THE ROAD TO INDEPENDENCE AND BEYOND Commemorating the 40th Anniversary of the University of Colorado Denver, 1973–2013

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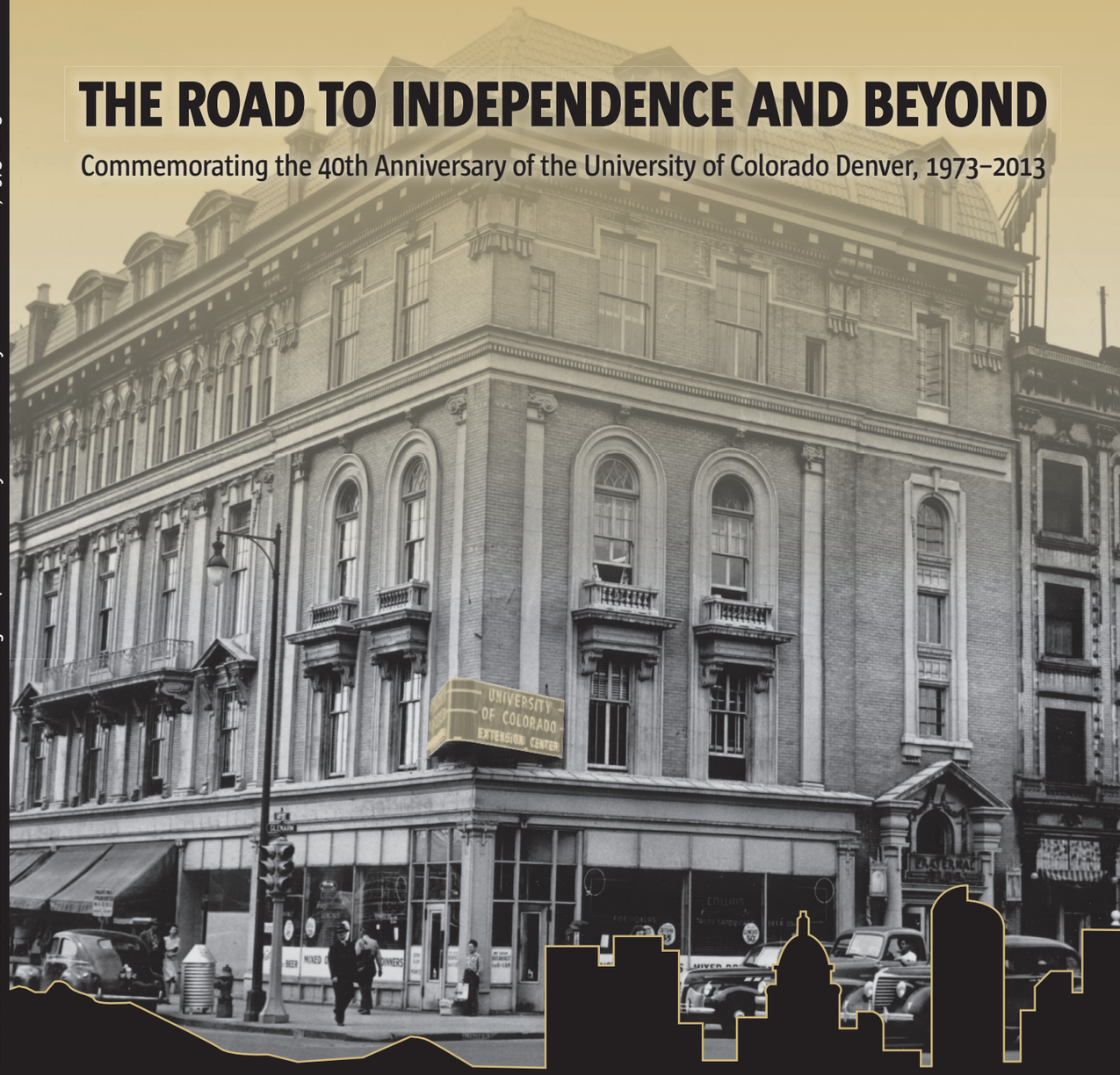

University of Colorado **Denver**

Jarett Zuboy


UNIVERSITY OF COLORADO
DENVER EXTENSION CENTER
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UNIVERSITY
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DENVER CENTER


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VETERAN
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UNIVERSITY OF COLORADO
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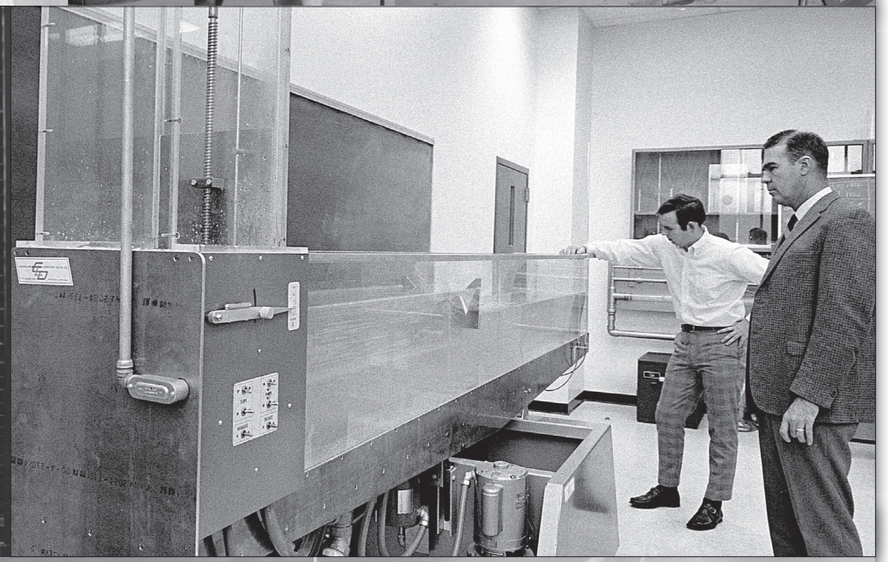


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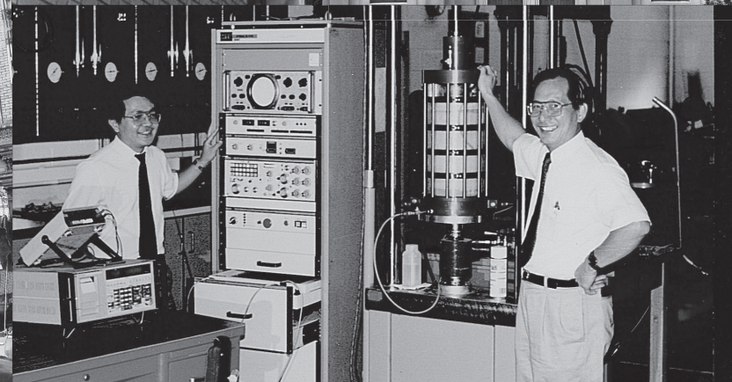


The Road to Independence and Beyond

Commemorating the 40th Anniversary of the
University of Colorado Denver, 1973–2013

Jarett Zuboy
September, 2013

Front cover image: CU Extension Center in Denver's Fraternal Building

Contents

Overture

"It was the best of times, it was the worst of times—it was the Denver Center."
Jim Wolf, Professor of History (CU Denver 1968–1999)[1]

This is a story about beginnings. The University of Colorado (CU) Denver became an independent institution in 1973, after more than 60 years as an extension of CU Boulder.[2] The road to independence was a long one, and in many ways it stretched far beyond 1973. This story, however, focuses on that signal year and the years immediately before and after. Those were times of rapid, tumultuous change in higher education—in Denver, Colorado, and the nation. When they had passed, the old Denver Center extension was no more, and a new, distinct institution took its first tenuous steps into the future.

Many professors from those early years contributed to this narrative, so it is a story of their beginnings as well. They were part of that cadre of young academics who, like intrepid explorers, landed in Denver in the 1960s and 1970s to discover a half-formed campus high on excitement but low on resources. The faculty was too small. The CU administration was too ambivalent toward its urban offspring. There was never enough money.

These professors, however, thrived among the privation. They branched into new subjects. They made do with inadequate resources. They labored to build their departments and fought political battles for the university's survival, sometimes sacrificing years of scholarly achievement in the process. They commiserated and collaborated in the Tramway Building, the Insurance Building, and the Frontier Hotel's bar. Through their common struggles, their close quarters, and their shared enthusiasm for creating a new institution and teaching Denver's dedicated students, they built a sense of camaraderie that made it all seem worthwhile. Students, administrators, and staff from the early years contributed to this narrative as well, and their personal beginnings also intertwine with the university's. All these pioneers left their mark on CU Denver, as CU Denver left its mark on them.

This is a story about change. CU Denver and its surroundings have changed tremendously over the past half century. Much has been gained, but much has been left behind as well. The growth of public higher education in Denver was a big change, stimulated by surging student demand in the 1950s and 1960s—and in no small part by the competition between CU and Denver's new Metropolitan State College. Indeed much change was driven by the complex and often clashing relationships among CU Boulder, CU Denver, Metro State, Community College of Denver, the Auraria Higher Education Center, and a host of academic and political decision makers.

As its enrollment soared, Denver's "UCLA" (the University of Colorado between Lawrence and Arapahoe Streets) burst its banks. The Auraria neighborhood gave way to the Auraria campus and a forest of new buildings. Financial and logistical support arrived along with labor-saving personal computers. Professors thought less about propping up a wobbly institution and more about scholarly pursuits. They taught less at night and more during the day. The university became more professional, more competitive, more conventional.

But the changes erased some beloved aspects of the Denver campus. Younger, more traditional students began replacing those older, working-class students who so typified the early years. With increased professionalization came increased bureaucracy. Decisions took longer. Stricter chains of command developed. No longer would a top-level administrator personally order paper towels for the science labs. As the campus grew and spread, the old closeness among faculty, staff, and administrators faded as well. Retired history professor Mark Foster recalls from the early days a "feeling of camaraderie, a sense of being a small band of brothers embarked on an exciting experiment in a new urban university." When moving to Auraria, however, he remembers feeling "we had a 'real' campus, but that intimacy of frequent contact with other faculty and administrators seemed lost."

As the campus expanded, downtown Denver became richer, cleaner, and taller—supplanting the gritty, working-class "dumping ground" once tied to a living Auraria neighborhood. Many people welcomed the new prosperity, but it came at the expense of Denver's old character. As early as 1977, anthropology professor Jack Smith lamented the loss: "Before Urban Renewal got hold of this part of town and turned it into the wasteland of high finance, affluence, and bourgeois decadence that it is today, it was a very alive, exciting, and in so many ways a very appealing part of the city…. I miss the contacts—crazy though they often were—with a neighborhood of real people." For better or worse, CU Denver and its host city were changed in countless ways.

This is a story about meaning. CU Denver has had many meanings to many people. It has been what students wanted it to be. At its root the campus helped nontraditional, employed students pursue degrees, build skills, or simply enrich their lives. It was near

where they lived and worked. Classes were taught at night, and the university strived to serve its working population well. Some students just went to class and went home, while others engaged with campus activities and their peers. For some, CU Denver was much more than a school. “It saved my life in a way,” says Sally Hekkers, a divorced mother of two who enrolled in 1971 and discovered a sense of belonging, a new vision of herself, and a connection to higher ideals. Today students continue to find their own meanings from CU Denver, whether embracing its academic programs, urban excitement, diversity, affordability, or closeness to home.

For some professors, administrators, and staff, CU Denver was merely a career way station. For others, it was a life’s work. Although frustrated by hurdles unknown at established institutions, this dedicated group loved working with Denver’s unique students, and they took pride in creating CU Denver with their own hands and minds. “We were told to come help build a university, and I think we did,” says retired English professor Rex Burns. In retrospect the struggles of the new university helped create meaning. Says longtime political science professor Michael Cummings, “The challenges we have faced at CU Denver have made us tougher and more willing to fight for our beliefs.” CU Denver meant a lot to its builders. Many still care about its history—and its legacy.

The first section of this document—*The Road to Independence*—chronicles events from the Denver Extension’s birth in 1912 to CU Denver’s creation in 1973 and the new university’s early struggles for survival, with a focus on the 1960s and 1970s. It draws on published histories and documents as well as recent interviews.[3] Although far from comprehensive, it depicts major moments leading to CU Denver’s formation and provides a glimpse into the spirit of the times.

That is one story. The subsequent *CU Denver Stories* sample the university’s countless additional tales from faculty, administrators, staff, and students over half a century. Finally, the *Parting Shots* section offers concluding thoughts on CU Denver’s history, meaning, and challenges for the future.

A single, complete story of CU Denver can never be told. That is the enigma of history. The events and memories recorded here, however, resurrect a few of the university’s beginnings, changes, and meanings. These reflections evoke what CU Denver was at its inception—and what it has become during 40 years of challenge and toil, frustration and triumph.

Timeline of Major Events

1876	University of Colorado (CU) established.
1883	School of Medicine opens at CU Boulder.
1912	Denver campus originates as extension of CU Boulder.
1939	Denver Extension moves into C.A. Johnson Building, 509 17th St., with one full-time faculty member.
1947	Denver Extension Division moves into Fraternal Building at 1405 Glenarm Pl.
1956	Denver Extension Division moves into Denver Tramway Corp. Building at 14th and Arapahoe Sts.
1964	CU regents promote “Denver Extension Center” to University of Colorado—Denver Center. Associate dean of faculties Roland Rautenstraus charged with coordinating Denver and Colorado Springs centers.
1965	Admissions standards at Denver Center made equivalent to those at CU Boulder. Metropolitan State College (Metro State) opens in rented buildings with 1,189 students. Colorado General Assembly creates Colorado Commission on Higher Education to coordinate and provide long-range planning for all the state’s higher-education institutions.
1968	Colorado Department of Higher Education organized to oversee state’s higher-education institutions. Auraria site in Denver chosen for a three-college campus. Community College of Denver (CCD) opens the first of three campuses, the North Campus at 62nd Ave. and Downing St.
1969	U.S. Department of Housing and Urban Development designates Auraria an urban renewal area, allocates $12.6 million for site acquisition and relocation. Denver voters approve $6 million Auraria bond issue. Auraria residents paid to relocate. College of Environmental Design established (with graduate programs in Denver, undergraduate programs in Boulder).

1970	General Assembly authorizes funds to purchase land for Auraria Higher Education Complex. Denver Center placed on academic probation by North Central Association of College and Secondary Schools mainly due to poor library and lab facilities (probation would be removed in 1972), but it is also accredited to the bachelor's degree as "operationally separate." Regents define role of Denver Center on new Auraria campus as primarily providing graduate and professional education and helping students prepare for graduate and professional education.
1971	Regents authorize College of Undergraduate Studies at Denver Center (renamed the College of Liberal Arts and Sciences in 1975). Herbert Eldridge becomes first dean.
1972	Colorado General Assembly approves $40 million for Auraria construction. Presidents of CU, Metro State, and CCD agree to a plan for the shared campus: CU offering graduate and pre-professional programs, Metro State undergraduate degrees, and CCD occupational programs. Voters approve state constitutional amendment providing for CU campuses in Denver and Colorado Springs.
1973	Constitutional amendment establishing additional CU campuses becomes effective. Regents rename the Denver Center the University of Colorado at Denver (CU Denver). CU Denver faculty opposes plan to phase out CU lower-division courses that duplicate Metro State courses at the Denver campus, bring protests to Faculty Senate. CU faculty, staff, and students vote no confidence in CU President Thieme. Regents reject plan to phase out lower-division courses. Groundbreaking ceremony for Auraria campus takes place. CU Denver School of Education formally established (becomes the School of Education and Human Development in 2004). CU Graduate School of Public Affairs established (becomes the CU Denver School of Public Affairs in 2007).
1974	Regents establish CU System, with a president and chancellors at four campuses: Boulder, Colorado Springs, Denver, and the Health Sciences Center. Harold Haak becomes first CU Denver chancellor (he had become vice president in 1973). Regents vote to dismiss President Thieme, name Roland Rautenstraus as acting CU president.
1975	CU faculty (which voted for unionization in 1974) fails to select a union agent and thus fails to unionize. Alumni and Friends of the University of Colorado at Denver meet for the first time.
1977	CU Denver students join CCD and Metro State students at Auraria.
1978	Chancellor Haak proposes merging CU Denver and Metro State under the CU system.
1979	General Assembly's Joint Budget Committee recommends transferring duplicative programs from CU Denver to Metro State. CU Denver faculty, students, and alumni launch "Save UCD" campaign and march on State Capitol. State Senator Hugh Fowler proposes merging CU Denver and Metro State into Metropolitan University of Colorado. Ultimately no merger occurs and CU Denver keeps undergraduate programs intact.
1985	CU Denver Business School separates from CU Boulder Business School.
1988	CU Denver moves into the North Classroom Building, its first custom-made building. Separate CU Denver College of Engineering and Applied Science established.
1989	CU Denver School of the Arts created under administration of the College of Liberal Arts and Sciences (becomes the self-directed College of Arts and Media in 1997).
1990	CU Denver acquires CU Denver Building (also called the Dravo Building) at 14th and Larimer Sts.
1994	CU Denver introduces New Urban University Initiative. Tivoli Student Union opens in the former Tivoli Brewery at Auraria.
2004	CU Denver and Health Sciences Center (later Anschutz) campuses consolidate by order of the Regents.

The Road to Independence

The First 40 Years

The University of Colorado Denver rose on the nation's mid-twentieth century flood of higher-education enrollment. But its roots are deep. A constitutional amendment formally created CU in Boulder the same year as the State of Colorado itself, on the U.S. Centennial—1876.[4] In 1883 the School of Medicine opened, later to become the CU Health Sciences Center in Denver and then the CU Anschutz Medical Campus in Aurora. In 1912 CU created a Department of Correspondence and Extension to put its resources "at the disposal of individuals who cannot come within the college walls, and communities which are seeking information and guidance in solution of the complex problems of modern life."[5] That year the CU Extension taught 28 courses in 11 fields—philosophy, music, engineering, business, and more—in locations statewide, including Denver, Fort Morgan, Grand Junction, and Pueblo. The Denver campus hosted its first classes in private homes, churches, offices, and other locations throughout Denver. Students could register with the instructor during their first class.

Bob Graham

By 1923 the Department of Correspondence and Extension had been organized into various bureaus including correspondence instruction, class and high school instruction, vocational instruction, community organization, and business-government research. The CU regents authorized up to 90 hours of extension credit toward a Bachelor of Arts (BA) degree. After 1923 the Denver Extension Division offered credit and non-credit courses regularly throughout the city. Enrollment grew through 1930 then declined because of the depression until 1935.

Bob Graham, who started with the Denver Extension in 1947 as business manager, recalls the remarkable differences between the Denver of the 1930s and the Denver of today. "When I first came to Denver with my parents in the 1930s, the Daniels and Fisher Tower [which still stands at 16th and Arapahoe Streets] was the tallest building in the city," he says. "Now it's nothing. Denver has grown quite a bit since then."[6]

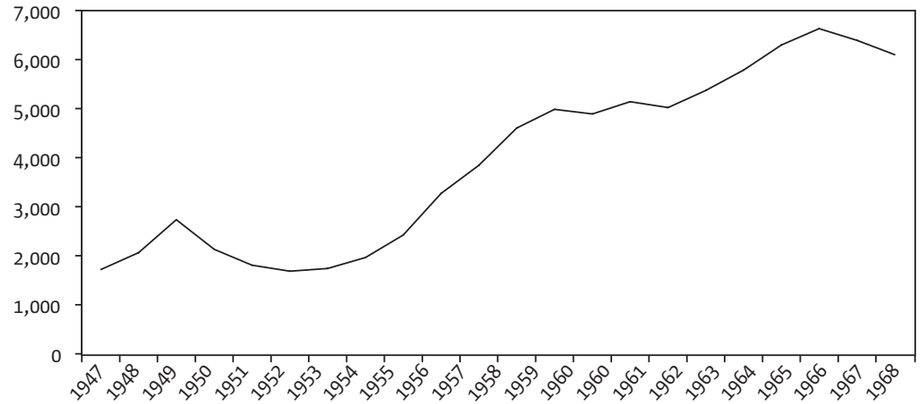
In 1939 surging enrollment spurred CU to lease space in the C.A. Johnson Building at 509 17th Street, the Denver Extension's first "permanent" home. One full-time faculty member and part-time teachers taught about 1,500 students—more than half of statewide extension enrollment—in 1940. The Denver Extension also had a full-time administrator. Enrollment continued to grow through the war years and beyond owing to military training demands and the G.I. Bill. In 1942, for example, the Denver Extension offered courses on aircraft and machine design, explosive chemistry, aerial bombardment protection, and other war-related needs. In 1946 the Bureau of Class Instruction reported that Denver's number and range of courses made it equivalent to a four-year arts and sciences college. The Denver Extension also offered engineering, business, nursing, graduate, and applied courses, and its credit program was now larger than its non-credit program. Still, there was significant interest in Denver's non-credit program. "At one point, sometime after the atom bomb, the non-credit course that made us the most money was Prospecting for Radioactive Minerals," says Graham.

To keep up with increasing enrollment, the Denver Extension moved in 1947 into the Fraternal Building at 1405 Glenarm Place, which housed classes, offices, a library, and a bookstore (see cover image). Graham remembers the Fraternal Building well. He also remembers Collins Finer Foods, a watering hole on the building's first floor. "We joked that to get to our offices we had to 'pass the bar,'" he says. According to Graham, the Denver Extension at this time used spaces above the Trailways Bus Depot at 17th and Glenarm, at Trinity Church, and at the YMCA: "Wherever we could find empty space." Graham and others came in on weekends to register students who worked all day during the week.

Vying for Denver's Students

In the 1950s, national and state higher-education trends transformed the Denver campus as the era's growth and economic prosperity pushed enrollment ever higher. Colorado's population increased by about one third during the 1950s, and Denver's increased by more than half. From 1951 to 1963, enrollment among all Colorado public and private colleges and universities jumped 51 percent. CU Boulder's enrollment grew 56 percent during the same period, and the Denver Extension's tripled. The five full-time Denver faculty members in 1952 grew to 31 by 1961 (although most credit

courses in Denver were taught by CU Boulder-based faculty). Growth and diversification at both campuses, and all Colorado higher-education institutions, shaped the Denver Extension's continuing development.



Denver Extension enrollment (fall semesters)[7]

The visibility of the Denver campus increased in 1953 with the appointment of a dean of the Extension Division. Then, in 1956, the CU regents bought the Denver Tramway Corporation Building and accompanying tram car barn at 14th and Arapahoe Streets to accommodate growth. The eight-story Tramway Building also came to be known as the Tower Building, and over the years it housed classrooms as well as academic and administrative offices. Until 1966, when the building's elevators were upgraded, five women ran hand-operated elevators for 16 hours a day. Reportedly, riding these elevators could be "an adventure in terror, with frequent stalls between floors."[8] During 1967–1968, the car barn was remodeled into two floors and 45 rooms of classroom, office, and lab spaces. The basement rooms were built over deep grease pits that had been used to service trams, lending a hollow sound to the floors. Another renovation in 1973 created a third level of 23 classrooms, offices, and labs. The old car barn came to be known as the East Classroom Building. The Denver campus used the Tower and East Classroom Buildings for three decades, and these buildings inspired unofficial alternative names for the Denver campus, including Tramway Tech and UCLA—the University of Colorado between Lawrence and Arapahoe.[9]

The growing activity in Denver also meant growing costs, which after 1955 tuition alone could no longer cover. The Denver Extension received its first state subsidy—$34,000 or five percent of its total budget—in the 1958–1959 budget year. This rose to almost $300,000, or 25 percent of the budget, in 1962–1963. In 1959 the new Colorado Legislative Committee for Education Beyond High School predicted that Denver's higher-education demand would triple by 1966, prompting reevaluation of the Denver Extension.

In the 1960s CU and its Denver Extension continued to grow and change rapidly in alignment with national trends. The postwar baby boom spawned a large college-age population in the 1960s. At the same time, higher national expectations for education and reduced discrimination brought in types of students who would not have sought higher education in previous eras. Business and government demanded more educated workers. As retired CU Denver history professor Frederick Allen and colleagues put it in their 1976 history of CU, "The country embarked on a unique experiment—mass universal higher education."[10] The federal government provided substantial support in the form of loans and scholarships, and sustained U.S. economic growth stimulated higher-education funding. From 1960 to 1970 nationwide degree-seeking

Tramway Building

enrollment grew from 3.2 to 7.1 million. CU Boulder's enrollment almost doubled, to more than 20,000 students, and Denver Extension enrollment reached almost 7,000. The growth in the Denver campus particularly served Denver-area residents who needed to go to school near home, pay low tuition, and combine education with work; this group had few higher-education options in the early 1960s.

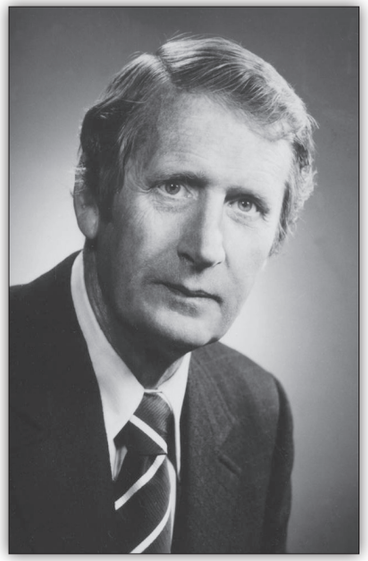
In 1960 the CU Committee for the Study of University Extension recommended expansion and some autonomy for the CU "Denver Center" but recommended against making it a full branch campus. In any case, CU could not legally establish an official branch campus without an amendment to the state constitution. At that time the Denver Extension was the only public higher-education institution in Denver, owing in part to the proximity of CU Boulder and the private University of Denver. In 1963 the Colorado General Assembly changed that dynamic by authorizing creation of the low-tuition, open-admission Metropolitan State College. Many Colorado legislators had been irritated—even enraged—by CU's attitude toward Denver's higher education during Quigg Newton's presidency (1956–1963). Newton sought to make CU Boulder an elite institution, the "Harvard of the West," and had no interest in sharing Boulder's resources with the Denver campus. Many others at CU Boulder shared this view. By creating Metro State, therefore, the legislature not only attempted to meet Denver's rising demand for higher-education opportunities, but also pointedly circumvented CU's control over higher education in the city.

Elements of the General Assembly also attempted to limit CU's influence in Denver by introducing a plan in 1963 to phase out the Denver Extension. Not for the last time, Denver faculty and students marched on the State Capitol to protest—successfully—the proposed elimination of their campus. "CU was blindsided by the Metro initiative," says Dan Fallon, former dean of CU Denver's College of Liberal Arts and Sciences (CLAS).

> *Progressive politicians in Denver were frustrated and were growing angry that CU wasn't investing in Denver, that it was only focusing on the Boulder campus. Roy Romer began serving in Colorado government in 1958 and has been a national leader in education. In the late 1950s and early 1960s, he engaged the issues surrounding public higher education in Denver. An administrator at Metro State once told me about a fabled barbeque party in Roy Romer's backyard in the early 1960s, where Romer and other progressives invented the idea of Metro State to serve the people of Denver. They acknowledged that CU would never move to meet the needs of the urban population directly, and they concluded that a new and different kind of institution was necessary. I don't know whether the story was based on a factual incident, but it captured what seemed to be the local political sentiment of the time. So you can see a populist narrative emerging of a modern campus efficiently serving the citizens in the population center of the state over the kicking and screaming of egg-headed intellectuals in college towns outside of the city focused mainly on their own self interest.*

To reduce duplication, the General Assembly specified that Metro State would teach only a lower-division curriculum and would coordinate courses with the Denver Extension. At this time Denver Extension classes were being taught in 21 liberal arts and sciences disciplines in addition to offerings in civil and electrical engineering, business, and education.

Since 1962 CU had allowed college credit earned off campus, at the Denver Extension and other locations, to count toward a CU degree, and undergraduates could complete degree programs in several areas at the Denver campus (although the diploma would state CU with no reference to the Denver campus, and commencement took place in Boulder).[11] "When I arrived in 1963, there were no real departments in Denver, just offshoots from CU Boulder," remembers former CU Denver anthropology professor Jack Smith. Subsequently the CU regents and administration, under president Joseph Smiley, pushed for full degree-granting status for Denver. Unlike his predecessor Quigg Newton, Smiley supported expansion of the Denver campus, as did the regents at this time. The Colorado General Assembly, however, declined the regents' request to fund a degree-granting university center in Denver or send a constitutional amendment to the voters in 1964 allowing CU to grant degrees outside of Boulder. Although it could not eliminate CU from Denver, the legislature did not make it easy for the university to expand its Denver campus. That same year, the regents changed the name of the Denver Extension Center to the University of Colorado—Denver Center and transferred administration of Denver programs from the Extension Division to individual colleges and schools. CU President Smiley said the Denver Center "has a vitally important role to play in helping to meet the total educational requirements … to provide opportunities for qualified students to pursue university-quality work at both undergraduate and

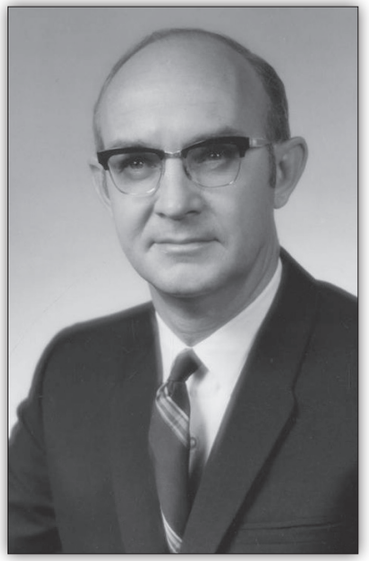


Roland Rautenstraus

graduate levels."[12] He also believed that "the University's fate is crucially related to the decision on meeting the needs for higher education in Denver."[13] Smiley appointed Roland Rautenstraus as associate dean of faculties in 1964 and charged him with coordinating the planning and development of the centers in Denver and Colorado Springs (which opened in 1965). Rautenstraus played a major role in establishing the conditions for an independent university branch in Denver.

Metropolitan State College opened in 1965 in rented spaces on Colfax Avenue near Denver's Civic Center, with 1,189 students taking lower-division courses and siphoning off demand for such courses that the Denver Center might otherwise have met. It was still unclear, however, whether Metro State would become a community college or a four-year college. That same year admission requirements at CU Boulder and the Denver Center were made equivalent, which distinguished the Denver Center from open-admission Metro State. "CU saw Metro State as competition and started to build up the Denver Center to compete with Metro," says retired CU Denver history professor Jim Wolf. Also in 1965 the General Assembly created the Colorado Commission on Higher Education (CCHE) to coordinate and provide long-range planning for all the state's higher-education institutions. The CCHE would take away some of the autonomy previously enjoyed by CU.

By 1966 the Denver Center, with 3,700 full-time equivalent students, was Colorado's fourth-largest higher-education institution, after CU Boulder, Colorado State University, and Colorado State College (later renamed the University of Northern Colorado). Compared with traditional college students, Denver Center students were generally older and more likely to be married. Many worked and went to school part time—40 percent attended during the day and 60 percent at night. About a quarter were graduate students, and almost all came from the Denver metropolitan area. As for the campus, in the words of historian Ronald James, "The physical facilities, by any standards, were inadequate with the old Denver Tramway Co. carbarn serving as the total campus—classrooms, offices, and library. But in two years, the Denver Center, under Rautenstraus, was a viable enterprise showing it could serve the advanced educational needs of a major urban area."[14]



Joe Keen

In 1967, on the recommendation of the CCHE, the General Assembly authorized a three-campus community college in Denver and the addition of upper-division programs to Metro State. The CCHE envisioned a complementary, cost-effective system of higher-education institutions in Denver, with each institution having a specific role. The new Community College of Denver (CCD) would focus on occupational education, the four-year Metro State on general and technical education, and the Denver Center on professional and graduate education. The first CCD campus opened in 1968 and began serving a mix of non-traditional students such as Vietnam veterans and homemakers.

Denver Center enrollment dropped in 1968 due in part to competition with Metro State, but the center kept planning for the growth that would resume in 1969. A number of departments generated enough student credit-hours to justify hiring additional faculty, which established a cadre of young assistant and associate professors qualified to teach at the graduate level and based full time in Denver. The Denver Center was allocated a CU vice president (Joe Keen) and more autonomy from CU Boulder. The structure next to the Tramway Building was made into a library and named for Regent Charles D. Bromley, who died in office in 1968 and who, according to President Smiley, was "largely instrumental in creating the Denver Center."[15] Meanwhile the state continued its high-level education planning. It organized the Colorado Department of Higher Education to oversee the state's higher-education institutions. It also picked a site in

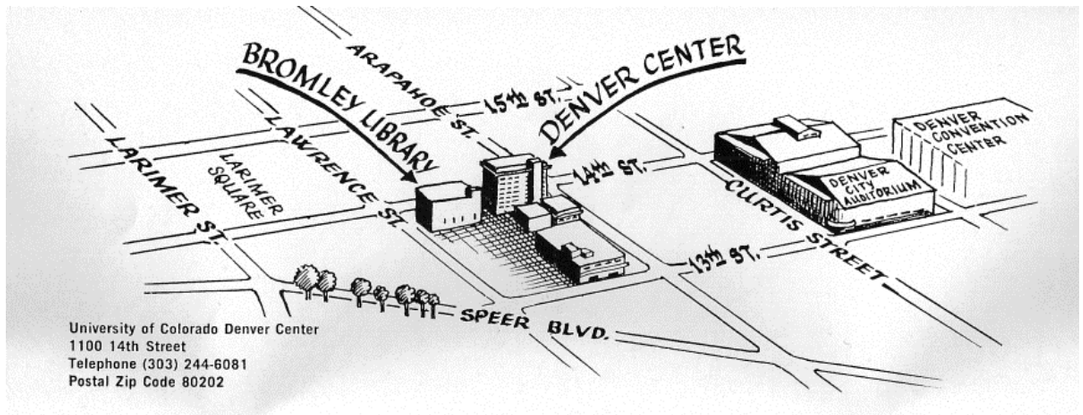
the Auraria neighborhood of west Denver for a three-institution campus. The Denver Center, Metro State, and CCD all were running out of space as their enrollments spiked, and the CCHE had suggested Auraria as the best site for a shared urban campus to accommodate this growth.

The legislature continued to limit CU's autonomy by regulating university expenditures and organization, while the university and regents fought for continued autonomy under the state constitution. According to James, "The fiscal problems of funding higher education in a state with limited resources were behind much of the Legislature's desire to acquire more control of the University, and those problems were indeed to hold the attention of administrators on all campuses and at all levels while they strove to keep a semblance of autonomy and control."[16] At the same time, student unrest on the Boulder campus, stimulated by issues such as the Vietnam War and civil rights, stoked public support for increased government control of the university.

Frederick Thieme

Plans for the Auraria campus steamed ahead in 1969. The U.S. Department of Housing and Urban Development designated Auraria an urban renewal area and set aside $12.6 million of Model Cities funds for site acquisition and relocation. Denver voters approved a $6 million Auraria bond issue by a margin of 32,913 to 29,140 despite opposition from the Hispanic community, many of whom lived in Denver's west side. Plans were developed to preserve parts of the old Auraria neighborhood, including numerous landmarks suggested by CU architecture and urban design professor John Prosser (see his story on page 85). Still, the controversial redevelopment displaced 155 families, 70 individuals, and 237 businesses. Displaced residents were paid to relocate. Homeowners could receive up to $15,000 more than their home's market value, while renters could receive up to $4,000. "For some, like Denver author John Dunning, this provided an unforeseen opportunity to purchase a first house," says historian Rosemary Fetter. "For others it meant leaving a neighborhood that had been home for generations."[17] Former residents created the Displaced Aurarians organization in the 1980s and have held occasional reunions on campus.

Also in 1969 Frederick Thieme became the president of CU. A controversial figure, Thieme was destined to oversee the tumultuous transition to an independent Denver campus—and to be forced from his post prematurely.



The Denver Center ca. 1969[18]

Independence Days

The early 1970s were a time of tight budgets for the CU system, as appropriations did not meet the university's expectations.[19] For Denver the regents cooperated in planning CU's future role on the Auraria campus. In 1970 they defined the Denver Center's role:[20]

> *A downtown University branch offering programs of instruction, research and public service…. Emphasis is being given to upper division and graduate work; the undergraduate programs are oriented to those students who plan to undertake graduate work or post-baccalaureate professional study. For the foreseeable future, graduate programs will continue to be developed cooperatively between the Denver Center and the Boulder Campus and between the Denver Center and the Medical Center…. The primary role of the Denver Center in the proposed Auraria Higher Education Center will be to provide graduate and professional education.*[21]

Consequently, Denver Center enrollment growth around this time was mainly at the graduate level. In 1970 the General Assembly authorized almost $2 million to purchase land for the Auraria Higher Education Complex (followed by another $40 million for construction in 1972). Senator Joe Shoemaker, chairman of the Joint Budget Committee, pushed the Auraria bill through despite considerable opposition. The opposition was based largely on the bill's origins in the Joint Budget Committee rather than the Senate Education Committee, concerns about depriving other colleges of construction funds, and the choice of the Auraria site. Initially supportive, CU's leadership soon came to oppose the creation of the Auraria campus as well, fearing that Auraria would reduce CU's influence in Denver.

Also in 1970 the North Central Association of College and Secondary Schools placed the Denver Center (and CU's Colorado Springs campus) on academic probation, mainly because of inadequate resources, particularly library and lab facilities. North Central also criticized the Denver Center's dependence on CU Boulder and recommended more autonomy for the Denver faculty and programs. Thus, according to Allen and colleagues, "At the opening of a new decade, the University was told by outside experts that it needed more direction and more resources."[22] Many former Denver faculty members recall the lack of resources. "The regents never really cared about the Denver campus," says Jim Wolf. "We had no physical presence. We had a building and a car barn." Jack Smith's recollections on page 42 vividly recall the privations of the Denver Center years.

Despite putting them on probation, North Central accredited both the Denver and Colorado Springs campuses as "operationally separate" at the bachelor's degree level. The regents supported a resolution to work with CCHE and the General Assembly to develop programs and work for greater autonomy for the Denver and Colorado Springs campuses. In 1971 the regents authorized a College of Undergraduate Studies (renamed the College of Liberal Arts and Sciences or CLAS in 1975) at the Denver Center to "serve the higher educational needs of qualified university students" and achieve more "operational autonomy."[23] The college had a dean (Herbert Eldridge was the first) and three divisions: Arts and Humanities, Natural and Physical Sciences (including mathematics), and Social Sciences. When North Central removed the accreditation probation in 1972, it reported being "much impressed with the considerable progress that has been made in the past two years," lauding the achievement as "remarkable."[24]

Still, the CCHE and other state agencies worried about duplication between the Denver Center and Metro State, which also had arts and sciences degree programs.

In February 1972 the presidents of CU (Thieme), Metro State (James Palmer), and CCD (Leland Luchsinger) attempted to clarify each institution's role in Denver higher education. Their plan—which was not initially made public—gave the Denver Center primarily graduate and pre-professional programs, Metro State the major bachelor's degree programs, and CCD the occupational programs. Duplicate lower-division courses at the Denver Center would be phased out.

Herbert Eldridge

Before the plan could be implemented, the Denver Center gained independence. The General Assembly referred a constitutional amendment to the November 1972 ballot providing for CU campuses in Denver and Colorado Springs. Many opposed the amendment, which did much more than authorize the new campuses. It primarily eliminated CU's constitutional autonomy, placing power instead in the hands of the legislature. In a letter to the editor, CU Boulder physics professor Al Bartlett argued, "The authority of the Regents has been seriously eroded in recent years, and the passage of Ballot Question No. 4 would complete the erosion. It would reduce the Regents to a position in which they governed at the pleasure of the General Assembly, which could then interfere with any aspect of the regents' governance at any time…. To strip the Regents of their ultimate authority, as Question No. 4 proposes to do, is a tragic error."[25] Former CU Boulder English professor J.D.A. Ogilvy similarly criticized the amendment, arguing that it "abandons the autonomy of the regents wisely provided by the present constitution and opens the door to the attempt to run the University by legislation."[26]

Many others, however, supported the amendment, including university alumni groups, the Colorado Chamber of Commerce, and Denver newspapers. In addition to establishing the Denver and Colorado Springs campuses, purported benefits to

CU of the amendment included increasing the number of CU regents from six to nine, removing the CU president's duty to cast a tie-breaking vote in the event of a tie among the regents, and obtaining the right to create other branch campuses as necessary. President Thieme ended up supporting the amendment. Later he stated, "I don't know of anything I agonized more over than whether to support Amendment No. 4 or not. It was a bargain. It was a horse trade. Whether we got more out of it than we lost was a matter that only time could tell…. The spirit of the times was more and more state control."[27] Regardless of Thieme's agonizing, Wolf remembers him promoting the amendment vigorously to the faculty, suggesting that the university's Denver presence would not be legitimate without being in the constitution. "He put the fear of God in us," says Wolf. The amendment passed in November 1972 by a narrow margin.

Early Campus Life

Around the time of independence, the Denver campus still centered on the Tramway Building, and many who worked there during this period remember the iconic structure with affection and wry humor. Jim Wolf remembers teaching on the old car barn's bottom floor—with its lack of windows and constant ventilation drone—as "the closest you could be to teaching in a submarine." On a similarly nautical theme, Bob Graham recalls water pouring into classrooms from 13th Street during rain storms. "We had to put a berm up to keep the water out," he says. Mark Foster, who joined the History Department in 1972, discovered an ironic connection between the building and his research: "Since my doctoral dissertation included an analysis of the rise and fall of Los Angeles' mass transit rail system, I felt an immediate sense of connection since many of my classes were in rooms that had hosted trolley cars." The Tramway Building's design had one particularly uplifting aspect: because it was more handicap accessible than many buildings at the time, it accommodated a population of students not served by some other institutions.

The old student registration process was another particularly memorable part of the Tramway Building's legacy. "Registration was a real event," says retired CU Denver geology professor Wes LeMasurier. "The students would line up outside the main entrance on Arapahoe Street, across from where the performing arts complex parking garage is now. The line stretched way down Arapahoe. The students came into a big open area in the Tramway Building, where each department had a table, and took cards from the tables to sign up for the classes they wanted." This process struck Dan Fallon as well. "It was astonishing," he says. "Faculty hawked their classes. Student names went onto the cards, and the cards went to [administrative assistant] Shirley Konkel and others, who counted students and told faculty about how their classes were filling up. Students couldn't know if their classes would make it until the cards were counted. It was charming, like something out of the nineteenth century."

With its young bureaucracy still developing, "Tramway Tech" ran largely on informal systems. "[Math instructor] Chuck Sherrill once left a pile of quarter-inch chalk pieces on [associate dean of engineering] Martin Moody's desk with a note saying that this was all he had to teach with and would the university please buy more chalk," recalls retired assistant to the CLAS dean Sheryl Bain. On another occasion lab storekeeper Mike Milash needed paper towels and other supplies. "Mike didn't know that Joe Keen had become the vice president," says Bain. "He gave his list to Keen, who said that would be fine and got the supplies ordered."

A few blocks from the Tramway Building, the nondescript Insurance Building (which, according to Wolf, had been condemned) housed the Division of Social Sciences and the College of Environmental Design for a time. "There was a pawn broker on the first floor, who was probably a fence, and the elevator didn't always work," Wolf recalls. Foster remembers the bonds among the 20 faculty members from five social-science disciplines housed on one floor of the Insurance Building. He shared an office with philosophy professor Glenn Webster. "There was definitely a feeling of camaraderie, a sense of being a small band of brothers embarked on an exciting experiment in a new urban university," he says. "When we moved to Auraria later we began to feel like we had a 'real' campus, but that intimacy of frequent contact with other faculty and administrators seemed lost."

Early student registration line

Students outside Tramway Building 1964

Other former professors recall a similar feeling of camaraderie in the early years. "Because we all taught in one building, you got to know everybody," says Wolf. "We ate at Woolworth's. The Frontier Hotel's bar was the faculty and student club. That made CU Denver special. We lost that when we moved to Auraria and the departments split up." Suzie Helburn, who joined the economics faculty in 1971, emphasizes the importance of a common cause in building camaraderie. "Because we had to fight for existence, we acted as a cohesive whole," she says. "We looked out after each other. Most academics are competitive. We weren't for the first five years or so. That was a major thing I liked about the place." The closeness also produced creative class offerings, such as the course Man and Changing Society taught in the Tramway Building's auditorium. "It was a multidisciplinary look at humans, with Janet Moone from anthropology, Suzie Helburn from economics, Mike Cummings from political science, Dick Anderson from sociology, and me from history," says Wolf. "It was really fun. We could do things like that because of the division structure."

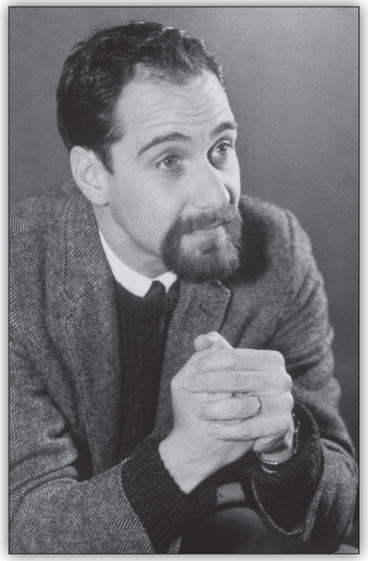
The closeness was somewhat offset by the dispersed living arrangements of the Denver faculty, many of whom lived in Boulder. Among other reasons, living in Boulder made sense because it housed the university's research libraries for most disciplines. "A lot of people didn't come back to the Denver campus at night for lectures and things like that," says Wolf. Many CU Denver faculty members, however, formed a community of sorts during decades of shared bus rides from Boulder to Denver and back.

For students, the camaraderie in Denver was different than what could be found on residential campuses like Boulder's, but it had its unique charms. Diane Messamore, a math student from 1970 to 1973, remembers the Frontier Hotel's bar as a focal point. She even attended most of her topology classes there. "It was wild west, dingy and dark with a big wooden bar—saloonish," she says. "It was definitely not a brew pub. LoDo was nowhere around in those days. We would group around a table, and there was very little education going on. That's why I don't know much about topology today! But you can't beat 25-cent beers." Outside of class, Messamore remembers little camaraderie among students because so many, including her, worked and had other responsibilities. "Everyone did their schoolwork and went home," she says. Mary Gearhart (at the time Mary Foote), who attended CU Denver in the mid and late 1970s, agrees that building student camaraderie on a non-residential campus was difficult. She remembers, however, how student groups and professional networking activities created a close-knit group among her and her fellow engineering students. "The opportunities we had, thanks largely to [engineering dean] Paul Bartlett, developed strong lifelong bonds even though we were not on a residential campus," she says.

The University's First Steps

When the constitutional amendment became effective in 1973, the University of Colorado at Denver (also called CU Denver or UCD) was born.[28] Each campus in the CU system—Boulder, Denver, Colorado Springs, and the Medical Center—by 1974 would be overseen by its own chancellor, and the CU president oversaw all campuses. The search for a new Denver campus vice president inspired a creative dialog about CU Denver's future and leadership. "By the end of the 1972–1973 year the faculty, staff, and students of UCD had a spirit of independence, strength, unity, and purpose never felt before," according to an official document.[29] After the spring 1973 term, about 150 CU Denver faculty members, staff, students, and other university stakeholders convened at a three-day conference called Centering on the Seventies, which was sponsored by the Faculty Assembly.[30] The resulting statement on CU Denver goals, roles, and structures formed the basis of the university's first Master Plan, released in 1975 (see page 40). Harold Haak became CU Denver vice president in 1973 and then the first CU Denver chancellor in 1974. "Harold Haak was the first CU Denver administrator to really fight for the institution," says Wolf. "Not until we had his leadership did it seem like the Denver campus could survive."

The transition to an independent campus was not all smooth sailing, however. For one thing, the previously unified Denver and Boulder academic departments began

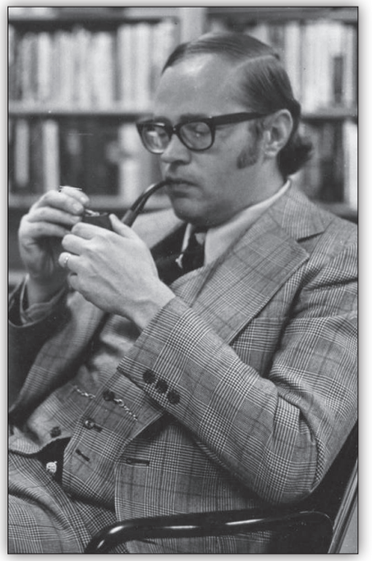


Jim Wolf

breaking up, and CU Denver struggled to provide the faculty depth needed for its programs. The CU Denver physics faculty merged with its Metro State counterpart to offer a single joint program, but it was the only academic program to do so (see "The Physics Model" on page 95). Wolf remembers Thieme calling a meeting in 1973 to tell the faculty that Denver and Boulder were now separate. Wolf asked Thieme, "I'm an African historian, and all the African Studies faculty are in Boulder, so what should I do?" To which Thieme replied, "Go to the University of Indiana." Wolf still laughs at the memory. "That made me a hero with the faculty," he says. Retired English professor Dick Dillon recalls that CU Denver's science departments continued to need the Boulder campus facilities for their lab research, which split their allegiances between the two universities. "The English Department didn't have these needs," he says. "So we could express our feelings about Boulder more openly."

In addition, money at the new university was in short supply. "The budget was always a problem," says retired English professor Rex Burns. "Boulder always thought too much money was going to Denver. Denver always felt it wasn't getting enough money. Funding was based on full-time-equivalent students, which handicapped CU Denver because few of our students were full time." Wolf agrees: "Money didn't follow separation from Boulder," he says.

Thieme's 1972 agreement with Metro State and CCD to phase out the university's lower-division courses stirred up controversy as well. In fact CU Denver opposition to that plan helped prompt the CU Faculty Senate's 1973 vote of no confidence in Thieme. Rex Burns was chair of CU Denver's Faculty Assembly during this time. He remembers Thieme holding a faculty meeting at an auditorium on the Boulder campus. During the meeting Burns stood up and revealed the existence of the agreement to eliminate CU Denver's lower-division courses. The agreement had not been public knowledge, but Burns had obtained a copy from a contact within CU Denver's administration. Burns also remembers having an official document stating that CU Denver could enroll 500 freshmen each year.[31] "I asked Thieme to reconcile the two things, the one getting rid of lower-division courses and the other stating that CU Denver would enroll freshmen," says Burns. "Thieme didn't answer, so I asked him again. He just stood there. After he didn't answer for the third time, I turned to the audience, who started shouting, 'Vote! Vote!' Calling for a no-confidence vote. I challenged him at that meeting, but what did I have to lose? That was a seismic rumble. The no-confidence vote happened shortly after."



Harold Haak

CU Denver faculty called for an all-faculty Senate meeting to clarify the role of and gain support for Denver's liberal arts and sciences programs. After the related motion passed, the Thieme no-confidence motion was put forward and passed. "We had one hell of a battle, fighting the president and the regents," says Wolf, who also served a term as Faculty Assembly chair. Wolf and Burns agree that CU Denver could not have survived without lower-division courses.

Thieme's complex troubles, however, extended beyond the Denver campus. Additional complaints against him included poor communication between faculty and administration, lack of faculty power over governance, poor administrative planning, undermining of the relationship between the faculty and regents, and poor handling of academic and administrative matters at the Medical Center and in arts and sciences. During this same period, the CU Staff Council also voted no confidence in Thieme, mainly over state job reclassification issues. A graduate student poll and a separate Dental School vote indicated no confidence as well. Various controversies—from student unrest, to the loss of Medical School funding, to the antiwar-inspired debate over awarding credit for CU's ROTC—plagued Thieme's tenure. In the view of Allen and colleagues, not all the bad feelings toward Thieme sprung from issues within his control:

> *The uncertainty of the faculty on the Denver campus over Auraria planning merged with faculty criticism of the Thieme administration on the Boulder and medical campuses and resulted in April 1973 in a vote of no confidence in the*

president by faculty, staff, and students. Among the more important causes of the vote were the pressing of the legislature for more accountability for the use of funds, extremely tight budgets from 1971 to 1973, and a decline in federal funds. All of these matters restricted the flexibility of the administration and often put it in almost impossible situations.[32]

Despite the widespread lack of confidence in Thieme, the regents voted four to two at their next board meeting to support him. The reprieve was short lived, however. Many of the abovementioned issues persisted through the rest of 1973 and into 1974. Even the football team's poor 1973 performance brought criticism on Thieme. In April 1974 the new nine-member board of regents voted seven to two to dismiss him. They then appointed Roland Rautenstraus as interim CU president.

Also in 1973 the regents, persuaded in part by the Denver faculty, affirmed their support for continued CU Denver undergraduate programs in arts, sciences, and the professions as well as graduate programs. As Wolf remembers it, that vote looked likely to split along party lines and result in CU Denver losing its undergraduate programs; there were three Democratic and three Republican regents, and the CU president (still Thieme in 1973) would break a tie. However, Republican regent Dale Atkins ended up supporting CU Denver's undergraduate programs. "If they want it so much, let them have it," Wolf remembers Atkins saying. Thus the regents rejected the 1972 academic allocation plan developed by the CU, Metro State, and CCD presidents. CU Denver kept its undergraduate programs intact, and at different times over the next few years each program separated from its Boulder counterpart. Most CU Denver and CU Boulder graduate programs, however, stayed combined for many years.

In October 1973 the official Auraria groundbreaking ceremony took place. In 1974 the General Assembly established the Auraria Higher Education Center (AHEC) Board of Directors as campus landlord and specified the responsibilities of each of the three educational institutions: for example, CU Denver was tasked with managing the library, Metro State with athletics and the bookstore, and CCD with the media center. AHEC was responsible for operational aspects such as the land, buildings, parking, and security. "It was an unmanageable system," says Wolf. "The logical resolution was a unified institution, but it would never have gained legislative approval because of the opposition of the state's other higher-education institutions."

During this time CU's faculty flirted with, but ultimately failed to establish, collective bargaining. Financial support for higher education, nationwide and in Colorado, had declined with a weakening economy in the 1970s, creating tension between university faculties and administrations over pay and job security. Within this context, the CU faculty voted in 1974 to establish collective bargaining. The arts and sciences faculties at the Denver and Colorado Springs campuses, who were generally younger and lower paid than those at Boulder, were particularly supportive of unionization. "At CU Denver we needed a union because we had very little power as faculty members," says Suzie Helburn, who in 1974 was a CU Denver economics professor—specializing in labor economics—and member of the American Federation of Teachers (AFT). An election to select a union agent was held in 1975. The faculty chose between the AFT, the American Association of University Professors (AAUP), and a no-agent option that would effectively nullify unionization. Although more than 60 percent of the faculty chose an agent on the final ballot, the votes were split between the AFT and AAUP, and the no-agent option received the largest share with only 39 percent of the votes. The election encompassed the entire CU faculty. Had the votes from the Denver and Colorado Springs arts and sciences faculties been counted separately, these units would have chosen the AFT. There remains no CU union to this day.

In 1975 the regents approved programs that allowed CU Denver to pursue the urban mission laid out in its Master Plan: establishment of the Institute for Advanced Urban Studies, a bachelor's degree in urban affairs, and a joint program in engineering and natural and physical sciences culminating in a master's degree in environmental sciences. The urban affairs and environmental sciences programs were the first of their kind in Colorado. Also in 1975 the new Alumni and Friends of the University of Colorado at Denver held its first annual meeting.

Solving the Auraria Enigma

In January 1977 CU Denver students joined students from Metro State and CCD on the Auraria campus. That year also witnessed the first ever CU Denver commencement in Denver, May 21, 1977, in the Auraria Library. The campus was very different than it is today. According to historian Rosemary Fetter, Auraria was an "asphalt maze in 1977, with two major thoroughfares, Larimer and Lawrence Streets, funneling 34,000

cars a day through the campus core."[33] Conditions indoors were far from ideal as well. An order from Governor John Vanderhoof during the 1973 energy crisis meant air conditioning was not included in many Auraria buildings at first, including the library, where temperatures could rise above 100 degrees and threaten archival films. In other buildings, lab animals died and chemicals exploded from the heat. It was not until the 1980s that the air conditioning capabilities of the campus were adequate. Any changes to the Auraria facilities had to go through AHEC administrators, which added bureaucratic layers to even the smallest projects. "Auraria was a strange model," says Burns. "There were lots of administrative problems." Fallon remembers wanting to paint the walls of his office in the Tramway Building. "It turned out I couldn't unless I chose from a limited palette of colors approved by AHEC," he says.

Besides working out the operational kinks of the new campus, college personnel and policy makers struggled to cope with the very concept of Auraria. The presence of three higher-education institutions with seemingly overlapping missions and clientele, along with a fourth entity—the AHEC Board of Directors—in charge of the campus, proved mystifying and sometimes frightening. "Auraria was a very complicated animal that nobody understood, so you had dreams and visions that you didn't know how to pursue," says Fallon, who became CLAS dean in 1976.

> *The idea that there could be complete integration at Auraria with Metro, CCD, and CU Denver was extremely scary to academic policy thinkers on the established campuses, such as CU and Colorado State University, who feared the rise of a significant resource competitor on the doorstep of the State Capitol. CU Boulder was nervous that support for us would undercut their vision of what for years Boulder had been, with considerable success, striving to become on behalf of the citizens of Colorado. Naturally, many faculty and staff committed to CU Denver never felt supported by the CU administration. There was a widespread feeling at CU Denver that we had to rely on partners who were not reliable. At the same time I felt that I understood Boulder's strategic dilemma and that my primary responsibility was to CU, of which CU Denver was an integral part. We just had to muddle through the whole process. From my perspective, part of the solution to the CU Denver–CU Boulder tension was to focus on the concept of CU, and that led me to work toward strengthening what was then the university-wide graduate faculty and to*

develop joint programs with the School of Medicine. I was pleased that we could produce several joint appointments between CLAS and the School of Medicine and that we were instrumental in developing, first, a humanities in medicine curriculum, and then a medical ethics program at the School of Medicine.

Although the Auraria campus has proven to be highly cost efficient, state policymakers at the outset perceived fat that could be trimmed to the benefit of taxpayers. Statewide higher-education enrollment, already declining, was predicted to decline further, and the state was looking to streamline. Merging the two seemingly most similar institutions—CU Denver and Metro State, which were deemed to have 38 duplicative academic programs (19 at each institution)—was the most obvious target. Thus began a long struggle to define the conditions of existence for both young institutions.

The battle lines blurred and shifted. In September 1978 CU Denver Chancellor Haak, at a meeting of the Legislative Committee on Higher Education, proposed merging CU Denver and Metro State under the CU system. "Within the university, MSC's [Metro State's] unique contributions, and its identity, could be maintained as a separate college, and duplicative programs at UCD and MSC would gain added viability and strength by a combination of resources," Haak said.[34] The CU Denver faculty, CU regents, and the AHEC Board supported the proposal. Metro State's administration and the Trustees of the Consortium of State Colleges, Metro State's governing board, opposed the merger. Also, Wolf remembers, "Metro faculty and students opposed it vehemently. They didn't want to be second-class citizens." The CCHE ultimately supported the merger, although it had initially recommended consolidating, eliminating, or jointly operating duplicative programs and consolidating support services (resulting in an end to the AHEC Board) between the two institutions rather than merging. The CU Denver and Metro State physics and physical education programs were already operating jointly and were held up as examples of how such an arrangement could work. In March 1979 Haak revised his proposal, suggesting that the two institutions share a single administrative head and a single budget, while the CU regents continue to set academic policies at CU Denver, and the Trustees of the Consortium of State Colleges continue to set academic policies at Metro State. This arrangement was similar to the one employed by Indiana and Purdue Universities in their administration of Indiana University–Purdue University Indianapolis (IUPUI).

"One of the most controversial things was the interchangeability of classes taught at Metro and those taught at CU Denver," says Fallon.

To a state legislator, a claim that there is an institutionally qualitative difference between classes with the same title, same course number, and similar syllabi can't be tolerated. Biology 101 is Biology 101 no matter what. The public policy people wanted to reduce duplication and create efficiency. Then there were people, symbolized most prominently by Arnie Weber [who became CU president in 1980], who saw interchangeability as the greatest sin that could be committed by any mortal soul. You would be sent to perdition unless there was a firewall of unimpeachably high standards for CU. During this period decision makers ate up incredible amounts of time trying to resolve this conflict.

In 1979 the General Assembly began taking the matter into its hands. The Joint Budget Committee recommended transferring all duplicative freshman and sophomore programs from CU Denver to Metro State in the 1979–1980 fiscal year, possibly followed by the transfer of all remaining duplicative undergraduate programs to Metro during 1980–1981. This would have slashed about two thirds of CU Denver's enrollment, with corresponding staff and faculty cuts.

CU Denver faculty, students, and alumni launched a "Save UCD" campaign to protest the proposed cuts. In addition to urging friends of CU Denver to voice their concerns to policy makers, the campaign included a series of "teach-ins" organized by the student government and a climactic protest march. "I got a call from Chancellor Haak saying he expected me to lead the faculty and students in a march to the Capitol to demand a new budget," says Fallon. "I remember thinking, 'Where in my job description is leading a political rally?'" On a sunny Friday morning, March 9, about 1,000 protesters gathered on the Auraria campus and marched to the west side of the Capitol. They carried signs and shouted slogans like "Education is our right! JBC don't be so tight!"[35]

Former engineering student Mary Gearhart remembers the march. "It was a wintry day, and I had on blue and yellow moon boots," she says. "We chanted, 'Save UCD! Save UCD!' The president of the Associated Engineering Students, who was on the Student Council for all of UCD, gave a bullhorn speech about why we had to save the university. To us it was very meaningful because we didn't want to be part of the Metro system. We wanted to be part of CU." An informal survey in March 1979 suggested this opinion

was widespread; according to CU Denver political science professor Stephen Thomas, only seven of about 190 CU Denver students polled said they would transfer to Metro State if undergraduate programs at CU Denver were terminated.

The protesters listened to speakers for about 11 hours. Political science professor Michael Cummings remembers giving a fiery speech on the occasion. Several legislators encouraged the demonstrators, but Governor Richard Lamm was stern. Lamm spoke briefly to the entire assembly and then met with about 20 administrators, faculty members, and students—including Haak and Fallon—for 45 minutes in his office. Lamm warned, "We've got to cut. We've got more higher education than we can afford."[36] Haak argued that the proposed cuts would destroy Denver's only state university and that CU Denver should decide how cuts to its budget are implemented. He also noted that CU Denver and Metro State were already working together to resolve duplication issues.

In April 1979 Republican State Senator Hugh Fowler (who later became a CU regent) introduced an omnibus higher-education bill that, among other overhauls, would merge CU Denver and Metro State into the Metropolitan University of Colorado under a separate, autonomous board of trustees.[37] The bill passed the Senate Education Committee, but, under heavy pressure from Colorado's higher-education community, its sweeping proposals—including the CU Denver–Metro State merger—were eliminated in an amendment approved by the full Senate. There was no merger, and CU Denver kept its undergraduate programs intact. To address duplication, CU Denver and Metro State negotiated an interchangeable "common pool of courses" that students could take at either school.

That was not the last of the merger proposals, however. The idea resurfaced repeatedly in the ensuing decades. "Merger with Metro was always a specter in the closet," says Wolf. "At some times it seemed desirable, at other times anathema. Our professional schools really hated the idea. Most arts and sciences departments thought they could live with it under CU Denver authority." Dick Dillon supported the idea of merging with Metro State in the mid-1980s. "That would have been best for higher education in Denver," he says. "I wanted this campus to be in control of our own destiny. I wanted Boulder off our backs." He remembers the disagreements over this issue as a "civil war" among CU Denver's faculty. Rex Burns was one of those who fought the merger proposals. "I wanted to maintain ties with Boulder and maintain our academic standards," he says. Anthropology professor Jack Smith did not want a merger that would enlarge CU Denver or detract from its distinctiveness. "Merging to become a bigger institution didn't have any appeal," he says. Like Burns and many other CU Denver faculty members, Smith also had strong ties to CU Boulder and Boulder itself. "Our department was semi-autonomous, and I had good friends in the Boulder department," he says. "Also, my father had been a groundskeeper at CU Boulder. I lived in Boulder, got my undergraduate degree there, taught there."

To some, the Metro State merger idea did not fully end until CU Denver's 2004 merger with the CU Health Sciences Center (now the CU Anschutz Medical Campus). "Merger with Metro was always a threat until the merger with Anschutz," says Wolf. "That saved us." Dillon agrees. Drawing on his knowledge of ancient drama, he calls the Health Sciences merger a *deus ex machina*[38]—a sudden plot twist that unexpectedly solves a seemingly unsolvable problem. "It ended the possibility of merging with Metro and gave CU Denver strength to stand on its own," he says.

Today this strong, stand-alone university is far from the institution that took its first shaky steps in 1973. It is bigger, better equipped, more confident, and more professional. Its students are younger and more traditional. In standing on its own, however, today's CU Denver also stands upon a century of history. Since 1912 countless students have prized the opportunity for excellent, public higher education—accessible to working people—in the heart of Denver. Exactly how that education should be provided has provoked much controversy over the years, especially since the 1950s when Denver's educational demands swelled. Fortunately, numerous champions have seen the university through good times and bad. These include the faculty, staff, and administrators who midwifed the Denver Center and CU Denver in the 1960s and 1970s. They did not agree on everything, but they did agree on the value of the campus and its students. They navigated a byzantine academic environment contorted by politics and the competing interests of numerous stakeholders. They devoted large swaths of their careers to creating a new institution and shoring up its foundations. Sometimes they won, sometimes they lost, but always they kept striving and building. Whatever CU Denver is today, it owes much to their abilities, perseverance, and dedication.

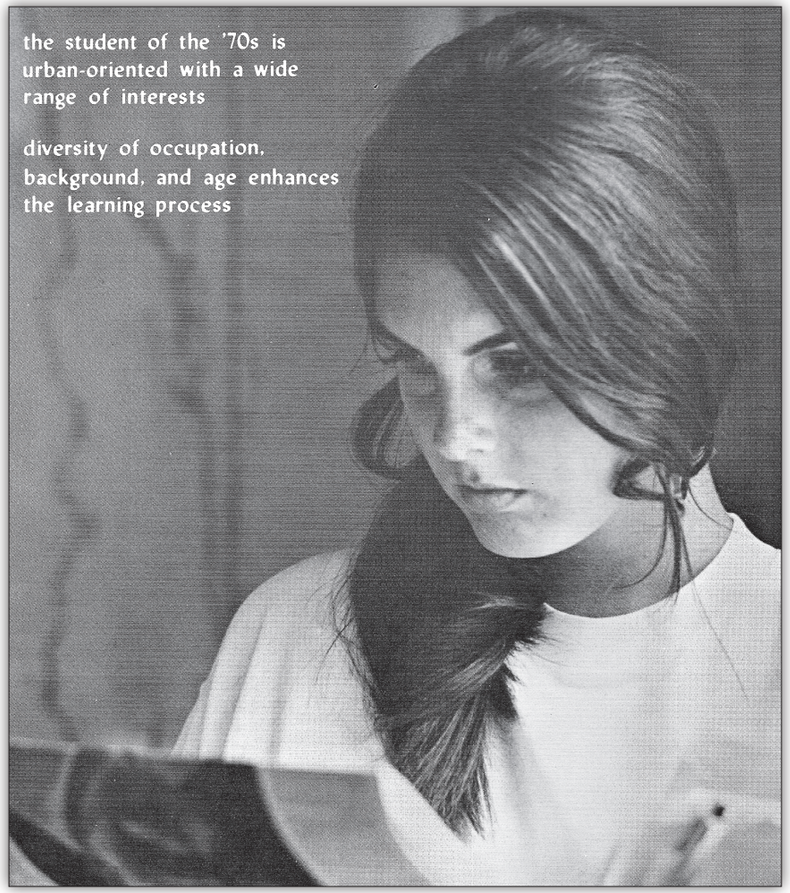
Snapshot 1973[39]

- The Denver Campus is the urban branch of the University of Colorado. It is located in the heart of downtown Denver at 14th and Arapahoe streets.
- The Denver Campus offers undergraduate degree programs in some 50 different fields and graduate and professional degree programs in Business, Education, Engineering, and Environmental Design, in addition to academic disciplines in the liberal arts.

Students	
Enrollment each fall/spring semester	~7,000
Enrollment in summer	~4,000
Place of residence	Colorado 100%*
Graduate students	30%
Undergraduate students	70%
Men	57%
Women	43%
Average age	27 years
Entering freshmen 22 years or older	80%
Students employed full time	70%
Married students	55%
Faculty	
Full time	145
Part time and honorarium	150
Graduate teaching assistants	51
Total	**346**

*99% from five-county Denver metro area.

- The Denver Campus is the only college or university in the metropolitan area where students can pursue degree programs in the evening or on a part-time basis.
- Many of the degree programs are directly related to urban problem-solving, and many faculty, professional staff, and students are actively involved in local government and community activities.
- The Denver Campus has taken an active leadership role in developing cooperative educational efforts with Metropolitan State College and the Community College of Denver toward realization of the Auraria Higher Education Complex.
- Through the Division of Continuing Education, area residents have many opportunities for study in a variety of non-credit courses.



Page from a 1970s CU Denver brochure

> *I once overheard a group of students leaving the Tramway Building. One said, "I didn't get my money's worth out of that class, and I'm going to complain about it." It warmed my heart to hear that attitude from a student—and I vowed to myself never to waste these students' time or money.*
>
> **Rex Burns**
> Professor of English
> CU Denver 1968–1999

Roles and Goals 1974

> The following summary statement of roles and goals appeared in CU Denver's first *Master Plan*.[40] The *Master Plan* also covered the university's history and organization, the Denver metropolitan environment, the characteristics of CU Denver students, and the university's program plan.

The University of Colorado at Denver is an urban university offering life-long learning, research opportunities, and public service to the metropolitan Denver community. The location of UCD has these advantages:

(1) it is urban centered—with opportunities for exploration of urban cultural and social problems, and

(2) the student body is predominantly composed of citizen students, highly motivated to achieve educational advancement.

In both the traditional and nontraditional areas of education, the Denver Campus serves the career-oriented degree student and the life-long learner who may not organize studies around a degree plan.

The degree student will be admitted to an arts and sciences program, a professional program or a graduate program, depending on interests and qualifications. The non-degree student may be admitted, with approval, to courses in the arts and sciences and professional schools, as well as to courses offered by the Division of Continuing Education.

The University of Colorado at Denver espouses a philosophy of career development that emphasizes the education of the whole person and seeks to bridge the dichotomy between the arts and sciences and the professions.

In relationships with other Auraria-related institutions, the University of Colorado at Denver will underscore the advantages of separate institutions offering undergraduate programs within Auraria. Such an arrangement provides for more manageable academic units, promotes experimentation and innovation, fosters closer student-faculty relationships and permits accommodation within Auraria of students with a broad range of needs and interests.

The University of Colorado at Denver will encourage a viable and strong research program in accordance with its status as a University campus emphasizing graduate and upper-division level programs.

Community service is intimately connected with the teaching and research components of UCD's role. Service to the community consists in the sharing of the University's resources with all members of the community with those problems the campus is equipped to deal in creating a more livable and productive environment.

“A Self-Contained, Poverty-Stricken, Two-Bit Operation”

Reflections on Love and Privation at the Denver Center[41]

To: *Faculty and Staff of the Division of Social Sciences*
From: *Jack Smith*
Subject: Some Odds and Ends – I (there may be more)
Date: 3:00 A.M. – Feb. 23, 1977

Some of you would be quite amazed if we were to back up through time to January of 1965 when I came into the old Tower to teach my first courses in anthropology. Not only the building would be hard to recognize, but the entire neighborhood would be entirely different. The closest thing I have seen to how it used to be was one day in New York City when I passed by Cooper Union on my way to a pilgrimage to McSorley’s Old Ale House. Cooper Union is an ancient 19th century building set in a poor neighborhood where a lot of indigents, pensioners, and a few bohemian types eke out a life below the more posh sections of the city. We were much the same here at what had originally been the offices and car barn of the old Denver Tramway Co. The main entrance of today on Arapahoe was then a big doorway with a sliding overhead door where you could drive in. What is now the main lobby and main floor classrooms was a garage where the streetcars used to come in, and the steel streetcar tracks were still visible in the street coming into the garage. Here we used to park (can you imagine indoor parking right here in the building?) and had the luxury on cold and snowy winter nights of having a warm dry car to drive home in after teaching. I did the night shift that first (Spring 1965) semester, and through the following academic year, and felt this to be an incredible luxury, which it was.

> *We didn’t have a god-damn thing except a lot of good students and the time to teach them the best way we could.*

Down in the basement below the garage, down a narrow concrete stairway, was the art department tucked away behind the boilers, pipes, etc. All of the classrooms we had were in what is now the tower, and we used to stuff some of those small rooms full of students to the point where we were practically backed to the wall. We had to compete then, as now, with the buses, fire engines, etc., except in our greater proximity to the street, we had to either shout or wait until the noise subsided. And we had a hodge-podge of students; in those times it was a pretty open place. Few departments (if you could call them that) could muster enough faculty and courses to give a degree, and normally students seeking degrees had to put in some time on the Boulder campus in order to make it. Many people came here because they wanted simply to learn; they worked full time or were raising families and just wanted to enhance their lives and keep their minds active. (It seems like this no longer is regarded as very important as such people are now largely shunted away to Continuing Education or to other institutions.) But then they composed a significant number of our students, and they provided a vital and diversified group—responsive, interested, and a real challenge (you had to give them the straight dope or they let you know about it). An even greater mixture of ages and occupation than that which still vitalizes our student body.

Our only big classroom was the Auditorium, which is one of the few things here that has not changed much—it was still an impossible place to try to teach in, but it was all we had. We had a library then—located in one large room on the sixth floor. They didn’t have much, but we struggled along with it; it was also the source of the two movie projectors and a couple of slide projectors and overhead projectors which were our audio-visual resources, and you had to go get your projector, somehow get it to the appropriate floor, and somehow get it to operate. The auditorium had its own movie projector—an old hand-fed Air Force reject from World War II which worked some of the time. We also had a bookstore—located where the cafeteria later was established on the first floor just inside the 14th Street entrance. We were a pretty self-contained, poverty-stricken, two-bit operation. But those of us who worked here then (at least those of us who still survive here) loved the place and found it not so much a frustration as a challenge.

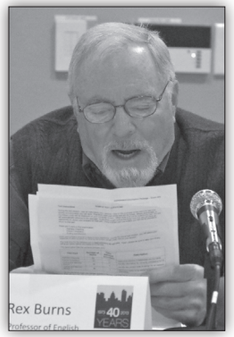
We didn’t have a god-damn thing except a lot of good students and the time to teach them the best way we could. And we taught them in the cramped quarters, compensated as best we could for the poor library resources, held endless after-hours seminars across the street (where the Performing Arts construction is going on) at the bar and grill of the old Frontier Hotel. The Frontier was our rallying point and our salvation. You could dash across the street and through the parking

lot to the back door and in for a fast beer or a hamburger before class, and after you were finished, especially the night shift, you could sit down with students, the secretaries, the guys who managed the garage, and yes, even some of the administrators, and just relax. There was little sense of differentiation between faculty, staff and administration. We all worked here doing our various jobs, and after work at the Frontier bar we were all just a common group. There is still some of that feeling here, but we have lost a lot as we have become more and more "respectable" (a relative term, to be sure).

Much of that feeling probably stemmed from our common sharing of poverty surroundings. For we were right on the edge, if not really well within the old Skid Row, of downtown Denver. Before Urban Renewal got hold of this part of town and turned it into the wasteland of high finance, affluence, and bourgeois decadence that it is today, it was a very alive, exciting, and in so many ways a very appealing part of the city—and we fit right in. You could sometimes find denizens of the hard core area farther down Larimer in the student lounge (inside the 14th St. entrance), where they would come in on cold winter nights to get warm and enlighten whatever students they could corner as to the true nature of the political, economic, world, or universal situation. They added a bit of color although they were not always well-received. There was the Tamale Man who used to park his push cart also outside the 14th St. entrance; we had many fast suppers out of his cart when we barely had time between classes for a fast snack. Those tamales sure beat the machine indigestibles of subsequent years; and you could always have a bit of a chat with the Tamale Man about the weather or the state of the union. He went, of course, along with the rest of the inhabitants when the City of Denver decided to renew the place (which meant destroying every building for blocks around and driving out every inhabitant).[42]

We watched as building by building they destroyed a natural environment—our natural environment—and the strange symbiosis we had within it. One of the first to go was Mary's Bar and Grill—located on the far corner of Larimer and 14th St.—now a parking lot for Laffite's; probably the crummiest place around, but picturesque and never dull. Later the old J and B Buffet, on the corner of 15th and Lawrence where you could get two beers for a quarter and a bowl of the hottest green chili this side of the border. Up the street, a half block from the J and B, was the Loop Restaurant (survivor of the old tramway days—good food at a price that students and poorer faculty could afford). Down the block and across the alley from the J and B was Saliman's. Saliman's was a true survival of the really old Denver days. You could sit in their ancient high-backed booths eating good sandwiches or hot lunches from the old steam table and drinking beer from the ancient bar, served by a crew of bartenders and waiters who often looked as old as the building. The irony of sitting there looking across to the creation of Larimer Square where the affluent were being provided with a carefully sterilized and fake version of "old Denver" while you sat there in Saliman's amidst the real old Denver, wondering how soon Urban Renewal would get to that (and they did, finally, of course) was almost too much. Saliman's, the J and B, the Loop Cafe—all parking lots now in that vast desert of parking lots that was once Denver's main street and vital center. Gone now are all the little cheap places to eat, the old saloons, pawn shops, cheap hotels and junk stores that made up the world in which we lived—and in which some of us, at least, found friends and good times and companionship. (Try finding any of *those* over at the Central Bank!).

I have dwelt somewhat on the surrounding neighborhood, for that was an essential part of what the old Denver Center was. We were a low-class operation in a low-class neighborhood. In our strivings for upward mobility we have achieved a lot of things that most of us hoped we would achieve someday—some reasonably quiet classrooms (sterile though they are—can you remember what a tree or daylight is like down there?), better library and bookstore, and—for a while at least—even almost decent office space (the first year here I didn't have an office at all, but had to hold office hours in the student lounge or in the Frontier bar; so given the absurdity of what is called an "office" that we are assigned this year, I am not pioneering anything new when I hold my office at the Wazee Lounge). But we have lost a lot, too. I miss the closeness of sharing a common life with everyone I worked with and taught, I miss old John and Red who used to park the cars in the garage, and I miss the contacts—crazy though they often were—with a neighborhood of real people.



Rex Burns

The Frontier Bar and Grill

In Rex Burns' words, 2013.

The Frontier Bar and Grill was the dining and drinking section of the Hall Hotel, a five-story establishment of 150 rooms, a few with private toilet and bath. It catered to truck drivers, railroad crews, and ranchers who had business in the cow town. Its importance for the early years of CU Denver was that it was the nearest watering hole that served beer. Consequently, it functioned as both a faculty club and a student union. The main entrance to the hotel was 1315 Curtis Street. But the hotel's back-door—the door which offered direct entry to the Frontier Bar—just happened to be across Arapahoe Street from the Tramway Building, now known as the Hotel Teatro, which served as UCD's front door.

Unfortunately, I can not say much about the hotel itself because I never got past the bar. I do know that the bar and grill took up most of the ground floor. Its space was divided between the long bar in the Round Up Room, the sprawling Banquet Room, the Indian Lounge, and the kitchen, which did NOT specialize in health food. Throughout all the rooms, the walls, ceilings, and even the doorposts were decorated with STUFF—ranch stuff, Native American stuff, railroad stuff, stuff from other old Denver hotels, trucking stuff. Any customer who wanted to—and many did—could bring in an item to be nailed to the wall or hung from the ceiling. In the Indian Lounge were arrowhead collections, bows and arrows, feather bonnets, woven rugs and baskets, and old photographs; the Banquet Room had railroad items such as signal lamps, punched tickets, tools, train schedules, photographs, track spikes, railroad posters and logos. The ranch items consisted of a wide collection of branding irons, mounted samples of barbed wire, many photographs, horseshoes, knot collections, blacksmith tools, in short—anything a cowboy brought in to swap for a beer. There were walls dedicated to rifles, gold pans, pre-prohibition beer ads, commemorative plates, trucking memorabilia such as grill ornaments and company logos. One of the benches held the name of Mattie Silk, though I do not think that was her place of business. Dominating the long bar was the four-foot high stuffed remainder of Denver's last known genuine wild Jackalope.

One could grab a quick lunch between morning and afternoon classes, or after the last evening class sip a leisurely beer. And the more one sipped, the more one saw. The prices fit both student and faculty budgets: $1.50 for a pitcher of beer, and comparable cost for hamburgers or burritos. Since many classes ran well into the night and the drive or bus ride home could be long, supper was often taken at one of the few nighttime diners on Sixteenth Street, which generally did not serve beer, or at the Frontier—which did. Seminar discussions could carry from the classroom to the barroom, sometimes including the professor, often with only the students excited by the exchange of ideas.

Customers included employees of the nearby telephone company, low-paid actors and stage hands from the DCPA (Denver Center for the Performing Arts), representatives of the Fourth Estate such as Red Fenwick, whom some might remember for his Denver Post columns dealing with rural Colorado. Also included were students and faculty of UCD whose stories represent that time—such as a young CU Boulder graduate student in history who was advised by his mentor, Professor Lyle Dorsett, to expand the range of the discipline to include regional history. This could be done, Lyle said over a cold pitcher of beer, by focusing his PhD thesis on the story of the saloons of Denver. Of course I have no idea where Lyle got that concept, but it was a good one and I hope Denver is grateful for its result: Professor Tom Noel.

I'm unsure of the date of the Frontier's founding, but its end came all too soon. As the construction of the current DCPA complex grew, building after building was razed. By late 1972, the Frontier stood alone on that block. Efforts were made to save the building. Owners Ruth and Walt Gray had fought long and hard to keep it from being torn down by the Denver Urban Renewal Authority. In fact, Walt Gray's untimely death was attributed to his struggle to keep the Frontier going. But even though they pledged to invest $600,000 to refurbish the hotel, it was to no avail. A Denver city councilman, Mr. Hentzel, urged the DCPA to make it a culturally historical site; but that, too failed on a grievously narrow definition of culture. There was even an ad hoc committee of students and faculty who protested the building's threatened demise, and urged that it be renamed the Brown Palace Hotel. Alas, that also, fell through. Today, the site is filled with the 1700 car parking garage that serves the DCPA, but does not serve beer.

Students and faculty sought refuge in other sanctuaries: The Royal South Platte River Yacht Club, which became Soapy Smith's, and is now Ted's Montana Grill; The Brewery Bar whose lone gleam of light used to be the only life in the hulking blackness of the empty Tivoli Brewery. The short-lived, cramped, and somewhat odiferous cellar pub of the Mercantile on the Ninth Street Park. But they too, like the old Frontier, now live only in stories and aging memories that are also disappearing—as we all must—into the mists of history.

CU Denver Stories

The first part of this document provides one version of CU Denver's history, but there are countless variations—more than one story for every individual who remembers those early years and their legacy. Some current and former CU Denver faculty members have histories longer than the independent university's, bearing witness to more than 40 years of struggle, achievement, and change. The following are merely a few samples of those memories, but they suggest the diverse paths taken by CU Denver faculty, staff, administrators, and students.

Sheryl Bain

Memories of Closeness and Change — Sheryl Bain

Sheryl Bain started at the Denver Center in 1970 as an Admissions and Records clerk before becoming assistant to the CLAS dean. During almost 30 years in that position, she enjoyed the homey closeness of the Denver Center and early CU Denver, waded into the new challenges of Auraria, and played a part in the great changes that swept the university.

Bain's early memories revolve around the familial environment of the Tramway Building, whose denizens worked and played closely together. "On our lunch hours, we played bridge in the faculty-staff lounge on the eighth floor," she says. "We had up to four tables—faculty, staff, and administrators. It was a lot of fun." Coworkers also congregated during breaks and after work at the Frontier Hotel's bar, Reece's Coffee House (at 14th and Curtis Streets), and Harmony Farms Pies (at 15th and Curtis). They organized arts and crafts shows in the Tramway Building's lobby. And they shared libations at the chancellor's annual holiday parties. "Some people didn't like straight punch, so Shirley [Konkel, another assistant to the CLAS dean] or I would put a bottle of vodka in the desk drawer, and people would help themselves to it," says Bain.

Intramural sports also brought the campus together, under the guidance of physical education professor Gerald Carlson. "At first only men were on the teams, until a group of women approached Gerry and asked if they could participate," says Bain.

It finally was decided the teams had to have a woman player. We then played flag football, basketball, and softball at Congress Park with students, faculty, and staff. People like Dick Stevens, Terry and Gerry Audesirk, Sam Betty, Corky Strandberg, Max Morstad, and Mark Foster. In softball Sam Betty and I were in the outfield for two reasons: no one ever hit the ball that far, and we could drink a beer while we played. It was a fun time, and everyone who wanted to participate could.

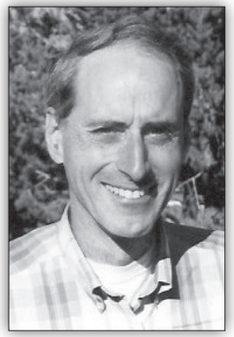
> ***As we went from a family feeling to a big bureaucracy we tried to preserve the quality of the place, the good education.***
>
> **Sheryl Bain**
> Assistant to the CLAS Dean
> CU Denver 1970–1997

There were of course many challenges during the early days as well. After CU Denver became independent in 1973, the university's staff was transferred from CU's personnel system to the state's system. "Those were trying times," recalls Bain. "There were new pay grades and steps, and we had to go through a huge process to determine classifications at the university. At the end of the first fiscal year, Shirley Konkel stayed until midnight with assistant vice president Paul Bartlett to find out what raises our staff would get. It turned out to be something like $6.90 a year. We weren't very high on the totem pole, but everybody treated us nicely, and eventually things got better under the state." Even the staff dress code loosened up. "At first female staff—not faculty—had to wear a dress and heels," says Bain. "Later Bob Graham decided that pant suits were OK. The dress code went away entirely after miniskirts appeared."

Bain was not just affected by changes at the university—she helped shape them. Elected to the Staff Council, she represented her fellow staff to the CU administration and Colorado legislature. "We discussed things that were impacting people's jobs, how state personnel rules were being implemented, what the legislature was doing," says Bain. "We learned about lobbying and legislative processes. I remember representing staff concerns to Senator Ted Strickland, who was chair of the Joint Budget Committee." Bain also served on the Statewide Liaison Council of Higher Education Classified Staff, including several years as its president. "We talked about the impact of different governing boards, the best regent candidates, how to change the state personnel system, PERA [Public Employees' Retirement Association of Colorado], and legislation affecting staff," she says. In the 1980s she served on a state blue-ribbon committee on higher education.

Bain stayed with CLAS as the university grew, matured, and moved onto the Auraria campus. "CLAS moved about every 10 years, from the Tramway Building , to one of the 9th Street historic houses, to the Dravo Building [which became the CU Denver Building], and then to the North Classroom Building," she says. Bureaucracy flourished at Auraria. "Just to send out bids for new science equipment we had to go through the state purchasing department and AHEC, and then we had to go through the same process again to pay the bills," she remembers. "I personally ran the paperwork around on foot to make the deadlines. At the same time we started making students jump through more hoops. There were budget hearings, bigger departments fighting for resources. Shirley [Konkel] couldn't move classes around easily anymore. You could understand it, but it was sad to see it happening. We lost the closeness. It became like a business." She also regrets how the Auraria campus pushed out former residents and the area's homeless.

In the midst of all this change, Bain held onto what she cared about at CU Denver. "As we went from a family feeling to a big bureaucracy we tried to preserve the quality of the place, the good education. We had to fight all the other forces like AHEC, CCHE, and the regents. The faculty was always awesome. They cared about students and learning. We grew and we kept meeting the needs of Denver. I'm proud of that." After she retired in 1997, the regents awarded her a medal for service to the university.



Sam Betty

Coming to the Right Place — Sam Betty

"I felt like I had come to the wrong place," says retired communication professor Sam Betty, who arrived at CU Denver in 1974. "I was appalled at the lack of support for faculty and staff. We had only three people in the Communication and Theater Department and way too many students. There was no faculty development, no computer support. It was a tremendous load, and it felt like you were on your own."

But Betty stayed in 1974, and for 28 years after that, for one main reason. "There was a lot wrong with CU Denver but one thing that was really right—the students," he says. "They were the housewives coming back to school, the business owners wanting to learn. You lectured for 20 minutes then turned it over to them. The discussions were fabulous. I would not have had that if I had gone to a normal daytime campus."

> *"There was a lot wrong with CU Denver but one thing that was really right—the students."*
>
> **Sam Betty**
> Communication Professor
> CU Denver 1974-2002

Betty sees survival as the most important achievement of his first five or six years at CU Denver. Then, once he learned to deal with the institutional shortcomings, he embarked on an idealistic journey under CLAS dean Dan Fallon. "Dan's vision was to make CU Denver into an elite East-Coast-style liberal arts college," he says. Betty chaired a CLAS undergraduate studies commission, working with stakeholders inside and outside CU Denver to develop plans and administrative structures aimed at boosting CLAS to the next level. "The vision fell apart because it was an impossible dream," he says. "The people who created CU Denver had buyer's remorse. Because there were uncertainties about the university's future, there was no support, and those were lean years. After the dream of an elite CLAS died, we managed as well as we could on a department-by-department basis."

Still, the Communication Department thrived in the early 1980s. The journal *Communication Education* ranked it among the four best master's-only communication departments in the western United States, and some of the department's graduates progressed to the highest levels. For instance, Sally Planalp went on to become one of the country's most productive interpersonal communication scholars. Bud Bilanich earned a doctorate from Harvard and became a top communications consultant. Barbara Walkosz worked and taught elsewhere before coming back to CU Denver as a "wonderful teacher, a superb scholar, and a big-money grant getter," says Betty. "That was a great group of students."

Another bright spot during this period was the intimacy of the new university. "In the early years there was a greater camaraderie," says Betty. "I remember softball games at Congress Park and playing pickup basketball against [CU Denver political science professor] Mike Cummings. We had picnics—all faculty, staff, and families welcome. Bring your fried chicken and everything. Later, as the university grew and we all got busier, we separated."

Around the mid-1980s Betty recalls support increasing for CU Denver. "We were then able to build a legitimate department instead of having two or three people trying to teach everything," he says. He began publishing more research, and the department started hiring highly productive scholars like Mike Monsour. "Maybe at some point policy makers realized that CU Denver was here to stay, so more support came in," says Betty. He had also gotten his first computer in the early 1980s, which enhanced his research capabilities significantly.

All this time Betty witnessed Denver itself becoming "bigger and taller and better." He has lived in the Capitol Hill area since the beginning and has enjoyed seeing the city's renaissance. "I have an attachment to the university and to Denver. My kids grew up here," he says. One of those kids is soon graduating from CU Denver with a master's degree in linguistic diversity.

Although he thought he had come to the wrong place in 1974, Betty now realizes the unique value of his experience. "I compare my career with the cohort who got their doctorates along with me from Michigan State," he says. "They don't know what it's like to be at a new university. They just plugged into existing departments. During my tenure evaluation, I realized I had taught 26 different courses. You had to teach a lot and do it on your own. It was a strange ride, but at CU Denver I helped build a department."

Michael Cummings

Political but not Politically Correct — Michael Cummings

Michael Cummings began teaching at CU Boulder and the Denver Center in 1968. In 1972 he founded CU Denver's Political Science Department. And he is still here today—proud of his department's accomplishments and happy to finish his career at a strong institution.

Cummings sees the Political Science Department's history in two periods, the first from the early 1970s through the early 1990s and the second from the early 1990s through today. "In the first half we built up the new campus and department," he says. "We did a ton of service and teaching but not much published research." He also remembers fighting repeated attempts to merge CU Denver with Metro State and CCD during this period. "We always won and stayed independent while keeping good relations with the other schools," he says. "It's better to have separate institutions."

> *At CU Denver no one ever told me I was out of line.*
>
> **Michael Cummings**
> Political Science Professor
> CU President's Teaching Scholar
> CU Denver 1968–present

In the second half of CU Denver's history the political science faculty could focus more on research. "Computers and travel money came in and modest support for research, and we became active publishers," says Cummings. "In this second half we have been able to do everything—teaching, service, and research—but before that, it was building everything up, which was also exciting." Today Cummings is using a partial teaching release to write a book, *Children's Voices in Politics.*

The Political Science Department's service and community involvement are among Cummings's proudest achievements. In the 1980s his desire to establish a center for studying indigenous politics found a warm reception at CU Denver. "Dan Fallon [CLAS dean] knew I wanted Glenn Morris to head up this effort, and Dan hired Glenn right away," he says. "Things could happen quickly back then, without too much bureaucracy." Morris, who graduated from CU Denver before earning a Harvard law degree, became a top authority on indigenous politics while establishing the Fourth World Center for the Study of Indigenous Law and Politics. The Fourth World Center provides legal and political resources on issues faced by indigenous populations.

In 1993 department instructor Jerry Jacks started CU Denver's service-learning Urban Citizen Program to connect students with Denver organizations that address issues like poverty, affordable housing, educational equality, and crime. This program meshed with another of the department's community-service efforts, the Westside Outreach Center. Spearheaded by professor Tony Robinson and funded by the U.S. Department of Housing and Urban Development, the center built partnerships between CU Denver faculty and students and various low-income communities. The department also created opportunities for students to work in government. The course CU at the Capitol places student interns with the state government. The Center for New Directions in Politics and Public Policy places interns with local governments throughout the state and—by offering weekend classes—enables full-time workers to earn an advanced degree in politics and public policy.

Cummings remembers that innovative teaching of all kinds was a natural fit at the Denver campus, in part because of the worldly experience of the older students. Approaches included end-of-semester working retreats (such as the mock constitutional retreat concluding Cummings's American Political Thought course), small-group problem-solving activities resulting in written reports, and a wide range of media presentations even in the pre-Internet, pre-PowerPoint days. "Many faculty strived to build a community that actively engaged students in a teaching-and-learning experience, often extending into community engagement and crossing disciplinary boundaries," says Cummings. "Such initiatives from the 1970s and 1980s presaged the Ernest Boyer/Carnegie advocacy of 'Scholarship Reconsidered' to include the Scholarship of Teaching and Learning, the Scholarship of Engagement, and the Scholarship of Integration—in addition to the traditional disciplinary Scholarship of Discovery."

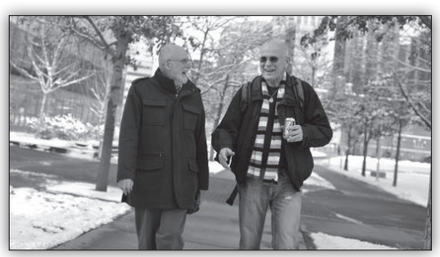
The rough and tumble of politics are part of CU Denver's political science experience as well. Faculty and students have been active in political campaigns and advocacy, and Cummings recalls numerous complaints made against the department for views expressed outside the classroom. "Many years ago I was on Gary Tessler's radio show, and we got talking about my support for children's right to vote," Cummings says. "A

retired airline pilot called in and ranted about why giving the vote to children would be a disaster. When he finally finished, I joked, 'There's the rational voice of an adult.' His complaint came in to the university, but the administration supported my right to express my views. CU Denver has been very supportive that way."

Accusations of classroom bias have come with the territory as well. Cummings recalls a vocally conservative student complaining about liberal bias in his course syllabus. "I told him I wanted conservative students to speak up in the class, and he did. We became good friends and even did an independent study together." Later, Accuracy in Academia, a conservative organization dedicated to combating perceived political bias in education, targeted the Political Science Department and asked that conservative student to denounce it. "My student said no, the department is fair and encourages all kinds of thinking, so that was great to hear," Cummings recalls.

Summing up his long tenure at CU Denver, Cummings says:

> *Over 40 years we have achieved excellence in teaching, socially relevant research, and active and dedicated community service. Now students nationwide want to come here. I have never heard any faculty regret coming to Denver instead of staying in Boulder. It's great to be in a small department and do lots of things instead of narrowly specializing. At CU Denver we were forced to branch out, and we did lots of new cutting-edge research and teaching, like work on utopian communes, for example, which you wouldn't be able to do elsewhere. At CU Denver no one ever told me I was out of line.*



Michael Cummings (right) with Bob Damrauer (left)

Bob Damrauer

Building Perfect Chemistry — Bob Damrauer

For chemistry professor and special assistant to the provost Bob Damrauer, CU Denver was the right place at the right time, and he made the most of it. "Although the Chemistry Department was small when I came, the opportunities and challenges struck a chord with me," Damrauer says. In 1968 he had time left on his National Science Foundation postdoctoral fellowship at Harvard and a job offer from one of the nation's premier industrial research labs. But he decided to take a chance on CU Denver during a tough job market for academic chemists. "I also knew myself well enough that not having bosses on site to impede me was a big plus," he says.

Damrauer arrived to a department with only two other full-time faculty members. His chemistry lab in the Tramway Building was equipped with nothing but gas, water, and a fume hood. "I built up that lab with my own hands, with the help of students, which was great fun," he says. For more than 40 years he labored joyfully to build the Chemistry Department as well. "I established a credible experimental research program under tough circumstances," he says. "There was not enough money from the university, so I went out and got external money to build up the program." The strengthened research capabilities helped CU Denver establish a master's in chemistry program in the 1970s.

Starting in the 1980s Damrauer complemented his research and teaching at CU Denver by collaborating at CU Boulder on a series of research studies of a different nature. "Unlike many others at the Denver campus, I never had antagonism toward Boulder," he says.

> *The Boulder people who hired me were very wise and supportive of me. I was a voting member of the Boulder faculty and attended Boulder faculty meetings every Wednesday during my first several years. Department chair Denis Williams and I wanted to be independent from Boulder but still had a good*

An East Classroom Remembrance

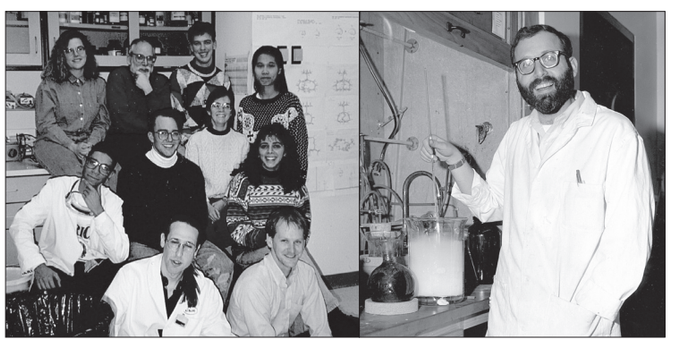
If this brick could but whisper, What tales of devotion, friendship, and camaraderie it would tell, Thanks for your contributions to those days past.

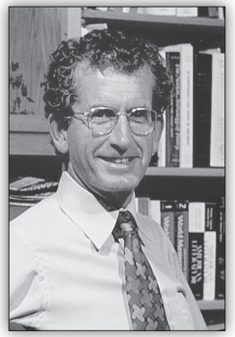
Bob Damrauer
Inscribed on a brick from the East Classroom Bldg.

relationship with them. I think maybe independence for CU Denver chemistry came too soon, that we could have benefited by staying with them longer and having more resources. I've remained close to the Boulder Chemistry Department throughout my career.

> ***Although the Chemistry Department was small when I came, the opportunities and challenges struck a chord with me.***
>
> **Bob Damrauer**
> Chemistry Professor
> Special Assistant to the Provost
> CU Denver 1968–present

Looking back on that career, Damrauer remembers the wide variety of students, many of whom were older than he was when he started. He remembers a downtrodden downtown Denver in the early days, which has since changed dramatically ("Larimer Street between 14th and 15th Streets was not a slum, but the rest was pretty awful"). He remembers taking breaks at the Frontier Hotel's unique ad hoc faculty club before 5:15 PM classes and watching the comings and goings of the hotel's dubious patrons. "It was a crime they tore the Frontier down," he says (the Denver Center for the Performing Arts parking garage now occupies the Frontier's site). But most of all he remembers building a strong CU Denver Chemistry Department almost from scratch. Damrauer is proud of the current department's 10 full-time faculty members and strong research. "I spent my whole life here making the chemistry research better and helping make this a real honest-to-goodness adult university," says Damrauer, who is still active at CU Denver as a professor, researcher, mentor, and special assistant to the provost—and who still wants to build. "We really need 25 faculty in the department," he says. "Slowly, we'll make it."





Dick Dillon

Centering CU Denver — Dick Dillon

In Dick Dillon's words.

I came to CU Denver from Berkeley in fall 1969 with a PhD "all but dissertation" and as a veteran of the Free Speech and anti-war movements. Instant culture shock: no lovely campus, no political turmoil, no protesting students, no bell bottoms. Instead I found a one-building campus crowded with serious older students who fit one or two courses into their busy home and work schedules. Citizen students I called them. Eager, serious, and self-supporting, they changed the way I taught literature. Imagine when the class was discussing that major literary theme of children versus parents; like me, half of my students spoke as parents. My first few years at CU Denver were busy, preparing new classes, finishing my dissertation, busing from Boulder to Denver, and helping care for two young children.

Our English classes in the morning and early afternoon were taken mostly by housewives in their twenties and thirties completing the undergraduate education that was interrupted by marriage and children. They were intense learners who came well prepared and then returned home to relieve baby sitters or wait for their children to return from school. After 5:00 PM, when more than 60 percent of our classes were taught, was another story. Most students came to school from work, dressed for success and often tired and hungry. For the first 10 years this was the basic demographic. From 8:00 AM to 10:00 PM, Monday through Friday, the Tramway Building was an exciting place for students and teachers—no extracurricular distractions, just offices, classrooms, and a decent cafeteria.

My first brush with CU politics came during my third year. I was the Denver representative to the university-wide EPUS (Educational Policy and University Standards) Committee. We met on the Boulder campus monthly to discuss academic policy and recommend changes to the Faculty Senate. In my two years on the committee, big things were happening in Denver, the most important being CCHE's move to eliminate CU Denver's undergraduate courses. Faculty opposition to this was led by my English department colleagues Rex Burns and Herb Eldridge, the newly

appointed acting dean of the College of Undergraduate Studies. As I got more involved in CU politics, I realized there was little consensus among our faculty and staff about what direction our campus should take.

> *Citizen students I called them. Eager, serious, and self-supporting, they changed the way I taught literature.*
>
> **Dick Dillon**
> English Professor
> Vice Chancellor for Academic Affairs
> CU Denver 1969–1999

After the spring semester 1973, [CU Denver economics professor] Suzie Helburn and I organized a three-day conference named Centering on the Seventies in the Tramway Building. The conference gathered 134 faculty, staff, students, and concerned citizens to establish a framework for CU Denver's future. Eight discussion groups met and wrote reports that were collated in a final plenary session. Our final report was bold and pompous and showed our naive optimism, but we created a presence in the CU system and a vision of our future.

In fall 1973, Harold Haak became the first CU Denver chancellor. A year later he appointed a committee of faculty, staff, and students to write the first campus master plan. I was the committee chair. We were babes in the woods, but Haak, with his academic background in public administration, was a good guide. Alas, much of the idealism of Centering on the Seventies was lost in the bureaucratic language of the final document, but it was a statement of autonomy.

I was elected chair of the Faculty Assembly for 1974–1975. Much of the faculty was developing academic programs to fulfill our "urban mission," a favorite phrase in the newly approved master plan, such as the creation of The Institute of Advanced Urban Studies and a BA in Urban Affairs. We wanted to distinguish ourselves from the Boulder campus. I also worked with the new Alumni and Friends of the University of Colorado at Denver. The group's first official gathering in March 1975 included a tour of Auraria, a luncheon at the not-yet-opened student center, and dull speeches by optimistic administrators.

In fall 1976, Chancellor Haak appointed me the first acting vice chancellor for academic affairs. One of my most important jobs was chairing the weekly council of deans meeting. With two exceptions, the members were all assistant deans, proxies for the real deans in Boulder. The amount of autonomy each Denver school or college had varied. The least autonomous was the School of Business, which had a budgeted faculty of 20 full-time equivalents in Denver but only two rostered full-time faculty. Most of the courses were taught by professors rostered at CU Boulder who received an honorarium for this moonlighting. At the other end of the scale was the College of Engineering, which had a large full-time faculty. Its assistant dean was the legendary Paul Bartlett, one of the real heroes in the development of CU Denver. Yet even he had to serve the Boulder dean. In one case the Boulder dean, Max Peters, told him to give tenure to a professor who was transferred to Denver after being denied tenure at Boulder. I refused to sign off on the tenure, and Chancellor Haak was uncertain. Peters called the three of us to his office, where we were seated before his raised desk like high school students caught smoking in the bathroom as he threatened to take the case to the university president. Haak and I won this battle, but it shows how reluctant the Boulder deans were to lose control of their Denver programs.

In contrast to the Boulder-dominated professional schools was CLAS, led by Dan Fallon beginning in 1976. I became Dan's associate dean after leaving the vice chancellor's office. He led the college and the campus in many of our fights for survival and autonomy. In spring 1979, he galvanized the entire campus to protest a move by the legislature—once again—to eliminate undergraduate courses at CU Denver. Once again we won, but the price was coordinating our undergraduate courses with Metro State. Long after I left the dean's office, this course cross-listing died a natural death.

One community-service venture led by Dan and me has enjoyed a long and happy life. As opera nuts disappointed with Denver's lack of good opera, we formed "Friends of Opera" and asked Ellie Caulkins, a former student in my CU Denver opera class, to join the steering committee. Within two years, Friends of Opera morphed into Opera Colorado, and Ellie went on to lead its development, serving several terms as board chair. Dan and I weren't so fortunate. We went back to our day jobs.

While Dan was still the CLAS dean, I returned to full-time teaching and discovered that my research interests in American literature were out of date. I decided to concentrate on the study of opera and, in 1983–1984, spent a sabbatical in Florence studying Italian and researching opera. I spent the next summer at Princeton as a National Endowment for the Humanities scholar, studying Verdi operas under leading opera scholar Harry Powers. I presented at an international opera conference and began teaching "Opera as Literature" at CU Denver to large classes of regular and continuing-education students. CU Denver developed close ties with Opera Colorado. Members of the company performed for our classes, and our students were invited to dress rehearsals.

When our youngest child graduated from high school, our family went to Europe: my wife Margaret and I went to Canterbury, where I taught at the university on a faculty exchange, and the kids went to language programs in France and Germany. Thus began my final phase at CU—promoting international education. Margaret and I co-directed the CU Boulder study-abroad program at the University of Regensburg, and I taught there. Returning after two years, Margaret went to work at the CU Boulder Study Abroad Office, and I began promoting study abroad at CU Denver. A year later CLAS started a student exchange with Moscow State University. I led a group of CU Denver students there on a summer program. In the fall I directed the CU Denver program at Moscow State and taught two literature courses to Russian English majors. Returning after several years, I found CU Denver's English department thriving with many new hires, especially in the burgeoning writing program. A few years later, in 1999, I retired.

Jana Everett

Women and People of Color in the 1970s — Jana Everett

In Jana Everett's words.

I came to CU Denver in the fall of 1974, straight from graduate school where we had taught the first women's studies courses at the University of Michigan and also the first women and politics courses. One of the aspects of CU Denver that I liked the most in those early years was the large number of women faculty. There were women in anthropology, economics, biology, chemistry, English, history, math, French, psychology, and probably in some other disciplines that I have left out. We were organized into divisions—natural science, social science, and humanities—so each of us were able to interact with other women colleagues on a regular basis.

There were many interdisciplinary initiatives growing out of the divisional structure. This didn't only involve women—we had programs in urban studies and ethnic studies as well as interdisciplinary master's programs in social science and humanities. When I came to CU Denver, the social science faculty taught a course with the unfortunate title of "Man in Society," but we soon added a course called "Women in a Changing World." Dan Fallon, our dean, got Linda Dixon from biology and me to submit a grant proposal to the National Science Foundation on women and science. We ran women and science workshops for three years, 1978 to 1980; we put college students up in the homes of women scientists for the weekend, and we offered a day-long workshop. There were other interdisciplinary initiatives as well. Shirley Johnston of English started an Honors in Humanities program. Suzie Helburn led programs on economics and education.

One aspect of the large number of women faculty was that many of us had been hired initially as lecturers and instructors. I started out as an instructor, who was lucky enough to get a tenure-track job because the person who had been hired did not show up. I guess it was challenging for the existing male faculty to find any women in their national searches. To their credit, male discipline representatives in history and chemistry created innovative positions for women that Boulder said were not possible—these were half-time, tenure-track positions with benefits.

There was a real sense of community among faculty in the 1970s. During my first two years, the social science offices were in the Insurance Building (across from the old convention center, both since demolished), two blocks from the rest of CU Denver. We would have potluck suppers in the office (I would bring a crock pot) or go to the greasy spoon on the first floor.

> *One of the aspects of CU Denver that I liked the most in those early years was the large number of women faculty.*
>
> **Jana Everett**
> Political Science Professor
> CU Denver 1974–present

In those days there was no maternity leave (and of course the United States still doesn't have paid-parental leave policies, but women faculty have successfully gotten parental leave policies enacted at CU). My daughter was born after I had been working at CU Denver for six years, and I had eight weeks of accumulated sick leave to use to stay home. Unfortunately my daughter was not born until the end of September, so I had to go back to work when she was five weeks old. There were some pluses in the lack of policies. Spring semester I brought my daughter to work, and teaching assistants looked after her while I taught. I was lucky to have experienced parents, such as Lucy McGuffey, looking after my child during my classes.

There were also a number of faculty of color in those early days. Cecil Glenn hung in there for many years, but for many of the faculty of color, CU Denver was not a congenial environment, and they left, representing a missed opportunity for the university.

Dan Fallon

A New Dean Takes the Reins — Dan Fallon

Dan Fallon became dean of CU Denver's College of Liberal Arts and Sciences (CLAS) at the birth of the Auraria campus—and had to navigate the college through a new environment nobody understood. "Just before Auraria opened, I remember [CU Denver chancellor] Harold Haak saying, 'The great experiment begins tomorrow,'" says Fallon. During his eight-year tenure he strived to transform the entrenched image of the Denver campus as an extension center into an image of the University of Colorado at Denver.

He started by restructuring CLAS. "It was important to have a stronger governance structure within the new university," he says. He led the creation of college bylaws and established a CLAS council with faculty members elected from the departments as well as student members. He also established the first CLAS external advisory council, which included Denver community figures like *Rocky Mountain News* columnist Gene Amole. With this structure in place he set about working with the faculty to improve the college's programs.

Mathematics was one program that Fallon fundamentally rethought. "Math was a large credit-hour generator, but the department was being run as if its only function was to teach calculus to prospective engineers," he says. "Although this role was important and had to be maintained, it was not appropriate at a major university for it to be the sole driver of the department's existence. It was part of an inferiority complex at CU Denver. Developing a balanced math program was exceptionally difficult." Fallon sought to strengthen the position of strong researchers within the department, such as Vance Faber and Roland Sweet, while working with the department leadership to broaden its perceived role and mission. He made it clear that new resources would not be committed to the department until an acceptable long-term strategy was in place. As the department's leadership changed through attrition, Fallon worked with a new chair, Zenas Hartvigson, to turn the department around. Together they laid the groundwork for an applied math program in which CLAS could invest. "I thought this was the wave of the future, the kind of math that supports today's computer technologies," he says. The math department began hiring in this area and ultimately

created an applied math PhD program a few years after Fallon left CU Denver. “Things don’t usually happen exactly according to plan, but if you have a plan you can, over time, achieve something,” says Fallon. “This was one of those singular achievements.”

> *Things don’t usually happen exactly according to plan, but if you have a plan you can, over time, achieve something.*
>
> **Dan Fallon**
> CLAS Dean
> CU Denver 1976–1984

He is also proud of the faculty he helped recruit. One of his innovations was hiring academic couples. “People meet in graduate school, get married, and both have PhDs so it’s hard to find jobs together,” he says. He enabled academic couples to hire into a single position—each responsible for half the academic workload—while pursuing separate careers and being evaluated independently. “The most notable of these couples was Teresa and Gerald Audesirk in biology,” says Fallon. “They had strong academic careers, developed a research program in ecology, and wrote textbooks you’ll find on campuses everywhere.” Apart from couples recruitment, the late 1970s and early 1980s were good years for the academic job market, and CLAS made a number of strong appointments that reinforced its departments.

Fallon is grateful for all of the exceptional faculty he had around him, who enthusiastically and intelligently committed themselves to strengthening the institution and brought about positive change. “Most of the faculty were about the same age, hired during the boom years around the mid to late 1960s,” he says. “So there was a lot of ambitious energy bottled up. It seemed as though during the Denver Center days they were never taken seriously even though they were serious people—they were doing things big time and never lost focus and commitment. The idea that there was something substantive at CU Denver was very difficult for opinion leaders at the central office of CU to understand. Between 1976 and 1984 there was a shift that made CU Denver visible to CU and allowed it to be taken seriously.”

As Fallon and the rest of the university were striving for recognition, they celebrated their victories large and small. One symbol of legitimacy was the new Auraria Library. “If your faculty is serving older students taking classes after 5:00 PM, and you have few facilities, it is difficult to feel like a university,” says Fallon. “Once we had a real research library, suddenly we had a campus.”

Fallon remembers the first CU Denver commencement in 1977 as another important milestone. “When we were the CU Denver Center we had hardly any standing as a legitimate, separate academic enterprise that was part of CU. A tangible milestone was reached when we had a real commencement on the Auraria campus, in the library,” he says. As part of the commencement CU Denver was authorized to confer honorary degrees. “That tiny thing for many people made a big difference,” he says. “We gave one to [American historical novelist] Leon Uris, a resident of Aspen, who was extremely touched. He teared up during the remarks. It was the first time any academics had recognized him. He resonated with an academic institution dedicated to working people in an urban environment, which is what CU Denver stood for. Afterwards I thought, ‘Something has changed around here.’”

Fallon left CU Denver in 1984 to become dean of the College of Liberal Arts at Texas A&M. In 1993 he took a position as academic vice president and provost at the University of Maryland at College Park, where he stayed until he became the chair of the Education Division at Carnegie Corporation of New York in 2000. He retired in 2008.

“I have extremely fond memories of my time at CU Denver,” says Fallon.

> *It was an extraordinary time and place with faculty who had a real sense of commitment, perseverance, and idealism. CU Denver was already an institution of substance when the CLAS faculty recommended I be appointed as their dean, but it had not yet emerged in public consciousness or in its own self-perception as the strong university it actually was. I was lucky to have been part of the faculty during that singular time when its own exertion gave it the public stature it had earned. CU Denver still has complicated relationships, but people now take it seriously.*

President Roland Rautenstraus (left), author Leon Uris (center), and Fallon (right) at the first fully independent CU Denver commencement, May 21, 1977.

Mary Gearhart

Studying Engineering, Learning Leadership — Mary Gearhart (formerly Mary Foote)

Mary Gearhart (formerly Mary Foote) graduated from CU Denver in 1979 and took away much more than a civil engineering degree. Despite working during the day, she engaged in university activities that sharpened her leadership skills, cemented lifelong friendships, and built a powerful network of professional contacts.

Gearhart's academic path, however, was not straight. In 1974, at age 18, she started at CU Denver before transferring into CU Boulder's engineering program. "I enjoyed Boulder campus life but was intimidated by the size of the classes," she says. "I felt more comfortable at CU Denver." She met her first husband at Boulder and moved with him to Houston, where she continued her studies. In 1978 they divorced, and Gearhart returned to Denver.

> *My education opened up endless opportunities. It has meant a fabulous life for me.*
>
> **Mary Gearhart (formerly Mary Foote)**
> Civil Engineering Student
> CU Denver 1974, 1978, 1979

Because she now lived at home and worked as a secretary in downtown Denver, CU Denver was the obvious choice for resuming her studies. "It was awesome for working people that you could take every class in the afternoon or evening," she says. Engineering advisor Max Morstad, "a crusty, compact former Navy man with a cigarette hanging out of his lip," encouraged her to join the civil engineering program. She then met with engineering dean Paul Bartlett, who welcomed her into the program and became an important figure in her life.

"Paul Bartlett is my idol," Gearhart says. "He accepted everybody for who they were, and he made sure you learned what you needed to be a good engineer and a good leader. Nobody had much money, but Paul showed us we could achieve anything if we worked for it. He taught us how to fundraise. He started the Dean's Scholarships. If you didn't have a nice jacket for an interview he made sure you got one. I swear to God Paul knew the name of every student in the college. He knew how to do everything. He was just brilliant."

She particularly remembers Bartlett's strong support of CU Denver's student engineering groups. Gearhart joined the civil engineering group, which was associated with the Denver chapter of the American Society of Civil Engineers (ASCE). "We had to write papers, participate in competitions, give presentations," she says. "There wasn't much money from the university, so Paul helped us get support from local engineering businesses. For ASCE accreditation, we had to work together to demonstrate leadership and practical and theoretical experience. Building camaraderie when you don't live together is a lot harder than you think. The student groups were really good for this."

She recalls how that camaraderie coalesced around a severely disabled student. "Terry was in a wheelchair, couldn't hold up his head, and could barely talk, but he was really smart and good at engineering," she says. "He was always part of our group and his parents too, who drove him around. We would carry him into places if we had to. He ended up working for Otis Elevator, having a life, and making a living. It was unbelievable."

Gearhart also remembers her group racing a concrete canoe at an ASCE conference in Salt Lake City. "The canoe we built turned out to be 800 pounds, but it floated very well," she says. Unfortunately her team didn't have an opportunity to test it before the competition. "We discovered we couldn't turn it by paddling, so we had to get out to turn it around on the course," she says. "Afterwards we drove like bats out of hell to get back for the engineering banquet."

The annual engineering banquet presented another opportunity for building leadership and camaraderie. "It was a huge event, around 500 people," says Gearhart. "We gave teacher of the year awards and things like that. Paul had his students organize it. He taught us how to work together, break tasks into achievable pieces, and delegate, and then he watched over us and checked our work."

After Gearhart graduated in 1979, Bartlett helped her find her first job as a water resource engineer in Denver. "Paul was like his own placement agency," she says. She went on to do Superfund work for the Colorado Department of Public Health and Environment before settling into a long career in engineering consulting. She credits her CU Denver education—and particularly Paul Bartlett—for much of her success. "The degree is fabulous, but the things Paul taught about leadership were the main

gift," she says. "Paul is one of those people, when I look back on my life, who really made a difference."

Naturally when Bartlett asked Gearhart in 1981 to serve on the College of Engineering's advisory council—which aligns the college's curriculum with business needs—she jumped at the chance and has served on the council ever since. She is now also a trustee for the CU Foundation. "I've learned a lot being part of the Foundation," she says. "President Benson and the chancellors are cut from the same cloth as Paul. They're working together, building a great future for the university."

She is glad to give back to the institution that shaped her. "If CU Denver hadn't been there, I don't know if I could have afforded college," she says. "Just think about having a place like that within 10 miles, and if you're serious about school there's nothing to stop you. My education opened up endless opportunities. It has meant a fabulous life for me."

Embattled, Energized, Educated Editor — Sally Hekkers (formerly Sally Walters)

Sally Hekkers—at that time Sally Walters—became a CU Denver student in 1971 at age 27. She arrived with two young children, a pending divorce, and a dream of teaching high school English. That last part never happened. "I was an English major, but when it was time to add the Education Department component, they weren't taking new applicants that year," she says. "With my family responsibilities I didn't have time to wait around, so I continued my studies in the English Department and focused on writing." She doesn't regret it a bit. CU Denver opened new vistas and engaged her in the university's—and the nation's—tumultuous times.

"CU Denver was a good fit for me," she says. "We weren't the party kids who were going to Boulder. We were working people. We had families and no money. Everybody had a unique story, and we all appreciated being able to go to the university. There wasn't an easy day ever, but there was never a day I didn't want to be there."

The professors fit with CU Denver as well. "They rose to the challenge of the students and were very supportive," Hekkers says. "And they just knew so darned much. There was a sense of awe about each of them." One day she asked English professor Rex Burns, "Why are you down here with us and not at Boulder, which is a real campus?" He said, "Are you kidding? The best students are on this campus. They care the most."

Outside the classroom, Hekkers poured much of her energy into the weekly campus newspaper, the *Fourth Estate*, first as associate editor and then as editor. "I felt called to join the struggle," she says. "John Kennedy and Martin Luther King had been killed. There was the civil rights movement, Vietnam, Watergate, Roe versus Wade. Nixon was attacking the press. I was caught up in the fervor of the times. I truly felt embattled. We all wanted to make a difference. It was such an intense, exciting, idealistic time."

In response to the 1973 "Saturday Night Massacre," President Nixon's firing of the Watergate special prosecutor and the subsequent resignations of the attorney general and deputy attorney general, the *Fourth Estate* staff and student government sounded out campus views. They set up an impeach-Nixon table and a support-Nixon table in the lobby of the Tramway Building's Arapahoe Street entrance. Hekkers recalls that two to three thousand students—nearly half of the students enrolled at that time—signed one of the petitions over five days, most in favor of impeachment. She published the

results in the *Fourth Estate*. “We felt a bit out of sync because we weren’t really part of CU,” she says. “So this was a way to say our students were right there with everybody else, although we actually were quite tame compared to students on other campuses across the nation.”

Hekkers and a F*ourth Estate* photographer also covered CU President Thieme’s dismissal in 1974. They bused to the regents meeting with others from the university. Hekkers remembers riding back with Roland Rautenstraus and then working all night to get a special edition out the next morning. “That was a big deal back then,” she says. “We had a little computerized typesetting machine in our office in the Tramway Building, and we pasted up the paper by ourselves. We had to get the photos developed in the middle of the night. But we were dedicated to getting the word out, to getting the truth out.”

> *“The university validated me as a student, as a person. By the time I finished I felt launched.”*
>
> **Sally Hekkers (formerly Sally Walters)**
> English Student
> CU Denver 1971–1976

Mainly the *Fourth Estate* covered campus news—and controversy. “Auraria wasn’t popular with everyone because families were being displaced,” says Hekkers. “Some of us seemed to be against everything. Sometimes we were against each other.” She remembers running an oil-company insert ad during the gasoline shortage in 1973. “The student environmental group stole all our papers and said they wouldn’t give them back because of the ad,” she says. Eventually the purloined papers were returned. For all this excitement *Fourth Estate* reporters and photographers received $5 per story or print, and the editor received $80 per week.

In 1974 Hekkers, in her last act as *Fourth Estate* editor, took the paper to the printers at 2:00 AM. She then went home, readied her children for school, took a nap, and that same day started a new job with the *Englewood Sentinel,* kicking off a colorful career in journalism and freelance writing. She completed her English BA degree in 1976.

Unknowingly she started a CU family tradition. Her sister, Jeanne Rott, graduated from CU Denver in the 1980s. Her daughter, Tonya Walters Hardman, graduated from the CU School of Nursing in the 1990s. And another daughter, Jennifer Hekkers Taylor, is currently completing her master’s degree in education at CU Denver.

Looking back Hekkers credits CU Denver with much more than an academic education. “It was a lifeline, it saved my life in a way,” she says. “The students were so diverse. Who would want us except for this incredibly intelligent, far-thinking, and far-reaching university? Everybody, from the staff of every office to the professors to the security department—everybody was in this together. The university also gave me a chance to be called to a higher ideal. I wouldn’t be where I am without going through that experience. It validated me as a student, as a person. By the time I finished I felt launched. It was a remarkable time.”

Suzie Helburn

The Good Fight — Suzie Helburn

Suzie Helburn already had been a tenured, full professor of economics with a national reputation when she came to Colorado in 1970. She had left her position at San Jose State University and moved east when CU Boulder's Geography Department hired her husband. Now she was unemployed and, despite her experience, found the job hunt rough going. "There was a lot of sexual discrimination," says Helburn. "Colorado State University's department told me I should be home taking care of children."

Fortuitously, the Denver Center was preparing for accreditation and needed senior faculty members like Helburn to boost its rating. "They hired me as an associate professor without tenure," she says. "There wasn't much I could do about it. I had no other alternative." She signed on in 1971, became a tenured, full professor a year later, and split the rest of her career between fighting for CU Denver and contributing to the field of economics.

> *"CU Denver meant so much because we worked so hard together to preserve it."*
>
> **Suzie Helburn**
> Economics Professor
> CU Denver 1971–1995

Her fighting lasted a decade. "Getting permanent status as a university was our biggest accomplishment, but it was a battle even after that," says Helburn. "We had practically no status and no political moxie. Most of the regents were loyal to the Boulder flagship. We had to fight for any resources we could get." When she was chair of the Faculty Assembly, CU cut half a million dollars from the base of CU Denver's budget. "That was a disgrace, but there was nothing we could do about it," she says.

Helburn remembers many fights about Auraria among the leaders of Metro State, CCD, CU Denver, and CU Boulder. "There was an enormous amount of politics," she says. "I think merging with Metro was a great idea. We would have been better off with just one school in Denver that had the support of the legislature. Many of us saw this as the best solution for the Auraria campus, but many others didn't because of the snobbery of being a university. These people didn't want to be part of a union for the same reason." Helburn supported the CU faculty's union push in the 1970s (see page 31).

During these battles Helburn formed alliances and rivalries with various university leaders. Harold Haak was chancellor when she was associate dean of the Division of Social Sciences. "Harold basically trained me to be an administrator and to fight the good fight," she says. "He was a thoughtful, smart, charming guy—a terrific chancellor—and I learned a lot from him."

Helburn enjoyed working with CLAS dean Dan Fallon to raise the quality of CU Denver's faculty and research during the early 1980s. She also credits Arnold Weber for this effort, although her relationship with the CU president was often contentious. "I got to know Weber well," she says. "One time we were fighting about the money being cut from CU Denver's base. I told a newspaper what was going on and how Weber used intimidation as a tactic. Weber called me into his office and said, 'What's this about intimidation?' I said, 'Right now your face is seven inches from mine, and it's intimidating.' He took a step back and just said, 'Ok, then. Well, I don't like surprises.' Really we got along well."

The regents too were a source of conflict—and amusement. When Helburn attended regents' meetings as chair of the Faculty Assembly, she noticed the regents paid no attention when she rose to speak about CU Denver. Often they would go to get coffee or laugh and talk among themselves. "At one of these public meetings I told the regents a story about an employee who complained to his mentor about his boss. The employee said the boss was incompetent and should be fired. His mentor said, 'If we fired people for incompetence, where would we stop?' That was the last time the regents laughed when I spoke. They heard me more after that."

In contrast to her political conflicts, Helburn found the Denver campus warm and inviting. "The place was remarkably devoid of sex discrimination, and I was treated like a normal colleague," she says. "That was a wonderful thing about it. Other departments had female faculty members too, including some who had husbands at CU Boulder. One advantage CU Denver had was picking up good female academics who couldn't get hired elsewhere. The Economics Department didn't have many women majors, but we had some very good ones, and they were never discriminated against." She enjoyed the camaraderie among the faculty, and she enjoyed the serious Denver students, but the extramural squabbles began to wear on her.

By the mid-1980s, realizing her career had only 10 years left, Helburn resolved to finish with research, not politics. On a sabbatical she germinated an idea that became the Cost, Quality, and Child Outcomes in Child Care Centers study. The study, spanning 400 childcare centers in four states, used financial data and classroom observations to assess the quality of childcare and its impact on children's academic performance. "It was a major study and one of the larger grants CU Denver had gotten at that point," says Helburn. "It increased the resources in the Economics Department and was recognized by the chancellor." Helburn's colleagues at the University of North Carolina subsequently followed the children through second grade. The results showed that those who had received good childcare performed better in school. "We found that quality childcare matters, but it is expensive," she says.

That work done, Helburn retired on schedule in 1995. When she thinks about CU Denver's history, she pictures the fundamental conflict that consumed her early years:

> *CU Denver was a place where students could get a good education at night. Our interest was serving the people. Our liberal politics spoke to that too, and our union movement, as we tried to get more resources for faculty. CU Boulder had absolutely no interest in that. Their interest was national prestige for their campus. To our faculty, CU Denver meant so much because we worked so hard together to preserve it. There was very little infighting among us. It was a nice place to work if we didn't have to spend so much time trying to keep it alive.*

Wes LeMasurier

Tectonic Shifts — Wes LeMasurier

Wes LeMasurier has a unique perspective on CU Denver's Geology Department because, for the first 11 years of the university's existence, he was the Geology Department. He was the sole full-time geology professor when he arrived in 1968 and remained so until 1979. After he retired in 2003, geology offerings were merged into the university's Department of Geography and Environmental Sciences, and the geology degree program was discontinued. During his long tenure, LeMasurier witnessed dramatic evolutions in CU Denver's administrative procedures, academic standards, and student body.

Things were rather relaxed and informal at first. "I didn't have to create any sort of promotion and tenure dossier," says LeMasurier, who had taught for four years at Cornell before coming to Denver.

> *A few years after I arrived, the Boulder Geology Department just notified me that I had tenure. It was the same when I was promoted to full professor. In those years personnel decisions were based largely on a committee reviewing multiple years of a person's FRPA [Faculty Report on Professional Activities]. Now professors spend a huge amount of time producing supplemental materials when applying for tenure and promotion. More recently post-tenure review was introduced so the regents can say they're holding faculty accountable. All this bureaucracy takes time away from course preparation and research.*

He remembers substantially less scrutiny overall. "For the first five or 10 years, my classes were pretty small, but I never felt pressure about class size. Later you could get on the CCHE hit list if your classes were not big enough. There were no Faculty Course Questionnaires either during the first five or so years."

He blames falling academic standards in part on how Faculty Course Questionnaires were introduced and used at CU. "The regents said at first that the questionnaires wouldn't be used to evaluate promotions and raises, but they became used for that," he says. "I remember serving on tenure committees. If someone's teaching evaluations had been low, they tended to make their grading easier." Grades would go up, and

evaluations would go up. Departments supported grade inflation as well, to increase enrollment. “At one point I remember the Geology Department’s average grade was a C+, at the bottom of the list, where another department had an average of A-. The regents and administrators built a review system that had the effect of lowering academic standards. I felt lucky that I never had to devalue my grades.”

> *It was a very different culture than in Boulder. It was a good culture. I felt lucky that I was in Denver.*
>
> **Wes LeMasurier**
> Geology Professor
> CU Denver 1968–2003

LeMasurier’s geology students changed considerably over the decades. “In the beginning the average age was around 30,” he remembers. “It was a long time before I was the oldest guy in the class. These were a wide range of very interesting people. I had a student with a PhD in chemistry, another who was president of his own company. Geology at Denver was important because these students could take night classes with us. I didn’t teach a day class until the 1990s, when the demand for night classes waned and the average age of the students dropped to the mid-twenties.”

Most of his early students were men, but that changed as well. “At first only a few secretaries from Denver oil companies took a class. This evolved slowly, but by the late 1980s there were plenty of women. By the 1990s women dominated the top 10 percent of my classes. They had something to prove in science classes.” He remembers a student whose father had refused to support her undergraduate education if she majored in science. Consequently she majored in art and became an artist, but she returned as an independent adult in the late 1970s to study geology. “She and another female former art major were my top students,” says LeMasurier. “Later one of these women did her doctoral work with me in Antarctica [via CU Boulder because CU Denver had no geology graduate program]. For my last 20 years, to quell the anxieties of women taking their first science class, I would announce at the beginning of every class that the highest grades I have ever given out were to female art majors.”

Overall student interest in geology fluctuated as well. “There was a huge market for geologists in the late 1970s because of the oil boom,” he says. “We had 200 students in an introductory class. We had to have multiple mineralogy classes, and we hired a second geology professor. Then in the early 1980s the bottom dropped out of the oil business, and the bottom dropped out of our enrollments as well.”

Despite the ups and downs, LeMasurier is grateful for his long career. He obtained major research grants, made seven trips to Antarctica, and became a leading Antarctic volcanologist. And he appreciated the Denver campus. “In the early 1970s, students at CU Boulder went on strike and wouldn’t take exams,” he says.[43] “We didn’t know what our Denver students were going to do during finals, and we received no instructions from our administration, so I just made a test and showed up. Every student was there to take the test. It was a very different culture than in Boulder. It was a good culture. I felt lucky that I was in Denver.”

Diane Messamore

Giving Back to a Working-Class Alma Mater — Diane Messamore

Although she received her degree just as CU Denver gained independence in 1973, Diane Messamore makes it clear that she did *not* graduate from CU Boulder. "Our commencement was held in Boulder, and I didn't even go," she says. "The Denver campus where I went was strictly a mechanism for working people to get a degree. That was a great service." When the CU Boulder Alumni Association tried to recruit her in 1991, she rediscovered her academic roots and joined CU Denver's association instead. Since then she has given much back to the institution that launched her successful career.

> *It's been exciting to stay in touch and see CU Denver change into a standalone university with its own claims to fame.*
>
> **Diane Messamore**
> Math Student
> CU Denver 1970–1973

Messamore actually did enroll at Boulder as a traditional student in 1968 but did not stay long. "Boulder was not the place to be if you were married and working," she remembers. "Almost all the students were in fraternities or sororities. Many were from out of state, few worked, and many were protesting the war in Vietnam." When she returned to higher education in 1970 it was to the Denver Center. "CU Denver was perfect when you were married and working," she says. She helped analyze marketing data for Blue Cross Blue Shield during the day and attended math, engineering, and computer classes at night. The lack of extracurricular activities and student unrest suited her. "Everyone did their schoolwork and went home," she recalls. "I don't remember any politics. The biggest problem was finding free parking."

After graduating with a math degree in 1973, she stayed at Blue Cross Blue Shield for four more years, briefly owned a restaurant, and then spent the rest of her career in actuarial consulting, earning a University of Denver law degree along the way. When Carol Heller, director of CU Denver's Alumni Association, asked her to join in 1991, she jumped at the chance. "I was excited to have an alma mater," she says. She served on the association's board for three years and was president for one. "That was my year of being Miss America," she jokes. "Going around with Chancellor Buechner, meeting important people like Ed Perlmutter, showing off Rashaan Salaam's Heisman Trophy at events." She remembers numerous university activities that began during that time as well, including Alumni Weekend (in place of Homecoming, since CU Denver has no football team), academic letter jackets for 4.0 students, and Alumni Association scholarships. "Carol was the Alumni director for more than 20 years and helped make alumni feel they were part of the campus purpose," she says.

These days Messamore is making a difference as part of the CLAS dean's advisory board. Among her proudest achievements are a series of networking events that connected Auraria students with local business leaders, which she organized with CLAS marketing and communications manager Tracy Kohm and history professor Pamela Laird. "It's been exciting to stay in touch and see CU Denver change into a standalone university with its own claims to fame," she says, citing the university's biology focus, links to the CU School of Medicine, and high-profile Business School. She credits CU Denver leaders from the 1980s and 1990s, particularly Chancellor Buechner, for laying the foundation of today's university. "John Buechner did a lot to make CU Denver an independent campus with its own personality and successes," she says. "All changes have been for the good."

Messamore continues to work with CLAS to build support for liberal arts education in Colorado. "The liberal arts improve communication, leadership, and strategic thinking," she says. "That's what the business community needs. I hired a CU Denver math major two years ago, right out of school. I was blown away by his poise and leadership. I knew right away that he would be successful."

Mark Pogrebin

A Long Stretch in Denver — Mark Pogrebin

Mark Pogrebin has had a long and varied career in crime. First he was a prison social worker in New Jersey, then a youth parole officer in New York. After earning his doctorate in sociology (criminology/criminal justice focus), he spent three years teaching and researching criminology at Florida State University before landing at CU Denver's Graduate School of Public Affairs in 1976. Today, after 37 years at CU Denver, he is still making a difference in the classroom, on the streets, and behind bars.

Pogrebin's early years at CU Denver were a blur. With only two full-time professors, the university's criminal justice courses were swamped by students receiving tuition benefits from the U.S. Department of Justice as well as military veterans. "It was a huge program for two people to handle," says Pogrebin. "Nick Pjoan and I taught a hell of a lot of courses in Denver, Boulder, and Colorado Springs. I had taught only two classes at Florida State because they wanted you to do research and publish. It was a shock for me here—all those classes, driving all over the state. It was a lot of work." He was also taken aback by the young university's lack of resources. Still, the urban environment and the different breed of students appealed to him. "My students were older working people who came at night and said 'show me,' which separated us from residential campuses like Florida State and Boulder," he says. "We focused on urban master's programs for adults. The bridging of the gap between theory and practice was great all over the campus."

> *"We created a rigorous program that helped legitimize the criminal justice field.... We bridged the gap between academia and practice."*
>
> **Mark Pogrebin**
> Criminal Justice Professor
> CU Denver 1976–present

In those early years, Criminal Justice was merely a concentration within the Public Administration program. In 1980, with impetus from students who wanted more focus on their own field of study, Pogrebin helped push a separate Criminal Justice master's program through the regents and the Colorado Commission on Higher Education. Another big shift occurred in the 1980s when all Graduate School of Public Affairs programs were cut from the Boulder campus. "The school had big programs in Boulder, including Public Administration, a City Manager's program, and Criminal Justice," says Pogrebin. "Cutting the programs was a tremendous mistake, but we had no political clout, and no one fought to keep the programs in Boulder." The school continued to be led from the Denver campus, with an additional presence on CU's Colorado Springs campus.

The Criminal Justice program entered another phase around the time Eric Poole joined the full-time faculty in 1986. "Eric and I did a lot of research together," says Pogrebin. "We didn't have to teach in Boulder anymore or Colorado Springs, which was then covered by part-time instructors, so we had more time." Pogrebin's research focused on qualitative observations of the criminal justice system, such as evaluating the social psychology of police officers involved in violent incidents, assessing Boulder County's juvenile corrections institutions, and exploring the challenges faced by the Denver Police Department's black female officers. "I spent a lot of time in police cars," he says. While observing police briefing rooms, where officers gathered before and after their shifts, Pogrebin noticed that the officers told dark jokes that he didn't find funny. He and Poole subsequently studied and wrote an article about police humor, revealing its importance for creative expression, workplace communication, and relationship building. "Because it was just the two of us for so long, we couldn't leave for long periods to do research," says Pogrebin. "We were at school all the time, but still we managed to produce a lot of great research."

In Pogrebin's view, the Criminal Justice program entered a golden age in the late 1990s while John Buechner was CU Denver's chancellor and Marshall Kaplan was dean of the Graduate School of Public Affairs. "We really came into our own," he says. "We had a strong identity as an urban graduate school, a lot of autonomy, and a great reputation. We lost some of that when CU Denver merged with the medical school and the program began focusing more on undergraduate education."

After the Criminal Justice program added undergraduates in 2007, it expanded rapidly. "Criminal justice had become a moneymaker all over the country, so CU Denver wanted an undergraduate program," says Pogrebin. "There was a lot of controversy because Metro State also has a large undergraduate program, but in any case our program now has many undergraduates." To meet the growing demand, the Criminal Justice faculty has grown to six full-time professors and numerous part-time instructors.

Pogrebin has racked up a long list of accomplishments during his time at CU Denver, including almost 25 years as director of the Criminal Justice master's program. "I'm proud of sustaining the program all those years," he says.

> *It was challenging being a small, very different program within the larger School of Public Affairs. I'm proud of all the students that came out of our program. We produced around 42 police chiefs plus many other professionals like probation and parole officers. Some went on for their doctorates and taught college. We had a good reputation as academics. We created a rigorous program that helped legitimize the criminal justice field. I'm also proud of the research we did as well as our community work and consulting on police and jails. We bridged the gap between academia and practice.*

Despite his long tenure, Pogrebin remains nimble amid changing times. "It's great teaching 18- and 19-year-old undergrads during the day now," he says. "I'm very controversial. I bring everything up—crime, economics, social inequality, race, gender. It shocks a lot of students because they haven't talked about these things before. And it keeps me on my toes." He continues to research and publish in the criminal justice field as well, producing three books during the past four years. Currently he is studying the reentry of prison inmates into the Denver community. "For an older guy I'm pumping a lot of work out," he says.

So what's next for Mark Pogrebin? "I don't know," he says. "I enjoy it here. I still have a lot to accomplish. I do need to get out in the field more again. Most faculty don't do qualitative field observations now. They miss out on the humanity and the inhumanity. Out there my former students are the boss, and I'm just the observer. I still love it."

John Prosser

Designing the Nitty-Gritty of the City — John Prosser

The urban renewal movement swept downtown Denver in the 1960s and 1970s—with CU's help. Even before the Auraria campus crowned the west-side renewal, university professors and students had ventured into dilapidated neighborhoods to improve the lives of urban dwellers. Few people understand how CU has transformed its Denver environment as well as John Prosser, professor emeritus of architecture and urban design. Looking back on nearly 50 years with the university, Prosser remembers a city and a school growing up together, and he sees a bright urban future for both.

Prosser arrived at CU Boulder's School of Architecture in 1966, just as Lyndon Johnson's Model Cities urban renewal program was kicking off. "Boulder was not the place to do urban design and architecture," says Prosser. "We thought we should be working in the nitty-gritty of the city." School of Architecture professors and students set up a "storefront operation" in Denver's Five Points, an economically disadvantaged, largely African American neighborhood. They transformed an empty main-street store into a classroom, design studio, and meeting space and began working with the community to plan urban improvements. "We provided free services that the community couldn't otherwise afford," says Prosser. "We worked with community leaders to ascertain which services and facilities were needed. It was a very bottom-up process. Many areas had a terrible image because of shoddy streets, sidewalks, and landscaping, so we started by looking at the streetscape. We created designs that the community used to obtain grants for revitalization. From our point of view, getting involved was a professional and social obligation, and for our students it was truly experiential learning in the 'hoods.'"

In 1969, CU Boulder's School of Architecture became the College of Environmental Design, with graduate programs based in Denver and undergraduate programs based in Boulder. The Denver operations moved into a converted garage at 12th and Lawrence Streets, the site of today's North Classroom Building. "There was no money for remodeling," says Prosser. "To 'air condition' the studio we opened the overhead door. Our students had to dodge water leaking from the ceiling whenever it snowed or rained. There was a CU child-development center in the back half of the building, and it was pretty difficult trying to teach a class with all the dance music coming from

back there." The new college created two urban-oriented master's programs in the old garage: urban and regional planning (directed by Dan Schler) and urban design (directed by Dwayne Nuzum).

> *Boulder was not the place to do urban design and architecture. We thought we should be working in the nitty-gritty of the city.*
>
> **John Prosser**
> Architecture and Urban Design Professor and Dean
> CU 1966–2008

Also in 1969, the university hired Prosser, as a campus planner who was familiar with the neighborhood, to generate an alternative plan for the future Auraria campus. "This kind of private consultancy is no longer allowed, but things were more informal back then," says Prosser. His plan proposed saving numerous elements of the Auraria neighborhood, many of which were preserved in the final plan: the 9th Street houses, the Tivoli brewery, St. Cajetan's church with its priory, and the former Episcopal church (later Emmanuel synagogue). "This area has character and history," says Prosser. "Auraria dates back to the gold rush. It was a complete, multi-class neighborhood and evolved into a major part of the Latino community." Still, much of the Auraria neighborhood disappeared during urban renewal, along with landmarks across Speer Boulevard such as the Frontier Hotel and the old Federal Reserve Building.

As CU Denver gained its independence in 1973, the College of Environmental Design was unaffected. Its administration remained under CU Boulder, the undergraduate programs remained in Boulder, and the graduate programs remained in Denver. Also in 1973, Michael Smith became director of the Community Center for Design and Development, which had sprung from the old "storefront operation" in 1972 under the leadership of Ron Abo. Smith built the center to national prominence before stepping down in 1989. At its peak, more than 80 graduate students per semester from various disciplines provided services to communities statewide. In 1990 it became the Colorado Center for Community Development and is still operating today. "That's more than 40 years of college outreach helping citizens throughout the state revitalize and enhance their communities," says Prosser.

In the mid-1970s, the college inhabited numerous downtown Denver locations. Its first stop was the Insurance Building, which, like the old converted garage, leaked like a sieve. "There was a horrendous storm in 1975, and I remember water pouring down the elevator shaft," says Prosser. As student enrollment increased, the planning and urban design studio moved into the former tramcar machine shops underneath the Tramway Building's sidewalk. Meanwhile, the first architectural studio ended up in the basement of St. Cajetan's. "Our students thought they were going to be in Boulder," says Prosser. "They wondered, 'What am I doing in this destitute construction area at Auraria?' But it was an open, fabulous, historic place for our first real studio-type space."

In 1976 all of the college's programs moved into the Bromley Building, which became available when the Bromley Library's holdings were moved to the new Auraria Library. Connected to the Tramway Building, the Bromley Building provided many social and professional opportunities. "It was wonderful," says Prosser. "Everybody saw everybody face to face. Bumping into people all the time is the best thing for creativity." Prosser and his colleagues watched construction of the Dravo Building (now the CU Denver Building) and then moved into it in the mid and late 1980s. The college is still based there today, while the Colorado Center for Community Development has offices in the tower on downtown Denver's Writer Square.

Prosser, who retired in 2008 but still serves on the CU System Design Review Board, sees in the downtown nexus a future of limitless possibilities. "Today we are not just a university in an urban location, we are becoming a true urban university," he says.

> *As we have evolved we have moved into the Dravo Building and the Lawrence Street Center. We've created student housing and the Business School downtown. The North Classroom Building is on Speer, and Academic Building 1 will be too. Suddenly we're in the heart of the city and in constant contact with all its affiliates. We're saying we want total interrelationship with all the activities in the city center—social, economic, political, ethical. That kind of density and 24/7 intensity is very different than Auraria. We have the greatest graduate students you can ever hope to teach. We're in the core of the Front Range Megapolitan Area. With Metro and CCD right here too, we're in one of the most incredible higher-education situations anywhere in the world. We should keep building on this and expand our presence downtown, where we can have tremendous resources and where we can serve the greater society in all its aspects. Now, at the beginning of our third generation, we have come of age. The sky's the limit.*

Epilogue: The relationship between CU Boulder's and CU Denver's design, planning, and architecture programs has transformed over time. In 1985, the programs severed their administrative and financial ties before reuniting in 1992 as a single College of Architecture and Planning under CU Denver's administration. During this period, the allocation of undergraduate (in Boulder only) and graduate (in Denver only) programs remained. In 2012, the programs split again. CU Boulder assumed administrative responsibility for its Bachelor of Environmental Design program, and CU Denver's College of Architecture and Planning initiated a Bachelor of Science in Architecture program. Today, in addition to the new bachelor's program, CU Denver offers master's programs in architecture, historic preservation, landscape architecture, urban and regional planning, and urban design as well as a doctoral program in design and planning.

Lynn K. Rhodes

Teaching, Leading, Strengthening the Denver Community — Lynn K. Rhodes

Lynn K. Rhodes arrived at CU Denver's nascent School of Education in 1978 as an assistant professor of literacy education, straight from her doctoral program at Indiana University. "I was the 14th faculty member, and all 14 of us were housed in the St. Cajetan's rectory," she remembers. Over the next 32 years, Rhodes worked with her colleagues to help the school expand beyond this tiny space to fill three floors of the Lawrence Street Center, more than tripling the faculty's size in the process—a journey that reflects the tremendous growth in the school's capabilities and mission. "CU Denver and the School of Education and Human Development are very different, better, and more complex places now than they were when I was hired," she says.

Rhodes spent much of her career in leadership positions with the School of Education (which was renamed the School of Education and Human Development in 2004) and is proud of the school's advances. "Our school led CU Denver for years in the amount of grant funding we received, and even today we are second only to the much larger College of Liberal Arts and Sciences [CLAS] on the Denver campus," she says. The school also has worked hard to build connections with the state's education community. When Rhodes became associate dean of teacher education in 1992, the school launched professional development schools in five districts, which partnered with CU Denver to prepare new teachers. "To this day, it is a model for teacher preparation," she says.

After becoming dean in 2001, Rhodes led the school's continued expansion. The school launched an education doctoral program (Ed.D.) for K-12 educators—to complement the school's existing Ph.D. program—and a teacher licensure program for CLAS undergraduates. The school also created an Evaluation Center to evaluate a wide variety of programs, including grant-funded programs. "The center has conducted an amazing number of program evaluations for organizations such as school districts, community institutions, and other academic units like CU's Schools of Medicine and Business," says Rhodes. Another focus was continuing education. "In my time as dean,

we grew our continuing education business markedly by forming partnerships with organizations including Teach for America and Denver Public Schools," she says.

Because Colorado's educational system and politics go hand in hand, Rhodes also spent considerable time in the political arena. "As dean I often worked on policy issues at the Colorado Department of Education, the Colorado Commission on Higher Education, and the Capitol and with various education-advocacy groups," she says. "Because campus is only a shuttle ride away from virtually every one of these groups, I was expected to be ready to show up with information and opinions." One policy initiative Rhodes promoted was convincing state and national accreditation agencies to let the school develop and test outcome-based measures (rather than input-based measures) for accreditation—from, for example, an analysis of program content to measuring the impact of graduates on K-12 student achievement. "We are helping lead a state and national change that was long overdue, a change that is now possible in part because of state legislation we backed that links K-12 student achievement to teachers," she says.

> *When I'm in the P-12 education community, it never fails that I'll run into one of our former or current students in a significant leadership role.*
>
> **Lynn K. Rhodes**
> Education Professor and Dean
> CU Denver 1978–2010

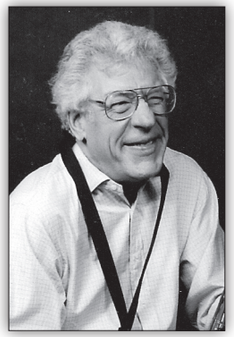
Rhodes feels fortunate to have gone through all these changes with the School of Education and Human Development's excellent faculty and staff. "The school attracts faculty and staff who want to make a difference in childhood and adult education and mental health," she says. "They are special people—smart, engaging, grounded in data, opinionated, and collaborative, and they stay for a long time because they like working with people cut from the same cloth." One faculty member she particularly remembers is William Goodwin, an educational psychology professor and one of the school's original members, who passed away in 2011 while still at CU Denver. "Bill epitomized the School of Education and Human Development," she says. "He was a well-known scholar, an excellent teacher, never said no to a service request, and created deep partnerships with K-12 schools. He was a gentle man and a leader in our school."

Rhodes also appreciates the students she has known over the years. "Our students are smart, committed, and mature," she says. "Although we recently added undergraduate programs, we still mostly have graduate students, typically educators who are coming to us with significant questions about how to improve their educational practices as a teacher, principal, school counselor, or school psychologist. When I'm in the P-12 education community, it never fails that I'll run into one of our former or current students in a significant leadership role."

When it comes to great CU Denver administrators, Rhodes thinks of former provost Mark Heckler, who is now president of Valparaiso University. "Mark had a robust vision for what we could become, and he led substantial change with collaborative approaches," she says. One change that took place under Heckler's watch was CU Denver's consolidation with the CU Health Sciences Center (now the Anschutz Medical Campus) in 2004. Rhodes saw many positive opportunities arise from the merger, such as new School of Medicine collaborations with CLAS and the College of Engineering. In addition, the Evaluation Center has evaluated a major School of Medicine grant, and an education researcher has worked with School of Medicine brain scientists to advance his work on how people learn math. "As dean I also found it much easier to attract and hire the best faculty talent once we became a recognized top-tier research institution, which was a direct result of the merger," says Rhodes.

Reflecting on the many challenges and accomplishments of her three decades at CU Denver, Rhodes finds pros and cons in what she sees as the university leadership's "hands-off" approach to its schools and colleges. "This approach allowed the School of Education and Human Development to use its entrepreneurial spirit and talent to build beyond what we otherwise could have done given the state's and university's budgets," she says. "On the other hand, I think all the schools and colleges would have benefitted from sharing expertise with each other and collaborating more, which hasn't been fostered as fully as it might have been."

She also wishes CU Denver promoted itself more boldly. "Our schools and colleges have unique, strong programs, and they are embedded in the Denver-area community, yet our visibility is low outside those groups being immediately impacted," she says. "For example, in addition to all the partnerships in the School of Education and Human Development, the Student and Community Counseling Center provides free counseling to students and families from Denver Public Schools, and our campus permits anyone aged 60 and older to audit courses for free on a space-available basis. I think most people would be surprised by the breadth and depth of our partnerships and community outreach."



Franz Roehmann

Playing a New Tune — Franz Roehmann

In 1973, Franz Roehmann had to choose between two job offers. He could become an associate music professor at CU Denver or at the University of Missouri at St. Louis. The Missouri program was more mature—and offered a higher salary—but he sensed that something special was happening in Colorado. "I saw the mountains," he says. "I saw a budding program that was unique in the nation and the CU Denver Center, which was about to become a university. The choice was easy—Denver." But he could not foresee the full extent of the musical, curricular, and institutional changes he would help implement in the years to come.

> *I believe we were the first in the nation to offer an entire curriculum based on alternative careers in music.*
>
> **Franz Roehmann**
> Music Professor
> CU Denver 1973–1999

Initially, CU Denver's College of Music—an extension of CU Boulder's College of Music—included only associate dean David Baskerville, assistant professor of music technology Roy Pritts, and piano instructor Donna Bogard. As Roehmann remembers it, however, Baskerville's wife, Roberta, knew the wife of the Colorado Commission on Higher Education's chair, to whom she mentioned Baskerville's innovative curricular ideas for the Denver music program and the need for additional faculty. In the next year's appropriation, three new music faculty positions appeared at CU Denver. "This created a bit of a stir on campus, but it led to my appointment along with two other marvelous musicians," says Roehmann.

The five professors crammed into a single office in the Tramway Building's north corridor, which often filled with delivery-truck diesel fumes sucked in from the alley by a wall-mounted fan. The remaining facilities included one practice room (a Plexiglas module in the hallway), one classroom, one piano lab with old Wurlitzer pianos, and the associate dean's office. The conditions remained Spartan when the faculty moved to Auraria in 1977, with new buildings but little equipment. "This particularly stressed the technology and performance tracks of our program," says Roehmann. On the other hand, there was now room to grow, including six practice rooms, a large performance space with a contiguous recording control room, one studio room for instrumental and vocal lessons, and individual faculty offices. The classrooms were shared with Metro State's music program."Since both programs were growing, the competition for space was intense," says Roehmann.

All this time CU Denver was breaking new ground in the academic music world. "I believe we were the first in the nation to offer an entire curriculum based on alternative careers in music," says Roehmann. Historically, music education and performance were the centerpieces of college music curricula. Baskerville, however, wanted the Denver program tailored toward the new music career options that were arising at the time. He wrote the first text to address these new options, *The Music Business Handbook and Career Guide*, which was used by music programs nationwide. At CU Denver, the new degree program was approved in the mid-1970s with four tracks: Music Business, Music Technology, Music Performance (including popular music idioms), and Scoring/Arranging.

When Baskerville returned to the faculty in 1977, Roehmann replaced him as associate dean. He worked with Bob Fink, the dean on the Boulder campus, to help separate the Denver and Boulder College of Music linkage. He also began working with CU Denver's other arts programs to create a larger, more comprehensive arts unit. "In the early '80s, I engaged the Fine Arts and Theater departments in discussions regarding the development of a College of Arts," says Roehmann. "The College of Music had grown to eight or nine full-time faculty, several adjunct faculty, two visiting artist positions, and 120 or so music majors. It was substantially larger than the Fine Arts or Theater departments, but it was really too small to be considered a college." After much negotiation, the units combined in 1989 into the School of the Arts within the College of Liberal Arts and Sciences (CLAS). In 1998 the newly renamed College of Arts & Media separated from CLAS and became Colorado's first comprehensive, undergraduate arts and media college, with a mission of integrating art, technology, and commerce. "Having played a role in bringing the units together is something I remember with great satisfaction," says Roehmann. "Last I heard, all were thriving."

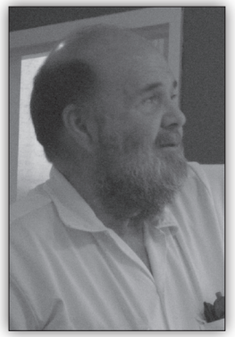
During his CU Denver career, Roehmann remained active as a performer, occasionally playing bassoon with the Denver Symphony Orchestra, playing saxophone for Broadway shows that appeared in Denver, and "gigging" around town at commercial and jazz venues. In 1982, he began collaborating with neurologist Frank Wilson. This led to the formation of the nonprofit organization, The Biology of Music Making, dedicated to

exploring the relationship between neurologic and physiologic processes in the context of musical performance. After an exploratory conference that brought together about 60 scholars from around the world in 1984, the organization hosted conferences on music and child development (1988) and music, growth, and aging (1991). “This was a wonderful experience with a steep learning curve in multi- and cross-disciplinary understanding,” says Roehmann. “The idea of using music for rehabilitation of various neurologic deficits was not well understood in the ‘80s. Today the practice, both in research and application, is more widespread.”

After returning to the faculty in 1984, Roehmann spent 15 more years teaching and served twice as department chair. He retired after the 1998–1999 academic year. His departure marked a shift in curricular emphasis. “I was the last of two Scoring/Arranging professors,” he says. “After I left, that track was discontinued.” The tracks in Music Business and Music Technology became the centerpiece of the degree program, with less emphasis on the study of music. “It was a significant change that, in hindsight, was inevitable.”

In retirement, Roehmann continued as an active musician, playing jazz saxophone and composing and arranging music, some for big-band jazz ensembles and some in a more “classical” vein. “It’s a different life,” he says. “No more faculty meetings, no classes to teach or students to mentor, no institutional crises, few phone interruptions—just a great deal of quiet time to compose and practice. It’s different and it’s wonderful.” In retirement he has composed two works for string orchestra and chorus, released three CDs (two of big-band jazz and one of chamber music for wind instruments and piano), and completed a collection of 55 jazz compositions.

Looking back on 40 years of CU Denver, Roehmann says, “You’ve come a long way, baby. It’s been wonderful to see the university evolve and mature. I feel really, really good about that. Getting in on the ground floor of something important doesn’t happen very often. I was fortunate, even privileged, to have had such an opportunity.”



Clyde Zaidins

The Physics Model — Clyde Zaidins

As a nuclear physicist, Clyde Zaidins has always liked experiments—and not just with atomic particles. In the 1970s he and a small group of other “rational, reasonable people” experimented with a course-sharing model that tied together the CU Denver and Metro State Physics Departments in a unique, successful, and highly controversial relationship. Helping build that relationship, and helping build CU Denver, are among the proudest achievements of his 40-year career.

When Zaidins arrived in 1967, the Denver Center hardly had a physics program at all. “There was no major, just service courses for pre-med students and engineers,” he says. “Courses were taught by part-time faculty and one CU Boulder faculty member. In Boulder they felt that you were sentenced to teach in Denver if you didn’t behave.” The year before Zaidins was hired, CU Boulder professor David Lind volunteered to teach at the Denver campus and reported the situation to his dean and department chair. “David was a real hero,” says Zaidins. “He told Boulder that Denver’s current teaching model could not provide a quality education, that full-time faculty members were needed.” CU Boulder’s leadership agreed with Lind and soon hired John Shonle, Bob Rogers, and Zaidins for the Denver Center.

This small band quickly set to work on the Denver Physics Department. “We had to do a lot besides teaching,” says Zaidins. “We bought lab equipment, created a major, acquired materials for the library—a lot of things that were above and beyond what a new faculty member would do in an established department.” Zaidins helped build other aspects of the fledgling campus as well. With chemistry professor Bob Damrauer, assistant dean of Natural and Physical Sciences Phyllis Schultz, and biology professor Alan Brockway, he helped develop an advising committee that focused on getting Denver students accepted into medical school and other health-related graduate programs. “Our students came to have an extremely high rate of acceptance into these programs,” he says.

Damrauer and Zaidins also secured a National Science Foundation grant in the early 1970s to launch Topics in Science, a series of five-week courses on single science topics. "Bob and I were interested in science education for people who were not going to be scientists," says Zaidins. "We felt that short, less-rigorous classes were the best way to teach these students and give them a positive attitude about science. [Biology professor] Linda Dixon and I taught one class together on the effects of radiation on living organisms. There were also classes about the birth and death of stars, the atomic nucleus, and many more." The courses were taught for about a decade until they were phased out owing to changing graduation requirements.

> *We were rational, reasonable people in CU and Metro physics, and we embraced the shared program.*
>
> **Clyde Zaidins**
> Physics Professor
> CU Denver 1967–2004

Throughout the 1970s, Zaidins joined CU Denver faculty and students in fighting for the new university's survival and quality. When the Auraria campus was created, however, he adopted a contrary view of neighbor and competitor Metro State. "The Colorado legislature wanted Auraria to be efficient, without course duplication," he says. "They had a simplistic view of duplication: a physics course at CU Denver and one at Metro were the same no matter what. While other departments were fighting tooth and nail to keep separation between CU and Metro, we decided to give the legislature what it wanted." Zaidins, Shonle, and Metro State physics professor Jerry Wilson led the creation of a joint CU Denver–Metro State physics program. Each class in a joint curriculum was assigned to one of the institutions, and students at both institutions took the fully transferrable classes while working toward their degrees. "We called it the Physics Model," says Zaidins. "It was based on the cluster model at California's Claremont Colleges. The *Chronicle of Higher Education* ran a feature story on what we were doing."

Such sharing did not endear these mavericks to everyone in the CU Denver faculty. "A lot of my colleagues were angry because the Physics Department wasn't fighting," says Zaidins. "But we were rational, reasonable people in CU and Metro physics, and we embraced the shared program. Neither department could do what it needed to do alone." Over the years, new CU Denver administrations considered splitting up the combined program, but the costs were always too high, so it remained. "To this day we share courses," says Zaidins. "This was a major accomplishment and a major part of the birth of Auraria."

While all this was going on, Zaidins was building his career as a nuclear physics researcher and, most importantly, a teacher. "I worked at the cyclotron facility in Boulder until the nuclear program was shut down in 1982," he says.

> *On a coffee break at the cyclotron lab someone once asked seven or eight of us, 'If you had to choose between teaching and research, which would you give up?' I was the only one to say that teaching was the most important. I had several job offers after I got my PhD from Caltech, and I made the right choice coming to Denver. Teaching was more important in Denver than research. I won a couple of teaching awards. I had a lot of interesting students, and I've heard from some about my impact on their lives. I also helped build a viable, good institution. I was there at its birth.*

As his research career waned, Zaidins continued teaching and experimenting, becoming one of the first in his department to complement courses with web-based materials in the mid-1990s. Even after retiring from CU Denver in 2004, he taught part time there through 2009. Living in Washington now, he misses the university but keeps his hand in education, helping high school students with their senior projects and tutoring elementary school students. "I still love teaching," he says.

Parting Shots

Current and former CU Denver faculty, students, and administrators reflect on the university's history and meaning—and its challenges for the future.

When I was hired, Roland Rautenstraus's pitch was "Come help build a university." CU Denver's biggest accomplishment is its existence. And there has been a lot of change, a lot of growth. At the beginning Auraria was just empty space. I can't remember a decade when some major building didn't go up. The university helped build downtown Denver as well. In 1968 16th Street had a lot of abandoned buildings, and Larimer Square had almost nothing—the whole area was a human dumping ground after dark. A community was lost because of the urban renewal, but we gained an impressive, comfortable urban campus and one of the nation's best academic deals for students. We were told to come help build a university, and I think we did. The present and future belong to someone else. My guess is CU Denver will be here a long time.

Rex Burns, Professor of English (CU Denver 1968–1999)

Like many other UCD (Tramway Tech) students returning to school in the 1970s after a hiatus for work, marriage, and children, I was a super-enthusiastic, older learner. Having chosen psychology and English at the start, and lucky enough to have enrolled in a class taught by professor Richard Dillon in my first semester, I continued to take more of his classes, including "Opera as Literature." I was shocked to discover from the first day of that course that I loved opera. I have now spent almost half my life exploring this art form that I never knew before: studying librettos (before subtitles), listening to records (before tapes, CDs, or DVDs), attending live performances in many parts of the United States and abroad, and even performing in the chorus with Opera Colorado. As well, I have been a tireless advocate for the support of opera, both locally and nationally. All this started because I was lucky enough to have been a somewhat frazzled mother of five noisy kids who loved the idea of getting out of the house and going "downtown" for a few hours with grownups, just for me, becoming a student again. Thank you, University of Colorado Denver, and happy anniversary.

Ellie Caulkins, English Student (CU Denver 1969–1977)

The challenges we have faced at CU Denver have made us tougher and more willing to fight for our beliefs.

Michael Cummings, Professor of Political Science,
CU President's Teaching Scholar (CU Denver 1968–present)

Even now CU Denver lacks an identity. Ask people what we are trying to do and they can't answer—that's not good. We haven't done a good job of branding. The university should be recognized as an institution that very much cares about students and scholarly and creative work. We also need to be known by potential students for certain things that we do really well in our undergraduate and graduate programs, so they come here as their first choice. Like the BA/BS-MD degree program, which guarantees that select students who get undergraduate degrees from CU Denver and meet certain requirements will be admitted to the CU School of Medicine. The public doesn't know us as well as they should or as much as we deserve.

Bob Damrauer, Professor of Chemistry,
Special Assistant to the Provost (CU Denver 1968–present)

Promotion and tenure were much easier to attain back in the "old days." I was promoted to full professor just nine years after I arrived. I had a good, but not exceptional, teaching and research record. In fact my first sole-authored book appeared the same year that I was promoted to professor. Today, it takes at least two, and often three, books to achieve that rank. I guess the truth of the matter was that the administration could not pay us much, so they promoted us more quickly.

Mark Foster, Professor of History (CU Denver 1972–2005)

Everybody is happy that CU Denver is giving diplomas now. I was amazed when I went to the graduation in 2005 to see the variety of people getting degrees—it's grown a lot since being the Extension Division over the Trailways Bus Depot.

Bob Graham, Business Manager/Administrator (CU Denver 1947–1981)

Our biggest challenge was to show people that we were a real university that could stand on our own two feet. We did this by bringing together different colleges and schools. Business and engineering, for example, have more similarities than differences, and we got those schools working together very quickly. We also got the Denver business community working with us. Many professionals were teaching at CU Denver in disciplines like business, architecture, and engineering, so that gave us automatic connections. Many of our students were already working in business as well—they were here to learn, teach, and connect their experiences with the classroom. We also invited professionals in to discuss their experiences. In a learning situation people from all different backgrounds become connected. The academic and professional worlds came to understand how relevant and complementary their efforts were. Our success stimulated other schools into doing similar things. CU Denver is important because it is the university for Denver and for the city's downtown business community.

William D. Murray, Professor of Electrical Engineering and Information Systems, Professor of Business, Associate Dean of the Business School (CU Denver 1974–2008)

The students early on were very stimulating. Many were working and taking classes at night. Some were regular students who couldn't afford CU Boulder. Some were just bored with domestic life and wanted to learn. All were older and very serious about education. George Ewing and I taught them everything we could, including a lot of classes we didn't know we could teach, so they could progress.[44] There were hardships, a lack of resources, but it was where I belonged. It seemed the changes that took place were supposed to make us a CU Boulder clone, but I liked the Denver campus how it was. People came there as a first choice because they could do what they wanted. Later Denver was just a second choice after Boulder. I hated the urban renewal. I grew up poor during the Depression, so I gravitated toward poor urban neighborhoods, the cheap bars, cheap restaurants. I feel very lucky about starting my academic career in Denver. Everyone thought it was just a dumping ground, but I loved it.

Jack Smith, Professor of Anthropology (CU Denver 1963–1980)

I started at CU Denver in my 40s, but I never felt like an outsider. Classes were small. The professors were high quality, flexible, available, and committed to success—they helped people who could have gotten lost at larger universities. And the younger students had an amazing energy. They respected older, more experienced students while being different from them. It was the best blend, and the professors taught that blend well. The schedule flexibility was amazing: nights, weekends—you had no excuse for not achieving. Today is the same yet different. The university is bigger. We don't know each other as well. Students are younger and have opportunities to do more than classes, like student government and clubs. The different ages and mutual respect among faculty and students are the same. It was fun. It still is. I still get a smile on my face when I come to work!

Christine Sundberg, Senior Instructor of History (CU Denver 1997–present), History Master's Student (CU Denver 1986–1989)

We have had threats to our economic well being. We have had debates on our treatment within the University of Colorado system and our future as a part of the Auraria Higher Education Center. Yet as I think back on those days of our creation as a free-standing campus, I remember a unified, committed, and articulate community, unafraid to express itself on great academic and structural issues. All of us who participated in those difficult but ultimately successful debates have reason to feel proud of our contributions.

Jim Wolf, Professor of History (CU Denver 1968–1999), as written in an editorial in the *Silver & Gold Record*, December 17, 1992

Today's Students Speak[45]

I came to CU Denver because it is close to home, it is affordable, it has great programs in the medical field, and it has great diversity on campus. The diversity makes CU Denver stand out from other universities. Walking around campus you will see more than twenty different ethnicities/cultures and people from all different age groups. Some of the most interesting experiences I have had at CU Denver are related to the different cultural shows I have attended, getting to learn more about different cultures and meeting people with different and similar backgrounds. I absolutely love the location of CU Denver (downtown, middle of the city) and am fond of the uniqueness of the campus (three schools in the same campus). After CU Denver I plan to attend medical school or graduate school while working a part-time job in the medical field.

Bhawana Mohan, undergraduate biology major, psychology and ethnic studies minors

I enrolled at CU Denver because I wanted the CU brand, and because it is close to home. I like the variety of students at CU Denver and that it's a non-traditional school (I didn't have to live in the dorms). I'd like to mention two amazing professors. Dr. Amy Vidali has been instrumental in helping me develop my writing skills and giving me much-needed confidence. Dr. Sharon Coggan's World Religions course was so amazing that I signed up for the religious studies minor the next day, and, because of her classes, I've decided to get a master's degree in religious studies! For the next 40 years, CU Denver should keep doing what it's doing, with a focus on academics. The university should be competing in academic competitions. We can build a better sense of community if this is the focus.

Anthony Fazio, undergraduate English writing major, philosophy and religious studies minors

I came here because the university in China I used to go to has an international study program at CU Denver. My favorite thing about CU Denver is the location near central Denver. The Chinese students and Chinese student organizations have made my time here special. After CU Denver I plan to attend graduate school.

Yinzhu Zheng, undergraduate student

I enrolled at CU Denver because I was moving to Colorado from Texas, the campus was close to family, and I even had a few cousins enrolled at the time. I love that it is located in the heart of Denver, and I really enjoy our awesome student union. CU Denver is the third university I have attended; I've seen diversity on college campuses but not to the extent of the CU Denver community. I've worked in the Community Standards and Wellness Office alongside the Peer Educators for about a year. They have opened my eyes to the many resources available on campus for students. After graduation I am looking into CU Denver's School of Education Counseling master's program. For the next 40 years, CU Denver should focus on creating a better sense of community. This is more difficult for us because a lot of students are professionals, commute, or have families already.

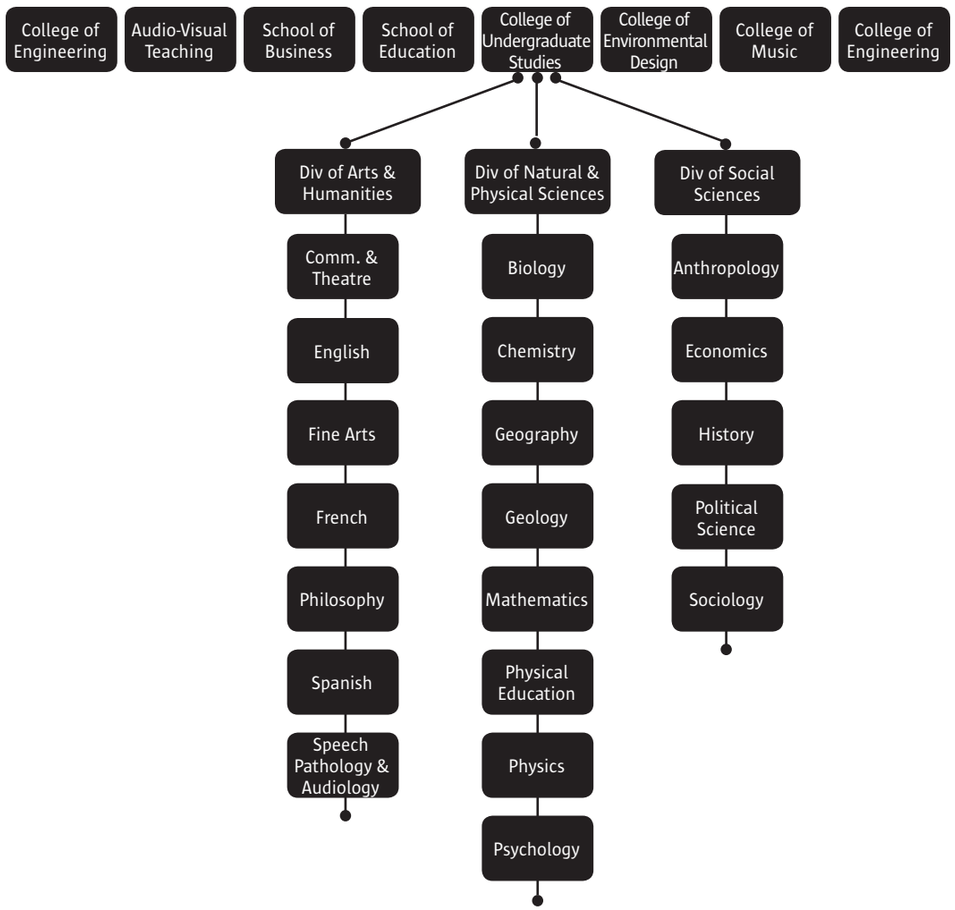
Toni Qualantone, undergraduate psychology major

I came to CU Denver because there were no sports teams. Additionally, being young in a city like Denver is exciting. My favorite thing about CU Denver is the Political Science Department. I have been very impressed with the teaching ability of all the faculty members, and many turn out excellent and original research. When I came here, I had little interest in academics and matters of substance. Taking on challenging topics with professors and fellow students has helped me grow—the variety of people's backgrounds here has expanded my worldview tremendously. The fact that there is not immense pressure to be accepted (into the school) and then succeed allows me to develop my own interests and abilities without a huge price tag and the elitist mentality. After CU Denver I plan to go to graduate school and teach. For the next 40 years the university should focus on the social sciences.

Jeffrey Koehler, undergraduate history and political science major

End Matter

CU Denver Academic Structure 1972–1973[46]



CU Denver Roster 1972–1973

The following lists personnel named in the official fiscal year 1972–1973 "Denver Center" roster and budget,[47] revised with additional knowledge from former CU Denver faculty members.

Title	Name
Administration	
Vice PresidentJoe Keen http://mooseplum.org/wp-content/uploads/2013/07/org-chart.png	
Administrative Assistant II	Barbara Holmes
Vice Provost	
Assistant Vice President	Paul E. Bartlett
Administrative Assistant I	Evelyn E. Eller
Budget Office	
Director of Budget & Finance	Kenneth E. Herman
Assistant Financial Officer III	Lillian Bauer
Accountant II	James Hatcher
Accountant Technician II	Jacqueline Douglas
Clerk III	Catherine Carlin
Business Services	
Administrative Services Officer	Robert S. Graham
Secretary II	Elena S. Jones
Admissions and Records	
Associate Director of Admissions	George L. Burnham
Assistant Director of Admissions	John S. Keyser
Administrative Assistant I	Nell M. Oswald
Assistant Registrar	Zinaida F. Herrera
Secretary III	Mary E. Adams
Clerk IV	Rita Stalcup
Clerk III	Ronalyn Bosley
Clerk III	Vivian A. Vernon
Clerk III	Derla Loya

Clerk III	Eileen Arrington
Clerk II	Milre M. Hunter
Key Punch Operator II	Diana H. Horii
Student Services	
Dean of Student Relations	Paul J. Kopecky, Jr.
Psychologist	Walter L. Strandburg
Counselor II	Joanne W. Reuben
Secretary III	Mary A. Casey
Mexican American Education Program	
Assistant to the Vice President	Jesse Garcia
Black Education Program	
Acting Director	Cecil Glenn
Audio-Visual Services	
Instructor	Robert W. Bruns
Public Information	
Public Information Officer	Thomas H. Stein
Editorial Assistant	Katherine Wilm
Telephone and Information	
Chief Receptionist/ Switchboard Operator	Dolores N. Matousek
Receptionist/ Switchboard Operator	Mary Elizabeth Duer
Receptionist/ Switchboard Operator	Phyllis San Huffman
Arts and Sciences General	
Acting Dean	Herbert C. Eldridge
Administrative Assistant II	Shirley Ann Konkel
Administrative Assistant I	Sheryl J. Bain
Student Adviser	Vivian Johnson
Counselor II	Ruth C. Cattanach
Secretary III	Julie A. Buchanan
Secretary III	Caroline Kmitch
Secretary II	Christine E. Poker
Secretary II	Diane B. Hammond
Anthropology	
Associate Professor	Jack Edward Smith
Assistant Professor	Janet R. Moone
Assistant Professor	Duane Quiatt
Biology	
Assistant Dean, Natural & Physical Science	Phyllis W. Schultz
Professor	Emily Lou Hartman
Professor	George Siemens
Associate Professor	Alan Brockway
Assistant Professor	Linda K. Dixon
Assistant Professor	Joseph E. Miller
Chemistry	
Associate Professor	Robert Damrauer
Associate Professor	Denis R. Williams
Assistant Professor	Wayne W. Marshall
Assistant Professor	Robert W. April
Lab Storekeeper	Ralph M. Milash
Economics	
Professor	Byron L. Johnson
Professor	Suzanne W. Helburn
Assistant Professor	John R. Morris, Jr.
Assistant Professor	Edward L. Phillips
English	
Professor	Louis B. Hall
Professor	Robert D. Johnston
Professor	Mary Rose Sullivan
Associate Professor	Rex S. Burns
Associate Professor	Joel Salzberg
Associate Professor	Doris J. Schwalbe
Associate Professor	Peter L. Thorpe
Associate Professor	William A. West

Associate Professor	Ida Fasel
Assistant Professor	Richard T. Dillon
Assistant Professor	B. Evelyn Effland
Assistant Professor	Shirley A. Johnston
Assistant Professor	Elihu Pearlman
Assistant Professor	Jean Phillips
Assistant Professor	Betty Stocks
Senior Instructor	Barbara Jeanne Webb
Instructor	Carolyn H. Barrie
Secretary II	Laura S. Fisher
Fine Arts	
Associate Professor	Gerald Johnson
Assistant Professor	Charles L. Moone II
Assistant Professor	Ernest O. Porps
Foreign Language	
Associate Professor	Edith R. Rogers
Assistant Professor	M. Kent Casper
Assistant Professor	Francisco A. Rios
Instructor	Robert C. Perry
Instructor	Patricia Brand
Instructor	Carsten Seecamp
Instructor	Carlos W. De Onis
Instructor	Marcia West
Instructor	Hope Hamilton
Geography	
Associate Professor	Melvin Albaum
Associate Professor	Richard E. Stevens
Assistant Professor	Yuk Lee
Assistant Professor	William Rodgers
Geology	
Associate Professor	Wesley LeMasurier
History	
Assistant Dean, Social Sciences	Frederick Allen

Associate Professor	Ernest Andrade, Jr.
Associate Professor	James Wolf
Assistant Professor	Mark Foster
Instructor	Phillip A. Hernandez
Philosophy	
Associate Professor	Charles Kenevan
Associate Professor	Glenn Webster
Physical Education	
Assistant Professor	Gerald Carlson
Physics	
Associate Professor	Robert N. Rogers
Associate Professor	John Shonle
Associate Professor	Clyde Zaidins
Political Science	
Instructor	Michael Cummings
Psychology	
Professor	Nell G. Fahrion
Assistant Professor	Janis Driscoll
Assistant Professor	Robert Elder
Assistant Professor	Carolyn Simmons
Assistant Professor	Gary Stern
Sociology	
Associate Professor	Martin Jay Crowe
Associate Professor	Karl H. Flaming
Assistant Professor	Richard Anderson
Assistant Professor	Norman Linton
Speech and Drama	
Assistant Dean, Arts & Humanities	Robley D. Rhine
Assistant Professor	John A. Winterton
Instructor	J. Bradley Bowles
Speech Pathology and Audiology	
Assistant Professor	Natalie L. Hedberg
Engineering General	

Associate Dean	Martin L. Moody
Associate Professor	Frederic O. Woodsome
Senior Instructor	Frank J. Casey
Administrative Assistant III	Carl Max Morstad
Secretary III	Luanne M. Reimer
Secretary II	Joan C. Turner
Secretary III	Judy Price
Computer Operator I	Henry Lucero
Electric Equipment Technician	James T. Crofter
Civil Engineering	
Associate Professor	John R. Mays
Associate Professor	Vasant H. Surti
Assistant Professor	Gerald J. Gromko
Assistant Professor	William C. Hughes
Assistant Professor	James K. Iverson
Assistant Professor	Robert Reish
Electrical Engineering	
Professor	Paul F. Hultquist
Professor	W. Thomas Cathey
Associate Professor	Jack R. Baird
Associate Professor	Edward T. Wall
Assistant Professor	Marvin F. Anderson
Assistant Professor	John R. Clark
Assistant Professor	Robert A. Gabel
Assistant Professor	Burton J. Smith
School of Business	
Associate Dean	Dodds Buchanan
Administrative Assistant I	Mary E. Lewis
Assistant Professor	Thomas Hendrick
Assistant Professor	Joyce Neville
Student Adviser	Kenneth T. Beck
Secretary II	Anna M. Barlowsky
School of Education	

Associate Dean	Thomas A. Barlow
Professor	Marie E. Wirsing
Associate Professor	Donald R. Gallo
Associate Professor	William L. Goodwin
Associate Professor	Glenn E. McGlathery
Associate Professor	William A. Sease
Associate Professor	Blaine R. Worthen
Associate Professor	Norma Livo
Associate Professor	Gerald W. Lundquist
Associate Professor	Bruce Bergland
Associate Professor	Daniel Torrez
Assistant Professor	Ray L. Anderton
Assistant Professor	Gloria J. Smallwood
Administrative Assistant I	Joyce E. Dennis
Secretary II	Betty J. Holmes
Secretary I	Loraine Kunz
Mathematics	
Associate Professor	Collin J. Hightower
Assistant Professor	Vance Faber
Assistant Professor	Sylvia Chin-Pi Lu
Assistant Professor	Laszlo Nicolson
Assistant Professor	Paul O'Meara
Assistant Professor	Roland A. Sweet
Senior Instructor	Charles Sherrill
Secretary III	Edith Hill Berry
Secretary I	Evelyn L. Uttecht
Architecture General	
Associate Professor	Irvin Bell
Associate Professor	Daniel J. Schler
Associate Professor	Gary D. Schalman
Secretary I	Barbara Dolan
Music General	
Associate Dean	David Baskerville

Assistant Professor	Roy A. Pritts
Instructor	John P. Morgan
Secretary III	Dolores L. Hasseman
Library	
Library Assistant III	Jo Anne Vetter
Library Assistant III	Gertraud Marshall
Library Assistant II	Warren G. Taylor
Library Assistant I	Genevieve Wilson
Library Assistant I	Patrick McCune
Library Assistant I	Alyson C. Holt
Library Assistant I	William J. O'Connor
Clerk III	Katherine P. O'Hara
Clerk II	Sadie L. Gonzales
Professional Librarians	
Senior Librarian	Jeanette Hemphill
Associate Librarian	John M. Hunter
Associate Librarian	Betty L. Jacobson
Physical Plant Administration	
Supervisor of Buildings and Grounds	Wayne Prigmore
Secretary II	Naomi Babcock
Clerk II	Joanne C. Johnson
Building Maintenance	
Maintenance Mechanic II	Harold Sundine
Maintenance Mechanic II	Charles D. Milligan
Maintenance Mechanic II	Leonard S. Yates
Maintenance Mechanic I	Philadefio Baca
Janitorial Services	
Custodian Foreman	Leto Henry Schmidt
Custodian II	Joseph La Bate
Custodian II	Donald M. Kirts
Custodian II	Ernest Mirelez
Custodian III	Faustin Baca
Custodian II	Diab Marcos
Custodian II	Dionicio Navarro
Custodian II	Isaac White
Custodian II	Patrick L. Dulaney
Custodian II	Bernard Hartman
Custodian II	Rickey L. Pielaet
Custodian II	Robert Sedivar
Custodian II	Bernard Lewis
Custodian II	Joe Arambula
Custodian II	David Archuleta
Custodian II	Manuel Quintana
Security	
Lieutenant	Reuben Goeringer
Bookstore	
Assistant Bookstore Manager II	Dorothy Ann King
Assistant Bookstore Manager I	Brenda Jernberg
Clerk III	John T. Lake
Clerk III	Theodore Thomas
Clerk III	Rosemary Johnson
Cashier I	Virginia P. Webster
Sales Clerk	Lupe Willard

CU Presidents, CU Denver Chancellors

CU Presidents

1877–1887	Joseph A. Sewell
1887–1892	Horace M. Hale
1892–1914	James H. Baker
1914–1919	Livingston Farrand
1919–1939	George Norlin
1939–1953	Robert L. Stearns
1953–1956	Ward Darley
1956–1963	Quigg Newton
1963–1969	Joseph R. Smiley
1969	Eugene H. Wilson
1969–1974	Frederick P. Thieme
1974–1980	Roland C. Rautenstraus
1980–1985	Arnold R. Weber
1985	William H. Baughn
1985–1990	E. Gordon Gee
1990–1991	William H. Baughn
1991–1995	Judith E. N. Albino
1995–2000	John C. Buechner
2000	Alexander E. Bracken
2000–2005	Elizabeth Hoffman
2005–2008	Hank Brown
2008–present	Bruce Benson

CU Denver Chancellors

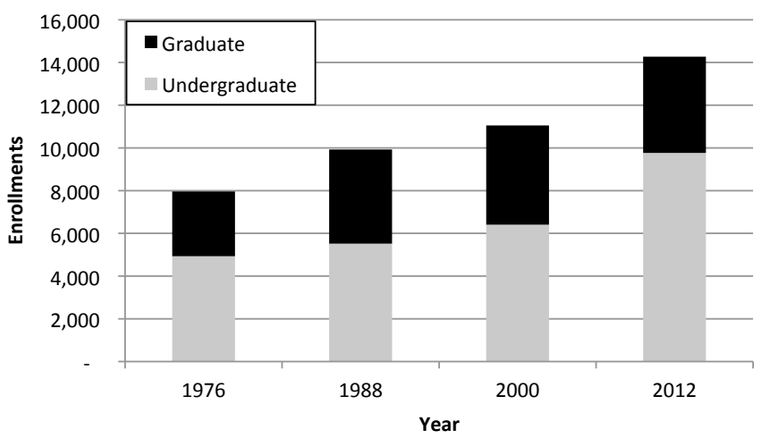
1970–1973	Joe Keen*
1973	P. John Lymberopoulos*
1973–1979	Harold H. Haak
1980	William A. Jenkins
1980	Dwayne C. Nuzum
1981–1985	Gene M. Nordby
1985	Dwayne C. Nuzum
1986–1988	Glendon F. Drake
1988–1995	John C. Buechner
1995–2003	Georgia Lesh-Laurie
2003	Mark Heckler
2003–2006	James Shore
2006–2010	M. Roy Wilson
2010–2012	Jerry Wartgow
2012–present	Donald M. Elliman, Jr.

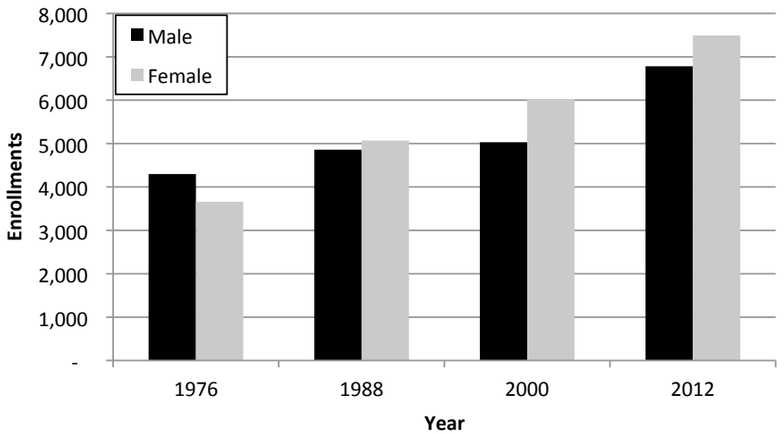
*Official title was vice president.

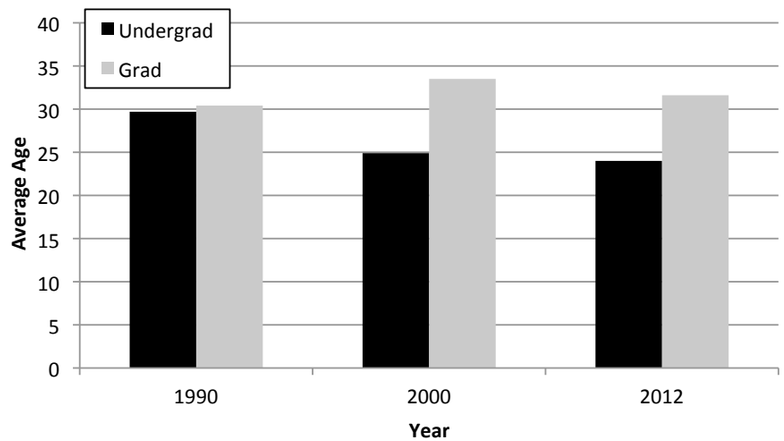
CU Denver Enrollment Changes over Time

A sample of enrollment data quantifies the transformations in CU Denver's student population over time.[48] In the first two graphs below, enrollments are in terms of fall semester "headcounts": the number of students enrolled in at least one course during the fall semesters.[49] Notably, CU Denver's enrollment jumped by 80 percent between 1976 and 2012. Of this growing population, the proportion of graduate students grew before shrinking again during this period, with a low of 32 percent (in 2012) and a high of 44 percent (in 1988). At the same time, the proportion of female students, only 46 percent in 1976, surpassed the proportion of male students in all the later years, constituting 51–54 percent of the student body.

As shown in the third graph, CU Denver's average student age has also changed substantially. While the age of graduate students stayed above 30 in the years shown, undergraduate students became six years younger, from 30 in 1990 to 24 in 2012—which is still four years older than the average age of CU Boulder undergraduates in 2012. Compare these data with those compiled in 1973 (page 38).







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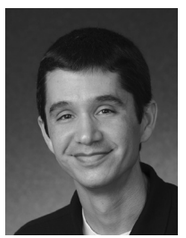
Mindy Baker	Senior Research Coordinator, CU Denver Office of Institutional Research and Effectiveness
Paul Bartlett	Former Denver Center Vice Provost and Assistant Vice President; former CU Denver Dean of the College of Engineering and Applied Science, Interim Vice Chancellor of Academic Affairs, Interim Director of Public Relations and Publications, and Executive Assistant to the Chancellor
Susan Collins	Former CU Denver and CU Boulder Anthropology Instructor, former Colorado State Archaeologist
Rosemary Evetts	Auraria Library Archivist
David Hays	Norlin Library (CU Boulder) Archivist
Pamela Laird	CU Denver History Professor
Tom Noel	CU Denver History Professor
Hailey Winn	Coordinator, CU Denver Office of Institutional Research and Effectiveness

About the Author



Jarett Zuboy is a CU Denver graduate student in history as well as a freelance writer and editor.

Photos in this book came with permissions from the Denver Public Library Western History and Genealogy Department, CU Boulder's Norlin Library and the Auraria Library, the Collection of Professor Tom Noel, Dan Fallon, Paul Bartlett, Dick Dillon, Bob Damrauer, Jim Wolf, Chris Casey, and Greg Cronin. Special thanks to Micheline Heckler, CU Denver Publications and Photography Manager.

Name Index

Notes

1 With credit to Charles Dickens.

2 The official name of what is now called the University of Colorado Denver or CU Denver has changed numerous times during the institution's history, and there have been numerous unofficial names and abbreviations as well (especially the abbreviation UCD). In this document, the time-appropriate name is used whenever possible. However, in some cases an event or recollection spans several institution names or otherwise presents an awkward naming situation; in these cases the moniker CU Denver is typically used.

3 These are listed in the *Sources* section of this document. Although only quotes are attributed specifically in the text, all information comes from one or more of these sources.

4 The Council and House of Representatives of the Colorado Territory originally established the University of Colorado as a territorial university in 1861.

5 Quote from University of Colorado at Denver, *Master Plan*, 2-1.

6 Metropolitan Denver's population grew sevenfold—from 389,000 to 2,780,000—between 1930 and 2010.

7 University of Colorado, *Facts about the Denver Center*, 7.

8 Quote from Bell, "UCD: From Car Barn," 6.

9 By the late 1980s, CU Denver had moved completely out of the Tramway Building. In the 1990s, the Denver Center for the Performing Arts purchased the East Classroom Building (car barn), and today it houses businesses and a center for theater education. The Tower Building became today's Hotel Teatro.

10 Quote from Allen et al., *University of Colorado*, 206.

11 By 1970, the Denver Center offered complete coursework in fulfillment of numerous fields. On the undergraduate level: anthropology, biology, business, chemistry, civil engineering, economics, education, electrical engineering, English, fine arts, French, geography, German, history, international affairs, mathematics, philosophy, physics, political science, psychology, sociology, Spanish, and speech. On the graduate level: business; education; aerospace, civil, electrical, and mechanical engineering; English; applied mathematics; sociology; public administration; and urban design. In 1966 the state attorney general supported the constitutional basis for Denver awarding degrees, stating that, because the Denver campus was an extension of CU Boulder, it was not a branch campus in violation of the constitution (James, *Our Own Generation*, 115; Allen et al., *University of Colorado*, 215).

12 Quote from James, *Our Own Generation*, 30.

13 Quote from Allen et al., *University of Colorado*, 213.

14 Quote from James, *Our Own Generation*, 32.

15 Quote from James, *Our Own Generation*, 74.

16 Quote from James, *Our Own Generation*, 75.

17 Quote from Fetter, *Celebrating 20 Years*, 15.

18 University of Colorado, *Facts about the Denver Center*.

19 Republicans dominated the state government from 1962 through 1975 and were less inclined than Democrats to raise taxes to meet growing demands for public services throughout the state (Allen et al., *University of Colorado*, 210–211).

20 In 1970 CU changed the name of the Extension Division to the Division of Continuing Education to reflect the wide variety of lifelong-learning opportunities now available throughout the state. By 1973 the Division of Continuing Education was instructing more than 40,000 people annually in programs including the Real Estate Certification Program, Mini-College for Women, Indian Education Program, Community Design Center, Workshop for Directors of Volunteer Programs, the Spring Business Conference, and various self-improvement conferences (Allen et al., *University of Colorado*, 245).

21 University of Colorado at Denver, *Master Plan*, 2-11.

22 Quote from Allen et al., *University of Colorado*, 242.

23 University of Colorado at Denver, *Master Plan*, 2-12.

24 Quote from James, *Our Own Generation*, 135.

25 Quote from James, *Our Own Generation*, 132.

26 Quote from James, *Our Own Generation*, 132.

27 Quote from James, *Our Own Generation*, 132.

28 Retired English professor Rex Burns remembers that, during discussion of the campus name, "Colorado University at Denver" and "CUD" were considered. "I urged Harold Haak to avoid using both, arguing that no faculty member wanted to be known as 'the prof from cud,'" he says.

29 University of Colorado at Denver, *Master Plan*, 2-14.

30 The Faculty Assembly represented the faculty of CU Denver. The Faculty Senate, mentioned later, represented all faculty in the CU system, including the Boulder campus.

31 As of this writing, this document has not been located.

32 Quote from Allen et al., *University of Colorado*, 250.

33 Quote from Fetter, *Celebrating 20 Years*, 27. The traffic problem was fixed in the late 1980s by construction of the Auraria Parkway. In the 1990s the Creekfront Project at 14th and Larimer helped connect Auraria and downtown with a pedestrian underpass and a foot bridge over Cherry Creek.

34 Quote from UCD Alumni & Friends, "UCD and Auraria Discussions," 5.

35 Quote from Engdahl, "Eyed UCD Shifts."

36 Quote from Engdahl, "Eyed UCD Shifts."

37 The consolidation-minded bill also included creation of a University of Western Colorado from a merger of the existing Adams State, Fort Lewis, Mesa, and Western State colleges.

38 Literally, "god from the machine."

39 Facts from Burnham, "Facts about the University." Photo from University of Colorado at Denver, *This is the Denver Campus*.

40 University of Colorado at Denver, *Master Plan*, 1-3 – 1-5.

41 This is an abridged and lightly edited version of a memo sent by CU Denver anthropology professor Jack Smith to the faculty and staff of the Division of Social Sciences, dated February 23, 1977. Smith left CU Denver in 1980 to become director of archaeology at Mesa Verde National Park. Published with permission.

42 According to Smith, the Tamale Man also ran into trouble for catching stray cats and putting them in his tamales.

43 The CU Boulder student strike took place in spring 1971, precipitated mostly by anti-Vietnam War sentiments. Most Boulder students ultimately took their exams for that semester (Allen et al., *University of Colorado*, 239).

44 George Ewing, who as a graduate student was a faculty member in the Denver Center Anthropology Department, went on to direct the Museum of New Mexico.

45 Students from the CLAS Dean's Student Advisory Council were asked to contribute their views of CU Denver. Their condensed and edited responses are included here.

46 In the subsequent 1972–1973 roster, College of Undergraduate Studies programs are categorized under Arts and Sciences, and the College of Environmental Design faculty is listed under Architecture.

47 University of Colorado, *University of Colorado Personnel Roster*.

48 These data were provided by CU Denver's Office of Institutional Research and Effectiveness (Winn, "40th Anniversary Historical Data").

49 All headcounts are fall end-of-term data with the exception of fall 2012. Census data were used for 2012 because end-of-term data were not yet available.