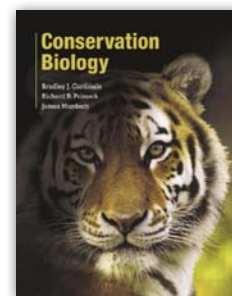
Carrel and his wife, Hilary, own Colts Unlimited in Sheridan, Wyoming, where for 40 years they have developed young horses for top riders in a variety of disciplines, including Grand Prix jumpers, dressage, hunters, high goal polo, driving, and professional rodeo. The book, based on a lifetime of experience, contains a wealth of knowledge and an array of photos that help put the reader in the paddock. As Carrel writes, “I have spent my entire life feeling different horses underneath me, understanding their minds, and knowing how much to ask in order to get the best out of one while instilling in him a relaxed confidence. It is the art of developing a true partnership.” Published by Colts Unlimited, 2018.



## Psychoanalytic Inquiry

Edited by Marcia Dobson, professor of classics, and John Riker, professor of philosophy

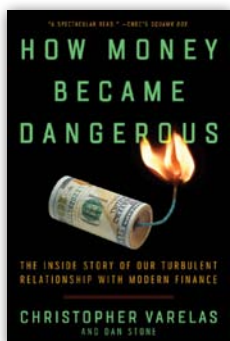
The August/September 2019 issue of the journal *Psychoanalytic Inquiry* is devoted entirely to examining a psychoanalysis course taught by the two CC professors at the Chicago Psychoanalytic Institute, looking at how psychoanalysis might best be integrated into undergraduate education, and why it is crucial to do so. Dobson and Riker are co-editors of the issue, titled “The Future of Psychoanalysis in Undergraduate Education: An Innovative Collaboration between the Colorado College and the Chicago Psychoanalytic Institute,” which shows how young persons can learn from and be transformed by an in-depth engagement with psychoanalysis. Also included are papers by CC students. Published by Routledge, Taylor and Francis Group, 2019.



## Conservation Biology

Co-authored by **James D. Murdoch '96**

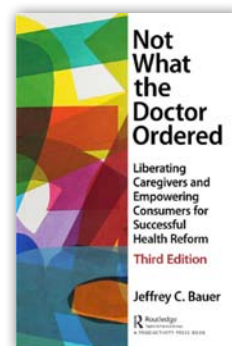
“Conservation Biology” brings together theory, applied research, basic research, and hundreds of real-world examples and stories from dozens of disciplines to teach students how to become practicing conservation biologists who protect and manage Earth's biodiversity. A major theme throughout the book is the active role that researchers, local communities, the general public, conservation organizations, and governments can play in protecting biodiversity, even while maintaining a high quality of life for humankind. Murdoch, who majored in biology at CC, is associate professor and chair of the Wildlife and Fisheries Biology Program at the Rubenstein School of Environment and Natural Resources at the University of Vermont. Published by Oxford University Press, 2019.



## How Money Became Dangerous

Co-authored by **Dan Stone '98** and Christopher Varelas

In the not-too-distant past, money was simple. That started to change in the '80s, as the financial system became increasingly complex, moving beyond the understanding of the general public while impacting lives in innumerable ways. The book travels from the crime-ridden Los Angeles jewelry district to the cutthroat Salomon Brothers trading floor to the center of the technology boom, capturing the key deals, developments, and players that made the financial world what it is today. It illuminates the dark, hidden forces of Wall Street and how it has dehumanized and left behind everyday Americans — and also makes the case for why Wall Street needs to be saved, if only to save ourselves. Published by HarperCollins Ecco Publishers, 2019.



## Not What the Doctor Ordered

By **Jeffrey Bauer '69**

The title of the book, by renowned health care futurist and medical economist (and 2013 CC Benezet Award Recipient), says it all. It presents specific solutions to serious problems of cost, quality, access, and outcomes by allowing all Americans to purchase services directly from caregivers who provide an expanding array of medical services at least as well as physicians — and at lower cost. Focusing on new realities of the 21st century, Bauer shows not only why giving consumers the right to choose advanced practitioners is the top priority for improving our overpriced, underperforming medical care delivery system, but also how to make the necessary changes. Published by Productivity Press, 2020.

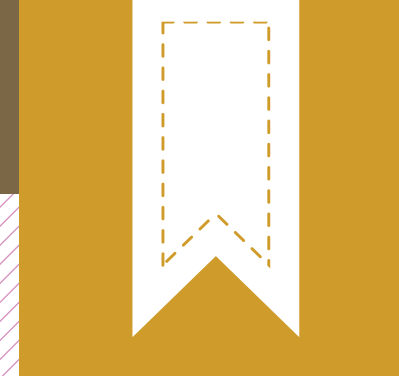


PHOTO BY JENNIFER COOMBS

We asked Assistant Professor of Feminist and Gender Studies

**NADIA GUESSOUS**

“What’s on Your Reading List?”

“I’m reading two books that propose ways of challenging the hegemony and seeming inevitability of imperialism and war: Ariella Aisha Azoulay’s ‘Potential History: Unlearning Imperialism,’ and Ronak K. Kapadia’s ‘Insurgent Aesthetics: Security and the Queer Life of the Forever War.’ Although they intervene in different disciplinary debates and analyze different types of materials, it’s interesting to read these two works together because of their shared commitment to rejecting/undoing the taxonomies of imperialism and to imagining the world otherwise. Together these books invite us to think, feel, sense, and remember otherwise and to orient our ways of knowing (and therefore of being) away from the epistemological and sensorial regimes of empire. As a transnational and postcolonial feminist teacher-scholar committed to the project of decolonizing the academy, these are invitations that I take seriously and sensibilities that I seek to cultivate in all my work.”



**DISCOVER MORE ONLINE**

Read more online at <https://2cc.co/guessousbookshelf>

Alumni who have written or edited books, or recorded CDs, are invited to send notifications to [bulletin@coloradocollege.edu](mailto:bulletin@coloradocollege.edu) and [bookstore@coloradocollege.edu](mailto:bookstore@coloradocollege.edu).

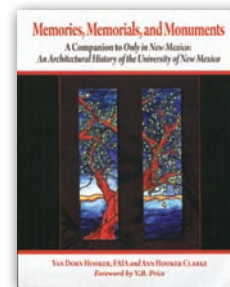
To mail a copy, send to *Bulletin*, 14 E. Cache La Poudre St., Colorado Springs, CO 80903. All submitted material will be donated to Tutt Library. Inscriptions inside books are always welcome.



**Short Rounds From a Sketch Pad: A Vietnam Vet’s Visual Voice**

By **Carlin Kielcheski MA '67**

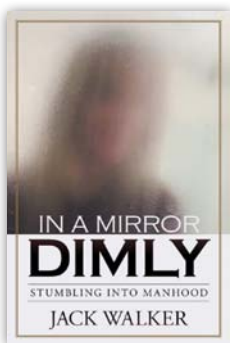
The Air Force created a never-before position for Kielcheski as the first Air Force combat artist to record the war from an Air Force perspective through the medium of art. He worked to tell the story of the struggles and hopes of military men and women performing dangerous and challenging missions in a war zone. The artwork in the book, which includes 90 hand-drawn illustrations and maps, is a valuable contribution to the history of the U.S. war in Vietnam. Kielcheski, who earned a master’s degree at CC, became a full professor of art at the U.S. Air Force Academy. Published by Rhyolite Press LLC, 2020.



**Memories, Memorials, and Monuments**

By **Ann Hooker Clarke '72**

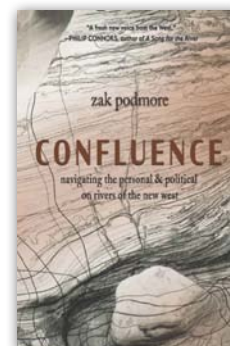
Clarke co-authored and published her late father’s last manuscript as a companion to his earlier work, “Only in New Mexico: An Architectural History of the University of New Mexico,” by Van Dorn Hooker. The companion book provides a compendium of the trees, benches, rooms, buildings, and plazas at the University of New Mexico for whom people were memorialized, short biographical stories, and historical photos. Writes Clarke, “Taken together, the memorials tell a story of the university from its founding that underscores how people give meaning to a campus.” Published by Park Place Publications, 2019.



**In a Mirror Dimly: Stumbling Into Manhood**

By **Jack Walker '62**

This is the second book in Walker’s journey of a boy’s struggle to achieve manhood. We first met a young Walker in the Spring 2019 “On the Bookshelf” with “The Journey Is the Goal,” the inaugural book of his trilogy memoir. Now, the journey continues in Colorado and takes him to the wilds of the Montana Rocky Mountains and well beyond. It also includes his Colorado College years of 1959-62, where he reminisces about his job at a popular Italian restaurant, working on campus, and surviving various legendary classes. Published by Page Publishing Inc., 2019.



**Confluence: Navigating the Personal & Political on Rivers of the New West**

By **Zak Podmore '11**

In his debut book, journalist and author Zak Podmore uses a mix of environmental reporting, philosophical analysis, and personal storytelling to explore five Western rivers from the Olympic Peninsula to the Rio Grande. Visceral, first-person narratives include a canoe crossing of the Colorado River’s delta during a rare release of water, a kayak sprint down a flash-flooding Little Colorado River, and a packraft trip on the Elwha River through the largest dam removal project in history. “Podmore’s essays resemble Ralph Waldo Emerson and Henry David Thoreau with an extra dose of social, racial and political analysis,” says the *Arizona Daily Sun*. Torrey House Press, 2019. ■



# 50!

## CELEBRATING WITH THE **CLASS OF 1970**

Like many who came before and after us, the Class of 1970 arrived at CC in the fall of 1966 with high hopes, anxieties, and aspirations. And we all were changed by discoveries in unanticipated fields that set us on paths many of us hadn't imagined.

Some students were only our classmates for the first year, and we miss them still, as we do those who have passed from this life. Some of us had jobs on campus. Many of us formed strong and lasting ties with faculty. And most of us found soulmates or deep compatibilities that have remained meaningful all this time. Many of us were introduced to ice hockey, loved eating at Giuseppe's in the old train depot, or enjoyed a drink with friends at the Kachina Lounge. We still delight in sharing the story about how tiny Colorado College featured The Doors at its 1967 Homecoming celebration at the Broadmoor.

As we've prepared to celebrate our 50th class reunion, the unease of the pandemic and the maelstrom of the civil rights turmoil that has erupted nationwide have invited us to reflect on our time at CC in another way as well: How do our experiences from our time at CC influence our views on the convulsive societal upheavals of today?

The events of the 1960s, and the changes they ushered in, were vivid and substantial, and we lived them as CC students. We participated in small acts of rebellion that college life at CC encouraged, like chafing at dorm curfews, creating co-ed dorms, and abandoning traditions like book-bound yearbooks.

Some of us led political protests and advocated for women's liberation. And we truly saw the world outside our bubble when classmates received their lottery numbers for the military draft and service in the Vietnam War. Yet CC welcomed returning Vietnam veterans, and some of us learned of wartime service and strife directly from them.

We are pleased to be honored in the *Bulletin*. And we are excited for when we are able to gather on campus again to remember the college life we shared in those heady times of change, and to celebrate our lives that have since been so enriched by our CC experience.

# CLASS OF 1970 REMEMBERS

Come walk with us down memory lane, and catch a glimpse of what it was like to be on campus 50 years ago. The memories of the Class of 1970's 50th Reunion Committee members might surprise you as they answer 10 questions that bring to light the things that have changed, and those that remain the same.

Content contributed by the Class of 1970, 50th Reunion Committee:



Jim Diracles (JD)



Patricia Burton Helm (PBH)



Randy Klauzer (RK)



Leigh Pomeroy (LP)



Karen Rechnitzer Pope P'04 (KRP)



Ken Stevens (KS)



Cynthia von Riesen Skeen (CVRS)

## WHO WAS A BELOVED/ FAVORITE PROFESSOR AND WHY?

Three professors had an impact on me: Fred Sondermann, Tim Fuller, and T.K. Barton. They all shared erudition, passion, and an insistence on well-supported argument. —KS

Louis Geiger, who I recall as the stereotyped aging but passionate historian, taught a Classics course I took my final semester; he urged me to consider graduate school. Without that encouragement, I'm really not sure what path I'd have taken. That nudge put me on the path that led to a very satisfying life in art history. —KRP

Albert Seay taught my first class in music history, during the fall of my freshman year. After the first exam, he announced to me that I would be going to graduate school in music. He would often ask me to go for coffee after class and sometimes played duets with me to discuss obscure composers. I was very prepared for graduate school due to his extraordinary personal attention. He was a wonderful mentor. —PBH

When I chose psychology as my major, I asked Doug Freed to be my adviser. He warned me that, as a clinician, he didn't represent the focus of the Psychology Department. But as an adviser, he was

great. Don Shearn gave some good parties, and also got me through Physiological Psychology. Operating on those frogs and rats — what an experience! Are they still allowed to do that?! —CVRS

T.K. Barton, for his larger-than-life (literally) personality. Don Shearn, who got me excited about psychology. Fred Sondermann: Watching him type 60 wpm with two fingers was amazing. Alvin Bodenman: Although I got a D in the one class I took from him, I admired him for what he did to shepherd the 1969 Symposium on Violence. David Finley. Glenn Brooks. Doug Freed, for being a regular guy. Professor MacMillan in the Theatre Department: Although I never took a course with him, he allowed me to act in so many plays. —LP

## WHAT WORLD EVENTS MARKED HISTORY DURING YOUR TIME AT CC?

Of course, the Vietnam War was a big issue all through our time at CC. But the event I remember the most was the moon landing. I watched it on a TV in Rastall Center. —CVRS

The events I remember that got us stirred up: Kent State riots, the Vietnam War, the military draft. Hearing the numbers drawn in the lottery by our male classmates burst the "bubble" of our idyllic college existence. —KRP

The Vietnam War, of course. And when Lyndon B. Johnson decided not to run in 1968. —LP

Are you kidding? Nothing happened but Woodstock. —RK

## WHAT WAS YOUR FAVORITE CLASS?

Mark Lansberg's class in his Black Forest printing studio, learning to set type and make beautiful pages. I can still use the words paleography and incunabula in a sentence. And identify merovingian minuscule. —KRP

History classes with T.K. Barton —RK

Political philosophy, Freedom and Authority, and any history class. —KS

Introduction to Psychology. It introduced me to a whole new smorgasbord of thought. —LP

Classical Philosophy and Shakespeare classes. —JD

I enjoyed a lot of classes, not necessarily in my major. I think Professor Trissel's Introduction to Art History was a big winner, even though I only got a C ... But eventually I did travel all over the world and made a point of viewing many of those pictures and structures in person. Our docent at the Uffizi thought that maybe I had been an art history major. So I guess that made up for the C. —CVRS



Colorado College, Nugget '70

## WHY DID YOU CHOOSE TO COME TO CC?

I believe in those days, the male-female ratio was something like 60-40. Also, my high school guidance counselor thought I should go there. She convinced my parents not to send me to their alma mater, a small religious school in Kansas. I think I mentioned the Fine Arts Center in my application, though I didn't spend much time there at all. And I didn't marry a CC grad. In short, when I neared the end of high school, I had no idea what to look for in a college. I guess I lucked out. —CVRS

Dave Belina said it was a small liberal arts school in Colorado Springs. Without trying to be facetious, and as naive as I was, to me it seemed like the thing to do at the time. —RK

I came to CC to study piano with Max Lanner. Only much later did I find out he had two doctorates: One in piano and one in violin. —PBH

Liberal arts, selective, small, and in Colorado. —KS

CC was the college that was the furthest away from home that my parents would allow me to attend. I wanted to go to William & Mary, but my father thought that was too far away. Besides, the dorm I would have to stay in was five miles from campus. While I was accepted to five schools, my mother decided that CC was the best. Her pressure was subtle, but it worked! —LP

I got lucky! I was already enrolled elsewhere via early decision; then in late spring, pushed by my high school's college counselor, I received a Boettcher

Scholarship I couldn't turn down, and to stay in Colorado, CC was the clear choice. —KRP

Two reasons: I was into skiing and three of the Malkerson boys (family friends growing up) went to CC and loved it. —JD

## MOST MEMORABLE MOMENT WHILE AT CC?

The 1969 Symposium on Violence. Three things: The Dick Gregory speech, Dionysis in '69, and finally President Worner's speech to the college about a week later defending the symposium and stating, in essence, that CC would go its own way and not be subject to the pressures of the local community. I believe this was a major turning point in the history of the college. —LP

Well, sometimes the most memorable moments are the ones you really want to forget. I think maybe mealtime was my favorite event. I spent many hours talking with my friends in Taylor Dining Hall. Then when I moved off campus, we had an eating club and we cooked for each other. I treasured those times. —CVRS

Memories of discrete moments are few, but all powerful! I loved initiation as a Kappa, singing the Saint Anne Hymn in Shove, discovering the Art Department chairman's willingness to let me major in art history (technically not available then). —KRP

I was chosen to play a piano concerto with the CC orchestra. Singing with the tour choir was also very special. —PBH

Unfortunately, my mother's death in my junior year. —RK

## WHAT WAS YOUR FAVORITE ON-CAMPUS HANGOUT?

Making chocolate chip cookies at the Theta house with my girlfriends. —PBH

I developed a crush on someone who took a library break every evening at 9 p.m. for coffee at Rastall, so that's the hangout I remember most vividly. Otherwise, I spent the most time in Tutt; I loved my study carrel. —KRP

I suppose my favorite hangout was The Hub in Rastall Center. I used to order a Mac's Special from the grill. I also spent a good deal of time at the library. About three weeks into the semester my friends and I would panic and start heading to the library every night. It only took a couple weeks of dedicated work to catch up, and then we could panic again at the end of the semester. —CVRS

Third and a half floor at 330 East Yampa. —RK

Bemis Hall Lounge. —JD

## WHAT WAS YOUR FAVORITE COLORADO SPRINGS LOCATION/ATTRACTION?

Giuseppe's was fun, especially freshman year. We could order a 3.2 beer and a pizza and put quarters into the juke box. "Bye, bye, Miss American Pie" was really long, and gave you a good value for your money. —CVRS



# ALUMNI AWARDS

## RECOGNIZING THE CONTRIBUTIONS OF OUR COMMUNITY

One of the most important functions of the Colorado College Alumni Association Board is to recognize the contributions of distinguished alumni, faculty members, and members of the CC community to the betterment of society and to the enhancement of the college and its mission. The Alumni Association Board acknowledges these alumni and staff members through four awards typically given at the annual awards ceremony during Homecoming. This year, the college honors the following people with these awards:

### THE GRESHAM RILEY AWARD

*The Gresham Riley Award recognizes faculty and staff who have made a significant difference to the Colorado College community through outstanding service, commitment, and accomplishment. The continuing concern for and support of students and alumni demonstrated by such individuals ensures the general well-being and future excellence of the college. These accomplishments exemplify the important contributions made by Gresham Riley, the 10th president of Colorado College, 1981-92.*



Associate chair, artist-in-residence, and senior lecturer in music **SUSAN GRACE** is the recipient of the Gresham Riley Award. A Grammy-nominated pianist and Steinway Artist, Grace has performed solo and chamber recitals, and has appeared as soloist with orchestras in the United States, Europe, the former Soviet Union, Korea, India, and China. She has also performed in numerous festivals around the world. Grace is a member of *Quattro Mani*, an internationally acclaimed two-piano ensemble with New York pianist Steven Beck.

Grace has recorded for Bridge Records, the Belgium National Radio, WFMT in Chicago, the Society of Composers, Wilson Audio, Klavier International, and Klavier Music Productions. Her recording on the Bridge label of Stefan Wolpe's violin and piano music was listed in the *London Sunday Times* as one of the top 10 contemporary recordings of 2015 and was also included on the *Fanfare* "Critics Want List 2016." Bridge Records recently released four new CDs by *Quattro Mani* featuring American and European composers, all to critical acclaim both nationally and internationally.

She was also awarded the Christine S. Johnson Professorship of Music from 2014-16. In June 2014, Mayor Steve Bach and the city of Colorado Springs presented Grace with the Spirit of the Springs award for her work as music director with the Colorado College Summer Music Festival, now in its 36th season.



**VICTOR NELSON-CISNEROS**, retired associate dean of Colorado College, is the recipient of the Gresham Riley Award. Nelson-Cisneros joined Colorado College in 1981 to serve as the assistant dean of the college. Known for his candid, compassionate, and direct style, Nelson-Cisneros arrived at CC following graduate study in history at both the University of Texas and the University of California. He also spent time on the board of the National Rural Center, working on a government-funded grant to explore job growth and equal employment in the non-metro area of the Sun Belt.

During his 31 years of service, he was instrumental in developing inclusion and visibility across the college, and establishing the Riley Scholars Program, which brought over 65 minority faculty scholars to campus. He also played an integral role in founding the Associated Colleges of the Midwest Minority Concerns Committee, as well as the ACM Minority Scholars Program itself.

His role at the college primarily focused on faculty development and student experience, with particular emphasis on inclusion, representation, and opportunity expansion. CC's renowned and celebrated Venture Grants Program grew under his leadership, and he initiated mentoring options for non-tenured faculty, as well as serving as an interim dean of the college for the 2004-05 academic year.

## THE LLOYD E. WORNER AWARD

*The Lloyd E. Worner Award recognizes outstanding loyalty, service, and generosity to the college as evidenced by continuing concern and support for students and the quality of teaching and learning, as well as the general well-being and future excellence of the institution. These attributes characterize the many years of service and effective contributions of Lloyd E. Worner '42, who served as a faculty member, dean, and ultimately president of Colorado College (1964-81).*



**CHRISTINE MOON SCHLUTER '65, P '91** is the recipient of the Lloyd E. Worner Award. Following graduation from CC, she earned M.A. and Ph.D. degrees from the University of Pennsylvania. She served as a college teacher and administrator before spending the last 20 years of her career as a consultant to a wide range of colleges and universities, hospitals, museums, and private schools around the country.

Schluter has served as president of the CC Alumni Association Council (formerly the Alumni Association Board), as a member of the CC Board of Trustees, and on her class reunion committees since graduation. She has also served as president of the board of her homeowners' association and as vice president of the Board of the Sanibel, Florida, League of Women Voters, and assisted various nonprofit boards with planning, board training, etc.

As president of the AAC, she worked to build the diversity of the council and increase the philanthropic support of alumni leaders. Having grown up in very rural Harlem, Georgia, she saw the effects of poverty, poor education, and racism up close. This galvanized her desire to help effect change. She has always believed that education is our best hope, and been passionate about providing educational and leadership opportunities to those who lack them, primarily poor people and people of color. Consequently, her top priority for giving to CC has always been scholarships, particularly for first-generation students and students of color.

She is the mother of two daughters, Heather and **Hilary Van Ness '91**, stepmother of three, and grandmother of eight.

## THE SPIRIT OF ADVENTURE AWARD

*The Spirit of Adventure Award recognizes an alumnus/a who exemplifies the unique CC experience through a life of intellectual, social, or physical adventure. These attributes are characterized by the late Robert M. Ormes '26, a Colorado College English professor from 1952-73 who was the inaugural award recipient.*



**SHAWN T. SEARS '98** and **LAURA DICKERSON SEARS '99** are the co-recipients of the Spirit of Adventure Award. Laura and Shawn co-founded Vida Verde in 2001 to help students experiencing poverty find new ways to see and feel their own potential, their bravery, and their awesomeness in the outdoors. With equity as a cornerstone of Vida Verde's mission, they are committed to examining, understanding, and working intentionally to do their small part in dismantling pieces of racism and institutional injustice.

Vida Verde's core program is a student-centered, three-day, two-night camping trip that is specifically designed to positively and powerfully impact students' social and emotional learning, connection to themselves, the outdoors, and their academics. Vida Verde has led more than 600 of these trips, serving over 12,000 students and teachers from low-income schools in the San Francisco Bay area. Now Vida Verde also has a follow-up trip in the summers for the same students, once they reach high school age.

The unrelenting focus on the mission and values of the organization have driven its success and joy for 19 years. Shawn is currently the executive director and Laura is the director of strategy & improvement, and together they support a staff team of 15. They have raised more than \$17 million for Vida Verde over the years, including funds for the recent purchase of a 23-acre camp property on the California coast, homes for staff, a stewardship endowment, and the construction of a "green" education center on the property.

Laura and Shawn met at CC. After graduating in 1998 and 1999, they both joined Teach For America and were placed in the Mississippi Delta region where they taught public school for two years.

Much of their non-Vida Verde time these days is spent wrangling their sparkling, wild, wonderful, and non-conforming twice-exceptional 7-year-old child.

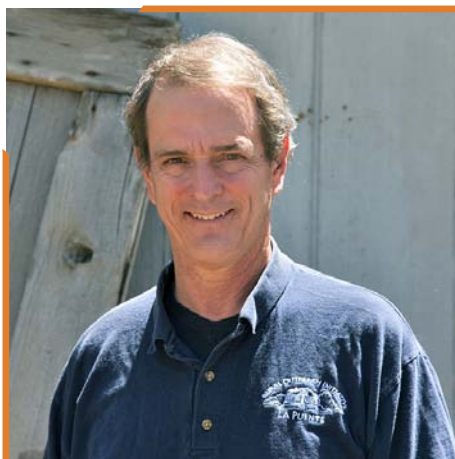
## THE LOUIS T. BENEZET AWARD

*The Louis T. Benezet Award recognizes outstanding achievement in one's chosen field, excellence through unusual success or contribution, innovation or research that has advanced a profession or a cause, and/or extraordinary contributions and achievements that have impacted people's lives and exemplify the values of a liberal arts education. These attributes characterize the important contributions of the late Louis T. Benezet, president of Colorado College from 1955-63.*



**RALEIGH ANNE BOWDEN '74** is the recipient of the Louis T. Benezet Award. Bowden attended medical school and has worked in the cancer and palliative care field since 1978. Her early career was in academic medicine at the Fred Hutchinson Cancer Research Center where she was associate professor of pediatrics at the University of Washington School of Medicine until 1998. She was involved in national and international research in infections in transplant patients. She authored more than 100 peer-reviewed articles and edited the first book of its kind on transplant infections, which is in its third edition.


In 1998 Bowden left academics and began developing community-based programs to serve vulnerable populations facing life-threatening health challenges. She founded and directed the Seattle African American Comfort Program from 2002-08, subsequently moving to rural eastern Washington state. In 2010, she started the Lookout Coalition, where she currently works. The Lookout Coalition is a volunteer house-call-based palliative care practice serving people facing health challenges, including aging and end of life. Most recently, she built the Okanogan Palliative Care Team to provide services in the largest rural county in Washington state. In 2019, she and her team received the prestigious Robert Wood Johnson Clinical Scholars Award to support that work and the development of clinical leaders for the future.



**LANCE CHESLOCK '83** is the recipient of the Louis T. Benezet Award. Thirty-one years ago, Cheslock began his work guiding La Puente — a small, rural homeless shelter serving Colorado's San Luis Valley. Today it is considered the most comprehensive rural homeless program in the 50 states. Annually, more than 12,000 individuals and family members receive at least one of La Puente's services.

Through the years, La Puente has blazed a path of innovation to overcome the barriers and challenges of becoming a viable nonprofit organization that can thrive within an isolated, high-poverty region. La Puente's model integrates robust partnerships, a diverse family of social enterprises, a broad base of community volunteers, and decades of harnessing heartfelt energy from young adults who dedicate a year of service through AmeriCorps.

Cheslock has been a strong advocate in sharing the story and dynamics of the silent epidemic of rural homelessness, both in Colorado and nationally. He stayed as an anonymous guest in a diverse array of homeless shelters throughout the United States, gaining a deeper empathy and understanding of people's experience of homelessness. As a legacy, Cheslock would like to silently and anonymously leave behind a multitude of changed hearts, individuals who believe in the worthiness of the homeless and the migrant worker, and individuals who make their own efforts to serve and uphold the dignity of the neediest in our communities. ■



If you know an alumnus/alumna, faculty member, or staff member who should be recognized for their contributions to CC, their field of expertise, or to the wider community, submit a nomination: [coloradocollege.edu/alumninomination](https://coloradocollege.edu/alumninomination)

# Alumnus Releases Acclaimed Film on Race

By Brenda Gillen

PEAK PROFILE

TEN STUDENTS. FOUR LITERARY LEGENDS. AND...  
**1 ANGRY BLACK MAN**

Award-winning filmmaker Menelek Lumumba '02 double-majored in English and Film and Media Studies at Colorado College and studied cinema at Howard University. His years steeped in the universes of two private colleges provided the perfect fodder for Lumumba's film, "1 Angry Black Man," which has been engaging audiences with its thought-provoking narrative since its release June 5. A favorite of film festivals since 2018, it's also garnered two best narrative feature awards.

The film's backdrop is a liberal arts college where a diverse group of students are studying Black writers, including James Baldwin, Zora Neale Hurston, August Wilson, and Ta-Nehisi Coates. The students are engaging in nuanced conversations, critiquing classic texts while drawing parallels to current events on campus and in society. A tense undercurrent runs through the film. The protagonist, Mike, is a Black student who has been falsely accused of sexual assault by a white female student.

"Mike doesn't reveal his emotions to the audience. It's a defense mechanism a lot of students of color use in predominantly white institutions to guard themselves emotionally. We're never quite able to wrap our arms around Mike because it really is about examining his response to this situation," says Lumumba.

Even before deciding to focus on literature and racial issues, Lumumba knew he wanted to write and direct a film that takes place primarily in one location. And, the academic universe is one in which he is well versed. In addition to his studies, Lumumba has worked professionally in education for 15 years, including stints at Colorado College, Occidental College, and the University of

New Mexico. He returned to CC in Block 6 of 2020 from his home in Phoenix, Arizona, to teach a screenwriting course.

"All of those elements had to be real things that would be seen in a small, residential liberal arts classroom. The texts discussed in the film were books that I could truly examine and critically analyze. It was important to me that the academic part of it could hold up to a smell test," Lumumba says.

Acting Co-President Mike Edmonds has known Lumumba well since he was a first-year student at CC, on the football team, and actively involved with the Black Student Union.

"I'm very proud of how Menelek used his experiences at CC to be reflected in the film and proud too, that on the list of credits and supporters you see so many names of Black alumni. It is really wonderful and quite powerful to have known Menelek from a first-year student now to this award-winning filmmaker, and to see that he was able to accomplish this feat with the support of people he met at CC when they were students," says Edmonds.



Edmonds notes that not only is the depiction of the classroom dynamic true to life, but the film is based on experiences that Black students at liberal arts colleges would find familiar.

"It's a powerful film and it's extremely relevant now. It represents real lived experiences, both then and now," Edmonds says.

Lumumba's close friend, Oscar-nominated cinematographer Hans Charles, shot and produced the film. Even with its success at film festivals, it was difficult to get distribution. Lumumba never quit, though he faced the prospect of it not being widely seen.

"When you want something as badly as this and it doesn't work out, you have to start letting go of the dream or the dream will destroy you. It's not the same as quitting, but it's close. And here we are now, the film is out to critical acclaim and a lot of people are going to see it. It's overwhelming," Lumumba says.

He and Charles have TV pilots and a feature film in the works.

Lumumba knows that because of Colorado College's antiracism initiative, difficult conversations about race have been happening on campus for the last few years.

"From what I see, especially now as the world is on fire, wanting justice, wanting human rights, Colorado College is in a place of leadership to handle this kind of thing," he says. ■

“Mike doesn't reveal his emotions to the audience. It's a defense mechanism a lot of students of color use in predominantly white institutions to guard themselves emotionally.”

— Menelek Lumumba '02, filmmaker

# CLASS NOTES

1971



David Dwyer recently retired from civil engineering after 45 years in the profession and 25 years as principal of Dwyer Engineering in Las Vegas, Nevada. David earned his engineering degree from Columbia University in New York City in 1974. He returned to Colorado Springs and worked in the construction field for a short time. In 1977, he married Vickie Schneider from Greeley, Colorado, and moved to Fairbanks, Alaska, to work on the Alaska pipeline. After the pipeline was completed, he worked for a Corps of Engineers flood control dam and, finally, for the City of Fairbanks. They stayed in Fairbanks for 10 years and had three children, Phillip, Margerethe, and Richard.

Moving to Las Vegas, Nevada, in 1987, David worked several years in the public sector. In 1994, he founded Dwyer Engineering, designing residential, commercial, and industrial subdivisions. The company was sold internally with his son, Phillip, as a surveyor. Margerethe runs a food truck business in Oklahoma City and Richard is a major in the Army, currently stationed in Okinawa, Japan. David and Vickie have five grandchildren and are spending retirement traveling, working with high school youth programs, and learning that every day is a Saturday.

1979

Former CC hockey coach **Scott Owens** announced his retirement on March 25 from the United States Hockey League's Sioux Falls Stampede. He coached CC through 15 seasons and achieved a school record of 324 game wins. He also led the team to the NCAA tournament seven times, won the WCHA title three times and had a showing at the 2005 NCAA Frozen Four appearance.

1985

**Ross Barnhart** was selected as the "Citizen of the Year" by the Pueblo County Sheriff Department in January. This honor recognized his efforts in raising scholarship funds for the Pueblo Community College through 15 years of yard sales and book sales. He also regularly gave used books to the inmates at the jail, including 150 cases this past year alone.

1986

**Markus Hartmann** has been appointed vice president and general counsel for the Carrols Restaurant Group effective Feb. 18. Previous to this post, Markus was the vice president for technical compliance at Mercedes-Benz Research & Development North America, Inc. and has practiced both domestic and international law for public and private companies. Markus also flew CH-46 helicopters in Operation Desert Shield/Storm and retired from the Marine Corps Reserve in 2014 as a colonel.

1987

**Dr. Anne Basting**, MacArthur Fellow, Ashoka Fellow, founder and president of timeslips.org, and professor of theatre at the University of Wisconsin Milwaukee, released free resources from her nonprofit, TimeSlips Creative Storytelling. The resources help family members and caregivers "engage creatively with seniors" during social isolation. The materials include a series of "Beautiful Questions" to enhance well-check conversations with loved ones who can't receive visitors and creative prompts for projects to take place either in a senior's room or to paint window murals from inside of a care facility. TimeSlips also offers a postcards project with a list of addresses for more than 80 nursing homes and care centers around the world whose residents would like to receive postcards. Anne also was recognized as one of CC's past Faces of Innovation.

1988

In early April, Gov. Gavin Newsom named **Paul Markovich**, president and CEO of Blue Shield of California, co-leader of the task force in California to cut the COVID-19 testing backlog. His co-leader is Dr. Charity Dean, assistant director at California's public health department. The task force was tapped to "work toward a fivefold increase in daily testing in the state by identifying supply shortages and adding testing locations."

1991

**Toby Johnson** and **Amy Johnson '93** of Collins Ranch in Kit Carson, Colorado, were awarded the Colorado Leopold Conservation Award for their cattle grazing system focused on grass and soil health and their efforts to improve wildlife habitat and water quality. Toby and Amy will receive a \$10,000 prize for their accomplishments as land stewards.

1997

**Matthew Atencio's** book, "Moving Boards: Skateboarding and the Changing Landscape of Urban Youth Sports," won the 2019 North American Society for the Sociology of Sport Outstanding Book Award in a unanimous decision. Matthew is a professor at California State University East Bay.

1999

**Rachel Trice**, a corporate finance adviser, was promoted to senior vice president of Cresa, an occupier-centric commercial real estate firm. Trice “analyzes the financial impact of real estate assets to a company’s bottom line, emphasizing planning based on business strategy, flexibility, cost savings, and value.”

2011

**Kevin Cady** wrote three self-published novels called “The Warren Files” trilogy. Kevin graduated with a master’s in education from CC and is currently a high school English teacher with Atlas Preparatory Charter School in Colorado Springs. The books, “A Solitary Awakening,” “Crooked Principles,” and “Truth’s Illusion,” are receiving praise as a dark mystery trilogy for Kevin’s “nuanced prose [that] scintillates and intrigues from beginning to end ... and penetrates the darkest crevices of the imagination.” To learn more about Kevin and his novels, you can visit [kevincadyauthor.com](http://kevincadyauthor.com).

2016

**Veronica Paulsen** successfully backflipped into Corbet’s Couloir during the third annual “Kings and Queens of Corbet’s” extreme skiing competition in Jackson, Wyoming. It was her third attempt and she is the first woman to ever accomplish this incredibly difficult feat.



PHOTO CREDIT: AMY JIMMERSON

## TIGERS CROSSING PATHS

### CC CONNECTIONS

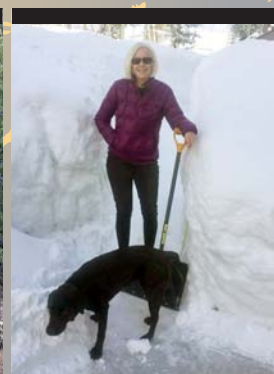
When the Coronavirus pandemic prevented **Melissa Walker '72** from exploring the great outdoors with her family and friends, she organized a virtual hiking adventure and named it “CoTrek.” Participants added miles by individually walking, hiking, and biking actual miles during the quarantine.

Since three generations joined CoTrek, Melissa decided that miles could also be counted by participating in activities (safely with family members) such as gardening, yoga, street hockey, dancing, snow shoveling, fly fishing, etc. Each 15-minute period of activity equaled one mile.

The CoTrekKers completed the original goal in the very first week by collectively hiking the 486-mile Colorado Trail.

During the next seven weeks, they completed the Appalachian Trail (2,193 miles) and the Pacific Crest Trail (2,650 miles), and ended the eight-week virtual hike in Montana on the Continental Divide Trail (3,100 miles)!

CC alumni CoTrekKers included Melissa and her husband **Les Goss '72**, **Rolle Walker '69**, **Winston Walker '70**, **Cindy Brumbaugh Walker '71**, **Priscilla Walker Engeln '73** and **Jay Engeln '74**, **John Goss '73**, and **Valerie Hanna '18**. Twenty-five other family and friends living in Oregon, Colorado, Nebraska, Tennessee, and Virginia stayed connected through Spring 2020 with photos, weekly mileage, and trail updates. Collectively, the CoTrekKers completed 7,650 miles in eight weeks!



#### REACH OUT TO THE BULLETIN

CC Connections typically features alumni who have unexpectedly encountered a fellow Tiger somewhere in the world. But we know the events of this year are already unexpected and connections are happening in many different ways. If you’ve got something to share — from out and about the world or from home like the CoTrekKers — let us know!

Please send digital photos (JPGs at 300 dpi and minimum of 3.5 x 5 inches) or good quality prints at a similar size. Include complete information about the location, date, and circumstance, and identify people in the photo left to right.

#### Contact Us

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14 E. Cache La Poudre St.  
Colorado Springs, CO 80903-3294  
Email: [bulletin@coloradocollege.edu](mailto:bulletin@coloradocollege.edu)

Left to Right: **Melissa Walker '72** on a bird walk; **Priscilla Walker Engeln '73** (sister of Melissa) snow shoveling in April; **Jay Engeln '74** (husband of Priscilla) hiking with their dog Molly in May; **Valerie Hanna '18** hiking at Palmer Park in Colorado Springs in April.

# MILESTONES

## OBITUARIES

'34

**Vida B. Culvern** passed away on Nov. 4, 2019, in Tulsa, Oklahoma, at 106 years old.

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'43

**Judy Harrell Johnson** was the president of the Associated Women Students her senior year. She worked as a high school art teacher and for Continental Airlines as a cost accountant. Judy passed away peacefully in her home on Feb. 23, at 98 years old. She was preceded in death by her husband Dr. Melvin Johnson '42 and is survived by three children, five grandchildren, and one great-grandchild.

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'44

**Barbara Muelrath** was born on Nov. 27, 1921, and died on Nov. 23, 2019, in Manhattan Beach, California. She was a Gamma Phi Beta and studied political science at CC.

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'50

**Patricia Lee McCleery**, 91, passed away May 4, in Cheyenne, Wyoming. She was a Delta Gamma and president of the "Tiger Club." After her first husband died, she married her former college classmate, **Richard "Mac" McCleery '50, M.D.** She worked for 25 years for the Legislative Service Office when the Wyoming Legislature was in session.

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'51

**Helen "Joanne" Koets** passed away on Feb. 5, at the age of 89 in Longmont, Colorado. Joanne was a history major at CC and worked as an elementary school teacher. She is survived by two sons and five grandchildren.

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**Lois Irene McGovern** was an administrative officer for the Douglas County (Kansas) Clerk's Office. Lois had many talents and hobbies, including family camping, singing and playing piano, exceptional seamstress work, knitting, needlepoint, and gardening. Lois passed away on Jan. 1, in De Soto, Kansas. She was 90 years old and is survived by eight children, 21 grandchildren, 30 great-grandchildren, and 5 great-great-grandchildren.

'54

**Carroll Herbert Hill** worked in the Nuclear Power Division of the Navy as a nuclear engineer and taught physics and math at Trident Technical College. At age 87, Carroll passed away on Jan. 9, in Mt. Pleasant, South Carolina. He leaves behind three sons, a daughter, six grandchildren, and one great-grandchild.

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**John C. Parker**, age 87, passed away on Dec. 28, 2019, in Beverly Hills, Michigan. John was a professionally trained singer, piano player, and bandleader. He practiced law and was a corporate lobbyist. He was a coach for youth baseball and football leagues. John is survived by wife Lorraine, daughter Madelyn Parker, and son Terence Parker.

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'55

**Eugene F. "Rocky" Anderson** passed away from a brain tumor on Feb. 11, in Wilmington, Delaware. Eugene had a football scholarship to CC and also ran track & field. He was an Army veteran and worked for DuPont his entire career. He won the Governor's Volunteer Award for Education in 2003 for his work tutoring third graders in reading and math. He is survived by his wife, Sandra Anderson, their three children, and four grandchildren.

---

'56

**Marjorie Anderson** was a Kappa Alpha Theta at CC. She worked for MIT's Sloan School of Management and raised a family. Marjorie was a certified teacher with the National Guild of Pearl K. McGowan Hookrafters and taught rug hooking for more than 40 years. She died at 84 on July 7, 2019, in her home in Bethlehem, Pennsylvania.

---

'57

**Howard Viger** passed away on Jan. 28 in Houston, Texas. He was 88 years old. Howard married and then raised three children with his college sweetheart, **JoAnn Viger '57**, who predeceased him. Howard was a hockey goalie at CC. He was also a veteran and worked for GSI and as regional vice president of Texas Instruments.

**Jerome Schmidt** passed away on Oct. 7, 2019, in Walton, Florida. He was a Phi Delta Theta, played men's tennis and studied business administration at CC. He was 84.

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**Charles William Warren** was a gifted musician and, after attending the U. S. Naval School of Music, served in the band of the commander-in-chief of the Pacific Fleet. He was a professor of music and musicology at CC, Yale University, Eisenhower College, and at the College of Liberal Arts at the Rochester Institute of Technology. Charles died peacefully at age 88 on Feb. 13, in Rochester, New York.

---

'58

**Claralynn Lewis Barnes** was a Delta Gamma for more than 50 years, homecoming queen, and valedictorian at CC. She traveled the world as a competitive figure skater for the United States. She also worked as a National Gymnastics judge and a history teacher. She and her husband, Air Force Officer John Brandon Barnes, had four children and six grandchildren. Claralynn passed away on Feb. 3, in Denton, Texas.

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**Adlai Rust** was born on Jan. 10, 1936. He was a Phi Gamma Delta at CC. He served as president at Rust International Harvester Co. in Illinois before relocating to Vancouver, British Columbia. He died in 2019.

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**Barbara Wusich Young** was a Kappa Alpha Theta at CC, serving as president in 1957. After raising her children, Barbara became a commercial insurance agent with the family-owned Statler Insurance and Real Estate Company. She was an avid volunteer, traveler, card player, and dog lover. Barbara passed away on Feb. 23, with her family by her side. She was 84.

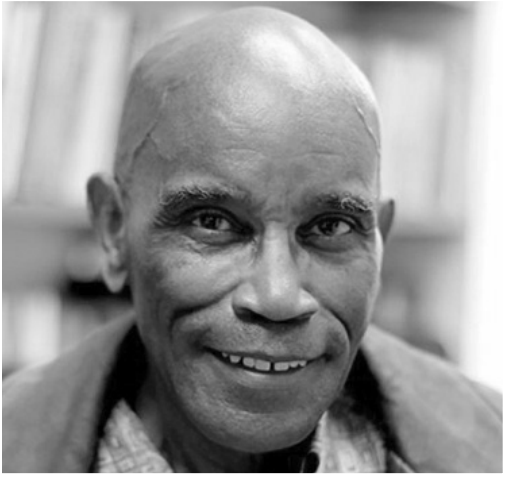
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'60

**Carole Anne Carlson Wolfswinkel** fondly referred to CC as the "Harvard of the West" and was a proud Delta Gamma. Carole was a competitive ice skater and teacher as a girl and young woman. She worked many jobs until she found her passion as a nutritional counselor. Carole passed away on Feb. 10, at age 83 in Colorado Springs.

## In Memoriam

Photo by Sarah Boyd, Digital Literacy and Communications Lab, UNC-Chapel Hill.



**J**ames Coleman, associate professor of English from 1973 to 1989 at Colorado College, died on Oct. 24, 2019, in Chapel Hill, North Carolina, at the age of 73.

An avid reader as a child, Jim learned to memorize and recite linguistic pieces at an early age. He earned his Bachelor of Arts degree from Virginia Union University and his Master of Arts and doctorate degrees from the University of Chicago.

Jim was a true scholar who dedicated his life to learning and teaching English, mostly African American literature. Jim was the first African American hired to a tenure-track academic faculty position at CC and first to serve as a dean of the college, when he was named assistant dean from 1978-83. After Colorado College, Jim taught at University of California San Diego for a year before taking the position of professor in the Department of English and comparative literature at University of North Carolina at Chapel Hill in 1990.

He was a prolific author and his books include: “Blackness and Modernism: The Literary Career of John Edgar Wideman,” “Black Male Fiction and the Legacy of Caliban,” “Faithful Vision: Treatments

of the Sacred, Spiritual and Supernatural in Twentieth-Century African American Fiction,” “Understanding Edward P. Jones,” and “Writing Blackness: John Edgar Wideman’s Art and Experimentation.”

According to colleagues, before he passed away, he was working on a book about contemporary slave narratives with the tentative title of “The Anti-Protest Novel and the Neo-Slave Narrative: The South in African American Male Fiction Since Richard Wright.”

Jim loved to run, and he did so daily, despite the weather, in his trademark ASICS running shoes, until his health became impaired.

He is survived by two adult sons, James Henry (Jay) Coleman and William Lee (Lee) Coleman, their mother, Evelyn Dove-Coleman, and relatives, friends, and colleagues who will remember him for his decades of scholarship and teaching.



**J**ack Carter, professor emeritus of biology, passed away at the age of 91 on March 10, following a brief illness.

Jack’s passion for plants and how the geography of plants told stories about our world dictated his life of

teaching, developing curriculum, and exploring botany and biology. He taught at Emporia State University in Kansas and at Biological Sciences Curriculum Study in Boulder before coming to Colorado College. Jack’s passion and curiosity led countless students to cultivate their own passion for plants.

Jack was at Colorado College from 1968 to 1994 when he retired. During this time, he taught botany for the Biology Department and was in charge of The Carter Herbarium located in Barnes Science Center and dedicated in his honor. Jack was professor and curator of the herbarium from 1968 to 1989.

Jack acknowledged herbaria’s importance, citing how plant collections can help describe the ecological history of an area and help chart the present, past, and potential impact of humans over time. Add in the history of the climate and physical characteristics of the soils and weather, and an herbarium, Jack would note, can be used to help predict the future.

Jack also taught courses in India as part of the Associated Colleges of the Midwest study abroad program and his wife Martha joined him as a mentor on these biology courses. He retired in Silver City, New Mexico, where he continued his work by writing and publishing three books: “Trees and Shrubs of Colorado,” “Trees and Shrubs of New Mexico,” and “Common Southwestern Native Plants” with the help of other botanists. Jack and Martha established an endowed fund for the college, providing support for the herbarium and for students to conduct ecological and plant conservation research.

In a past *Bulletin*, Jack said, “I want to acknowledge how important the students have been as they became interested in the herbarium, in producing quality herbarium materials, and conducting field research and ecological studies. As I looked over my list of students that I can recall who continued their studies in the plant sciences and ecology to become professors, herbarium curators, plant illustrators, teachers, and outstanding plant science writers, I wish I could thank each of them personally for what they have contributed to my life.”

# MILESTONES

## In Memoriam

**R**enee Rabinowitz, born on April 7, 1934, passed away in Jerusalem at the age of 86.

Renee was an American-Israeli psychologist and Colorado College's lawyer for 14 years, from 1986 to 2000, but was best known for suing El Al airlines in 2017 after she was forced to move her seat on a Newark to Tel-Aviv flight when a Haredi Jewish man refused to sit beside her due to his religious beliefs. An Orthodox Jew herself, she won that case, largely considered a landmark victory, with the Israel Religious Action Center, helping change the custom and prohibit gender discrimination on airlines ever since.

Renee was born in Belgium and fled the Nazis in 1941 with her family for New York City where she grew up. She received her doctorate in educational psychology from the University of Chicago and a law degree from Notre Dame University. Before becoming CC's in-house legal counsel, Renee taught psychology at Indiana University. In 2016, Rabinowitz was included in the BBC 100 Women list of most influential women.

Aliyah is the immigration of Jews from the diaspora to the Land of Israel. Also defined as "the act of going up"—that is, towards Jerusalem—"making aliyah" by moving to the Land of Israel is one of the most basic tenets of Zionism.

In 2006, Renee and her second husband made aliyah to Israel where she was a professional volunteer at the Israel Center for the Treatment of Psychotrauma. She lived out her final years in an assisted-living facility in Jerusalem. She had three children and two stepchildren.

**Roberta "Bobbie" Wiesner** was born on Dec. 12, 1938, and lived to be 82, passing away from cancer on March 17, in Sacramento, California. Bobbie was active with the Gold River Villagers, the Pioneer Village board, watercolor painting, mahjong, and her book groups. She is survived by her husband, Donald, her daughters, and stepsons.

'61

**Glenna Goodacre** died in Santa Fe, New Mexico on April 13, at 80 years old. She was a celebrated sculptor whose work included designing the front of the Sacagawea dollar, the Vietnam Women's Memorial in Washington, D.C., and the Irish Memorial in Philadelphia. The Goodacre House in the East CC Campus is named after her and houses one of her sculptures of a corgi. She was given an honorary Doctor of Humane Letters by CC in 1994.

'63

**Sandy Hagerman Lillie** was a music major and one of the longest-serving members of CC's Tour Choir. Sandy was employed by IBM as the first woman to work in the slurry room for tape manufacturing and then as a programmer. At 55, she became an acupuncturist and founded the Institute of Taoist Education and Acupuncture in Colorado. She unexpectedly passed away on Jan. 15, in Boulder, Colorado.

**Barry Wayne Harrison** attended CC on a hockey scholarship. He practiced law in the areas of oil and gas, corporate finance, and securities law. Barry passed away after a short illness in Calgary, Alberta, on Feb. 13, at 80 years old. He is survived by his wife Linda Harrison, four children, and seven grandchildren.

'65

**John Kuglin** lived from Aug. 9, 1941, to March 1, 2020, dying from a prolonged illness. John had a 40-year journalism career and was a former Associated Press bureau chief for Montana and Wyoming. John started the Montana Freedom of Information Hotline to give journalists and citizens free legal advice on public records and open government meetings.

**Kathleen K. Clarke** worked as a medical technologist at the National Institutes of Health and then as an attorney until her retirement in 2016 from her position as counsel at Seward & Kissel LLP. At 76, she passed away unexpectedly in McLean, Virginia, on March 4, with her daughter and son-in-law by her side.

'67

**Donald R. Smick** was a high school math, science, and chemistry teacher who coached boys' baseball and girls' softball. He was also a senior chemical analyst at IBM until his retirement. Donald was born on July 23, 1937, and passed away in Rochester, Minnesota on Jan. 24. He is survived by his wife, Phyllis Ann Kreher, four daughters, and two grandchildren.

'68

**Mike Richard Haughton** was 73 when he passed away in Rowlett, Texas, on Jan. 2. Mike served in the Navy from 1968-71 and retired from Bank of America after 30 years of dedicated service. He is survived by his large and beloved family including his wife, Nancy Haughton.

'69

**Karen Kathleen Newton** passed away of an aortic aneurysm after multiple operations in Davis, California, on Feb. 22. She was 73 and is survived by her husband, Richard Haggstrom. Karen was a political activist and a bilingual teacher. She loved her book club, chair yoga classes, chanting group, and Jin Shin Jyutsu.

'71

**William Christie Tuthill** was born on Sept. 25, 1949 and died of natural causes while kiteboarding in Mexico on Feb. 8. William was a retired veterinarian and an avid outdoorsman. He had three children, Karissa, Michael, and Kailey, with his wife Barb, and three grandchildren. William was a skilled surgeon who specialized in treating large and small animals and had two veterinary hospitals in Colorado Springs.

**Jane Lambert Turner**, a Gamma Phi Beta at CC, died in 2018. She was the director of legislative affairs at the American Forest & Paper Association and a real estate agent and broker.

# In Memoriam



**P**rofessor Emeritus of Philosophy **Hans Krimm** died unexpectedly after a brief illness, at the age of 87, on April 12, in Colorado Springs.

Hans was born on Jan. 8, 1933 in Tallinn, Estonia, and his father passed away shortly thereafter. His mother, Alice, remarried Walter Krimm, who then adopted young Hans. The family fled from Estonia in 1945 to Germany as the Russians invaded. They lived in a displaced persons camp until 1949, and then came to Baltimore, Maryland.

Hans attended Johns Hopkins University on a scholarship, where he earned a bachelor of science in physics and a doctorate in philosophy. Hans taught at Utica College before relocating to Colorado Springs in 1963 to teach philosophy of science, symbolic logic, epistemology, and philosophy of education at

CC. He is credited with starting the college's first environmental ethics course and was the founder of the environmental studies program at CC. Hans also taught at the Aspen Institute and retired from Colorado College in 1998.

Hans leaves behind an admirable legacy of conservation having been a co-founder of the Palmer Parks Foundation (now the Palmer Land Trust) and was an active member of the Aiken Audubon Society. Hans jumped at the chance to go hiking, camping, and bird and animal watching, and loved Rocky Mountain National Park. He is survived by his wife, Dorothy, son **Hans Albert Krimm '83**, daughter **Myra Krimm Hansen '85**, daughter-in-law Linda Krimm, son-in-law James Hansen, and five grandchildren: Lilli, Charles and Mary Hansen, and Audrey and Amy Krimm.

**'73** **Frank Owen Kendrick**, aged 71 years, died March 13, at home in Eureka Springs, Arkansas. Frank was a Vietnam veteran, practicing lawyer, CEO of a 501(c)(3) corporation that rehabilitated housing in a low-income New Orleans neighborhood, mortgage banker, and past president of the Good Shepherd Humane Society. He is survived by his wife **Kristine Bradt Kendrick '73**.

**'84** **Lindsay Kate Deibel** was a sales executive for Xerox Corporation. She passed away peacefully with her family by her side in Lone Tree, Colorado, on Feb. 8. She is survived by her daughters, Ivy and Isabelle Deibel, and her husband, Bob. She was a Kappa Alpha Theta and studied business administration at CC.

**'89** **Solange M. Huggins** was a native Coloradan who loved reading, gardening, traveling, and teaching yoga. She worked in infrastructure engineering for SEMA, Structures Inc., Garney, and most recently PCL. Solange passed away from ovarian cancer at 54 years young on Jan. 23. She leaves behind her husband, Mark Krier, and her four children.

**'95** **Denise "Kay" Gordon** passed away from diabetic complications on Jan. 15, in Silverthorne, Colorado, at age 46. She played women's lacrosse at CC and loved hiking, snowshoeing, and traveling throughout her life. She spent her career in sales but longed to be a published author. She is survived by her son and her parents.

**'11** **Stuart Hackley** passed away unexpectedly on Feb. 5, at age 31. Stuart was a historian, a storyteller, and a Fulbright Scholarship recipient which he spent as a teaching assistant in Germany at a high school. Stuart is survived by his parents, Sandra and Lex Hackley.

**'15** **Mackenzie "Mackie" Bartlett Greason** passed away early this year. He played on the men's lacrosse team at CC and numerous intramural sports including volleyball, ping pong, broomball, hockey, flag football, dodgeball, and basketball. He worked as a marketing strategist at BrightTALK and studied biology at CC. Mackie was a very thoughtful and open-minded young man who really got the most out of his time at CC and was extremely liked by his teammates and peers.

## REACH OUT TO THE BULLETIN

We'd like to hear from you! The Colorado College *Bulletin* is distributed to alumni, parents, and friends. It is published three times a year and seeks to portray the people, events, experiences, and topics that best reflect a CC education. We welcome comments, feedback, items of interest, class notes, letters to the editor, story suggestions, etc.

**CC Connections:** Have you unexpectedly encountered a fellow Tiger somewhere in the world? Let us know!

**Class notes, obituaries, weddings and celebrations, births and adoptions:** Send your news! Information submitted should be for the current or previous year only.

Please send digital photos (JPGs at 300 dpi and minimum of 3.5 x 5 inches) or good quality prints at a similar size. Include complete information about the location, date, and circumstance, and identify people in the photo left to right.

Help us build a better *Bulletin* by participating at [sites.coloradocollege.edu/bulletin](http://sites.coloradocollege.edu/bulletin)

**Contact us**  
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# Untold Stories

The Untold Stories feature series was initiated in 2018 at the suggestion of Acting Co-President Mike Edmonds, who noted that institutions can only grow in inclusion and diversity if they acknowledge the hard truths of racism and discrimination in their past and present.

“We need to know the stories of people who came, suffered, and grew,” Edmonds said.

By telling the stories of marginalized persons who have studied, taught, and worked at Colorado College, we learn that yes, we’ve made gains, but we also have much more work to do. Quite often, we learn of remarkable resilience.

The project was originally referred to as the “People’s History at CC,” in reference to Howard Zinn’s book “A People’s History of the United States,” which revealed untold stories of U.S. history and struggle from the perspective of common people of all backgrounds. The CC project was renamed “Untold Stories” to more simply communicate its intentions to broad audiences.

In Summer 2018, two interns, recent graduate **Eviva Kahne ’18** and student **Chaline Lobti ’19**, were supported in archive research methods by Assistant Professor Amy Kohout, Professor Carol Neel, and Associate Professor Jane Murphy of the CC History Department. The interns researched and pursued the first four stories, and explored potential elements that could be included in web pages devoted to the project as it unfolds. The interns worked with staff in the Office of Communications and the Butler Center. A committee of alumni, faculty, and staff select the next CC people to feature, and readers can share stories for consideration using the link below on the main Untold Stories page.

By hearing these voices and reading these words, we honor these lived experiences, and better understand who we are, where we’ve been, and where we are going in our journey toward antiracism, inclusion, and equity.

Explore more Untold Stories at:  
[coloradocollege.edu/untoldstories](https://coloradocollege.edu/untoldstories)



PHOTO BY JENNIFER COOMES

— UNTOLD STORIES —

## Pamela Shipp

CLASS OF 1969

**Dr. Pamela Shipp ’69** grew up around activists. Her large family, with her politically engaged mother and more radical father, shaped her early years in East St. Louis, Illinois, and Denver, where she sought explorations of her own identity and place in the world from an early age.

These explorations and Shipp’s relentless curiosity have led her to a career as a renowned psychologist, educator, and leadership consultant. Her time at Colorado College began reluctantly and cautiously — she did not wish to expose herself to the potential dangers and racism found in Colorado Springs in the early 1960s, when it had a “horrible reputation” for people of color.

Gradually, not without struggle and great pain, Shipp found her space and herself at Colorado College, graduating in 1969 with her B.A. in Political Science. Her experience of being one of three Black women at the college during her four years at CC was profoundly difficult and rewarding — allowing her to engage with the Civil Rights Movement and struggle for equity on her own terms. Following graduation and some time spent teaching in Colorado Springs School District 11, Shipp moved to Washington, D.C. for her master’s degree from George Washington University before returning to Colorado for her Ph.D. in counseling psychology at the University of Denver. Returning to Colorado Springs was an unexpected, but ultimately incredibly rewarding, endeavor.

Community engagement and building bridges has always been part of Shipp’s life, and returning to Colorado Springs allowed her to set up her own psychology practice, serve on numerous nonprofit boards and local leadership organizations, and work at the Colorado College Counseling Center.

Listen to an interview with Pam Shipp at:  
<https://2cc.co/pamshipp>

*“So, even though I had systems telling me I was not OK, I knew I was, and I really understood because of the struggle for emancipation of Black folks, I understood the duality in the two halves, I understood.”*

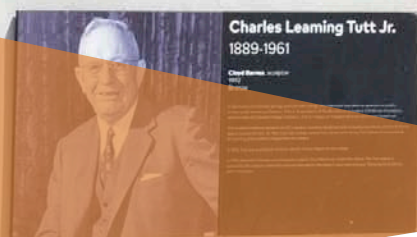
— PAM SHIPP ’69

# STRONGER TOGETHER

**During times of change, we can make progress when we work together.**

Through the *Building on Originality* campaign we are empowering the independent-minded people who seek Colorado College's unique approach to higher education.

**Achieving participation from at least 50% of alumni during the campaign will galvanize support and resources for scholarships and the CC experience, a new building for Creativity & Innovation, and funding for emerging needs and opportunities that help the college respond quickly.**



**BUILDING ON  
ORIGINALITY**  
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Learn more at [coloradocollege.edu/campaign](https://coloradocollege.edu/campaign)

## Bulletin

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**Genaveve Davis '21** and her father Claude Davis return to campus on June 5 from Tuscon, Arizona, to clear out her room and take her personal items home. Like many students, Davis had to return when Campus Safety allowed after campus was shut down during Spring Break. Photo by Jennifer Coombes