

Why I Came, Why I Stayed

*Stories from long-time faculty and
staff about their tenure at UCCS*

FIRST EDITION

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staff about their tenure at UCCS*



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PREFACE

It was with a favorite Ghanaian proverb “Look to your past to find your future” in mind that I invited longtime University of Colorado Colorado Springs faculty and staff to share their memories in the spring of 2015.

The 21 who responded – individuals who came to UCCS 30, 40 or more years ago – were happy to share their recollections of why they initially came to the university and, perhaps more importantly, why they stayed, often in the face of adversity. The pages that follow share the unique perspectives of both faculty and staff in words of their own creation. While each individual’s voice is different, it is clear they wanted to be at the forefront of creating a university different from others within Colorado or, for that matter, in the nation.

While the campus on the craggy outcropping along Austin Bluffs has changed dramatically since its 1965 inception, I believe its greatest accomplishments lie ahead. If current – and future – faculty, staff and administrators are to be successful, it is important that we embrace the spirit of our founding faculty and staff. We must be willing to take chances, to weather the difficult times, and to remember that our relationships to students and each other are hallmarks of our success.

I encourage all current UCCS faculty and staff to read these essays and to think about how you will answer questions about why you came and why you stayed when UCCS celebrates its 100th anniversary.

Respectfully,

Pam Shockley-Zalabak
Chancellor





Peg Bacon
College of Education

Amherst, Mass., Spring 1978. I had just defended my dissertation at the University of Massachusetts and was wrapping up the school year teaching remedial reading at the junior high school. I had intended to take the next year to launch my job search but received a notice from a former UMASS colleague who was now at UCCS about a position there. It seemed to have my name on it. It was the only position I applied for. I flew out to Colorado Springs in June, a little nervous and feeling not quite prepared for my

first university interview which included two days packed full of interviews.

When on the last day I walked down the hill from Main Hall (with the only other buildings being Dwire and the Library) and saw snow-capped Pikes Peak under a beautiful blue Colorado sky, I knew this was the place for me. I think I became a Westerner on that day. When Dean Jack Sherman called me the next week and offered me the job as assistant professor at a salary of \$14,000 to \$16,000, I didn't even have to think twice about my response: "I'll take it!" "You know," he suggested, "if you were to make an argument for the upper end, I could probably give that to you." Thus began a mentorship that lasted for all of my years at UCCS.

*“When I saw snow-capped
Pikes Peak under a beautiful
blue Colorado sky, I knew this
was the place for me.”*

Not for a moment have I regretted my decision to come to UCCS; I feel like I grew up with the campus. Those first years were full of getting to know the pioneering early faculty on the campus and the talented students (many of whom were older than I). I joined Barbara Swaby in the Reading Program, creating the secondary reading track. What an exciting opportunity. A student who was a junior high

assistant principal set up my first staff development session with her faculty and I began to establish a relationship with the local school districts. I learned so much from those early master's students—about teaching adult learners, about my discipline—and I grew in both my knowledge base and my craft.

*“I feel like I grew up
with the campus.”*

UCCS continued to give me opportunities to grow. I was director of the Teacher Education Program, dean of the School of Education, a department chair, and in my last role before retiring in 2012, provost. UCCS was always a place where you could move forward, where you could innovate. The campus grew up, too. Enrollment grew from around 3,000 students when I came to 11,000 today. Buildings sprung up or spruced up. Dwire became a light-filled beacon rather than a fortress, the expanded library provided excellent views of the Front Range from its apses and its bell tower led out to a real university gathering place, the plaza. Residence halls added fresh 18-year-olds to the classrooms and challenged the faculty to find more technology-based and engaging strategies for teaching them.

I cannot imagine a better place to spend 34 years of my professional career.





Adelina Gomez
Communication Department

The year 1979 is a memorable one for me as it is the year I became affiliated with UCCS.

The university was still in its infancy: some new buildings, old buildings serving as classrooms, and creaky wooden floors. Summer school was about to begin and I had agreed to teach for only the summer. That was 36 years ago and I am still affiliated with UCCS.

Why? That is an interesting story in itself. At that time, I was enrolled at CU-Boulder in the doctoral program in communication. There were two other students enrolled in the same program, Connie Staley and Pamela Shockley-Zalabak. Coincidentally, they were the only full-time instructors teaching communication courses at UCCS. We were enrolled in similar courses in Boulder and, of course, became friends.

Shortly before the end of the spring semester in 1979 I found out some interesting facts about our future esteemed chancellor. First, do not accept an invitation to lunch. Second, never say “no” to anything she asks of you. As a former New Mexican, my plan was to return to Silver City, New Mexico, upon completion of my Ph.D. program. I had a job waiting for me at my alma mater, Western New Mexico University.

“Whatever excuse I offered, she countered with a very plausible reason why I should teach.”

At lunch, the now-Chancellor offered me a job teaching two courses: group communication and speech. My first reaction was too demure and I said no. After all, I lived in the Denver area (I still do.) Wasn’t that too far to drive? Whatever excuse I offered, she countered with a very plausible reason why I should teach. Her persuasiveness got the

better of me. When the summer session ended, I didn't know it, but the powers that be were already in motion. The now-chancellor had assigned me FOUR courses to teach in the fall. There was no point in arguing about it. UCCS was becoming a part of me. It was, and remains, a unique part of Colorado Springs. At that time, our students were commuter students as there were no dorms. Enrollment consisted primarily of non-traditional students, those employed by such places as Hewlett-Packard and the City of Colorado Springs, plus a few high school graduates.

*“It was challenging and made
all of us professors become
better at our trade.”*

What I liked about the student body at the time was their age group. They were returning to earn the degree they had bypassed earlier in their lives for various reasons. It was very challenging to teach these students. They were here to learn and we had better be prepared, especially with answers to the questions they were bound to ask! And they did! They wanted an education, that is, to get their money's worth. It was challenging and made all of us professors become better at our trade. Being the small campus it was, we knew each other well. There are some students with whom we are still in touch, even after these 30 plus years.

The campus has grown steadily over the years. There are dorms to accommodate the ever-growing student enrollment, additional buildings for classrooms and parking. The UCCS as I remember it from 1979 exists primarily in my mind as the new UCCS continues to develop. It is hard to look back 50 years and remember the small campus: old buildings, gravel parking areas, and a few new buildings. No matter how much it grows, the campus of 1979 will always remain in my memory.

And just think: I almost missed it! Thanks, Pam.





Kathy Griffith
Chancellor's Office

February 1979 began my long career at UCCS.

I wish I could say I had noble reasons for coming to UCCS but really it was because of time and unforeseen circumstances. I had been happily teaching tennis for the Colorado Springs Park and Recreation Department when, due to personal circumstances, I found out that I desperately needed a “real” job, one that had benefits. After a brief search of my options, I applied for a temporary position in

the Chancellor's Office at UCCS. I did not even know what a chancellor was and there was no such thing as the internet or Google.

I came in for my interview and somehow passed my typing test. I was asked to come back to interview with Chancellor Don Schwartz and his executive assistant, Grace Norman. I can humbly say that I have no idea why I was selected. It certainly was not for my typing skills. But something clicked with Grace and me. She took a chance and hired me, even though there were others who had more experience and better skills. Many years later she told me it was because of my personality. I think I won her over in the interview when I walked in and said, "Wow, you look so much younger than you sounded on the phone." I think I mentally pictured an older woman because my grandmother's name was Grace. Anyway, I got the job and have never looked back.

*"I can humbly say that
I have no idea why I was
selected. It certainly was not
for my typing skills."*

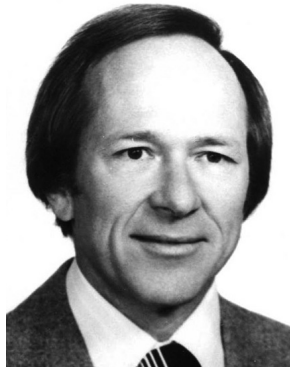
From that first year, I loved working in the Chancellor's Office. It was where all the action was. I related the office to the hub of the wheel that is UCCS. Everything about the campus from academics, students, personnel, land, construction, etc., all revolved around the hub. I learned so much about

higher education and how a university is managed. I laughed when a faculty member once said, “The campus does not need an administration, we can do it ourselves.” Thankfully, that notion never saw the light of day.

As the years passed, I received many promotions as I worked for seven chancellors. Unfortunately, I am limited to 500 words or I would say something specific about each of them. But I will say that I learned from each. I learned how a campus can completely change based on the leadership style of the particular chancellor at the time. I have seen all the mistakes and all the accomplishments, all the regrets and disappointments, and all the enjoyment and fulfillment. I have seen battles lost and won. Through all of these things, I have ultimately seen the progressive growth of the campus as each chancellor led UCCS to what it is today. They all contributed in one way or another.

I can truly say I could not have had a better career anywhere. It has been a privilege to put in 30 years of service in the Chancellor’s Office and be able to continue another seven years to date as a working retiree for the chancellor. It has been the most rewarding, stimulating and gratifying profession and my life has been enriched because of it.





Charles Hinkle
College of Business

I did not plan on coming to UCCS.

I had a position at Baylor University in Waco, Texas and interviewed for a position in the College of Business at CU-Boulder. I thought the interview had gone well and they offered me a position – I presumed at the Boulder campus.

I had even already decided the courses that I wanted to persuade them to let me teach. But we never got

to that stage. They called and suggested I take a look at the campus in Colorado Springs.

Once here, I became the interim chancellor and also taught business classes at both Boulder and Colorado Springs.

That experience taught me that life is full of circumstances and you'd better be ready.

My wife really liked Colorado Springs and we had two young sons at the time who were thrilled with the community as they played baseball and generally had a great time. One still lives here and has raised his family here. That Colorado Springs was a good place for a family was an important part of my decision to accept the position.

*“I drive by the campus now
and marvel at what it has
become.”*

I'm back here, too. At 90 years of age, I drive by the campus now and marvel at what it has become. I'm glad to share my memories of those early years.

Being on the faculty in those days was almost like being in a club. We socialized together and were very dedicated to the mission of establishing the campus and being successful. In some ways, it was almost like a marriage. We, as a faculty, were committed

and we wanted to be connected to the university for a very long time.

The dedication was amazing. There was an absence of selfishness. We had an opportunity to fail but none wanted to. We made it work. The campus became our baby, if you will. We wanted it to be successful, just like a parent wants his or her child to be.

But we weren't alone.

The community was full of people who really wanted the campus here and I worked with many of them. There were leaders of banks and other organizations who wanted the campus to prosper. Their enthusiasm rubbed off on us.

The students in those days were amazing, too. They were older, many were working either full or part-time, and they often had families themselves. They had high expectations, both for their faculty and for themselves. On a regular basis, they challenged us.

I always enjoyed a challenge. That's why I stayed at UCCS as long as I did. It was a great opportunity to be part of building something that we can all be proud of.





Rita Hug
Kraemer Family Library

In September 1992, I had just returned to the United States after living and working in Kuwait for ten years (and surviving the 1990 Iraqi invasion) and was looking for a position in a university library when I received a call from a friend and former work colleague, Leslie Manning.

Leslie was the dean of the library at UCCS and she offered me a temporary one-year position as the head of technical services at the UCCS Library.

I welcomed the opportunity to return to Colorado where I had gone to graduate school and work again in an American library. Fortunately for me after a few months the position became a permanent one and I began what would become a 20+ year career at UCCS.

As I met people in Colorado Springs and told them I worked at UCCS many indicated that they didn't know the campus existed or asked if it was "that little school on the hill." I remember well my first day on campus in November 1992. Christina Martinez was giving me a tour of the campus and asked if I wanted to meet Chancellor Dwayne Nuzum. We walked straight into his office and he welcomed me to campus and told me to call him Dwayne. Within a few short months, I had met most of the faculty and staff on campus and knew I had found a new work home.

*"We were challenged to find
creative ways to meet the
needs of faculty and students."*

Over the next 20 years, it was both exciting and challenging to be a part of the efforts to grow the library and the campus. Lean budget years and ever-escalating library materials costs posed special problems for the library. We were challenged to find creative ways to meet the needs of faculty and students while canceling journals and buying fewer

books. A new state-of-the-art library building and the eventual availability of materials in electronic format, particularly journals, helped to address those needs. I found it ironic that all those years of cancellations were to our advantage when electronic journal pricing models were based on what the library currently held in print; we were able to replace almost every journal that was canceled at little or no cost.

I was always proud to be a part of the UCCS community but never more so than on June 26, 2012 when the Waldo Canyon fire swept into Colorado Springs. I was at my desk in the library that day when word came that my neighborhood was being evacuated. I rushed home and loaded a few belongings in the car leaving the house about 5:30 p.m. The firemen later told my husband and me that our house was gone by 6:30 p.m. The outpouring of support from my library and UCCS communities was overwhelming – kitchen supplies, handmade quilts, clothes, money, a special cookbook of tried and true recipes – all confirming how fortunate I was to be part of the UCCS family for over half my career.

Now when I meet new people and tell them I am retired from UCCS I never encounter anyone who doesn't know about the campus. After 50 years, "that little school on the hill" has definitely arrived.





Leslie Manning
Kraemer Family Library

In August 1976, I interviewed for the position of head of technical services at the UCCS Library. I applied for the position first because of the location. Colorado was my home. Secondly, I applied because it offered the unique challenge and opportunity to help establish independent technical operations for purchasing, receiving, cataloging and processing library materials. With the soon-to-open new library building, the UCCS campus was ready to move these operations from Boulder to Colorado Springs and

create an independent, stand-alone library.

In 1976 there was no Austin Bluffs Parkway and the campus was reached by Mount View Lane, which was a dirt road as it entered UCCS and the dirt parking lots. The 10-year old campus consisted of South Hall (no longer standing), Main Hall, Cragmor Hall, and Dwire Hall. West of these buildings, a new library building and the adjacent new student center were just being completed. The campus had a population of 2,600 students and 260 staff and faculty.

The new library building was three stories with the top two floors serving as the library and the lower floor serving as academic offices. The 37,000 square foot library was a state-of-the-art, open and spacious building for the collection of 95,000 books, 1,000 print journals, a materials budget of \$175,000 and six staff members.

“I enthusiastically accepted the offer to come to UCCS.”

I was impressed with everyone I met. The UCCS community had aspirations for the campus' future that were infectious. UCCS was a place unencumbered with history, tradition, and old buildings that no longer fit modern functions. During the interview, I was informed that unlike larger campuses where my focus was only on my own department, at UCCS my focus would also be on the campus as a whole. Everyone was involved

in campus governance and campus committees and everyone wore many hats. I would be making contributions not only to the future of the library but also to the whole campus. I enthusiastically accepted the offer to come to UCCS.

I stayed at UCCS for 30 years for the same reasons I came: the location, the challenges, the opportunities and mostly the people. These 30 years were decades of enormous change for all academic libraries and university campuses. But at UCCS these exciting changes were part of a library and a campus born in the electronic age. UCCS was well positioned to participate and even lead some of these changes.

In addition to the library's development and expansion, I participated with others on campus in dreaming, planning, and contributing to the campus' development. I worked with colleagues in all departments on topics ranging from campus strategic planning to construction and from search committees to tenure committees. The people I worked with along the way in the library and on campus were innovative, hardworking, collaborative, and supportive. I am grateful for the opportunities and friendships that I was afforded in my years at UCCS.





Christina Martinez

Kraemer Family Library

I started my UCCS career in July 1977. I came to UCCS from Arizona State University where I had been a reference librarian in a large, bustling academic library in a university with 35,000 students. UCCS had a headcount of 4,127 at the time. I had personal reasons for moving to Colorado Springs, but my first months here made me question whether I had made the right decision. It was so quiet in the library! The contrast with ASU was stark. I realize now that coming to UCCS gave me so many more

opportunities to learn and grow in ways that I never would have been able to in a larger institution. We often joke about the UCCS way of doing things, on a shoe string with few people. But the truth is because of that philosophy, I was able to do a variety of jobs that would never have come my way at ASU.

Among the first faculty members I met that summer was Pam Shockley-Zalabak who years later became our chancellor. Pam was working on her Ph.D. and teaching part-time at UCCS. I actually met her mother first because she was in the library assisting Pam by doing some research.

*“...it was easy to get to know
most of the faculty and staff.”*

The small size of UCCS back in the late 70’s and early 80’s meant that it was easy to get to know most of the faculty and staff. Departments were so small that everybody interacted with people in other departments on a regular basis. Everything was much more casual than today. I remember what a milestone it was when identification cards were introduced.

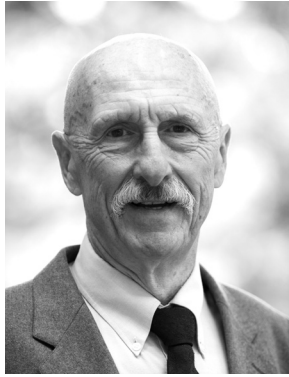
My work as a librarian today still bears some resemblance to what I did back in 1977, but in most ways it has changed enormously. The only computers and automated processes in the library back then were in the cataloging department so the public never saw that. In 1977, researching a topic

to identify articles in journals required extensive searching through print indexes. That one task has gone through many changes over the years. First, we were able to offer mediated computerized database searching for a fee, followed by CD-ROM databases that we allowed library patrons to search on their own. Today, our databases are all web based and accessible by anyone who walks in our doors as well as remotely for our students. That's just one example of how my work has changed.

There were no sports teams at UCCS when I started working here. When UCCS became an NCAA Division II school, I really didn't pay that much attention. But about 10 years ago, I started attending men's and women's basketball games and became an ardent supporter. After many years of watching our teams struggle, it was gratifying to see both teams make the national tournament during this 50th year of our existence.

In spite of my initial misgivings, I have never regretted spending my professional life at UCCS. Growing up alongside this institution has been personally and professionally fulfilling.





Thomas J. Napierkowski
English Department

People who get to do what they love, get to do it with those for whom they care deeply, and get to do it in a special place are extremely fortunate.

In the summer of 1973, I was invited to the University of Colorado Colorado Springs to give a lecture and to interview for the position of medievalist in the Department of English. I had no idea what to expect as I drove to Colorado Springs. When I arrived, I was surprised to discover that the last quarter mile of

the drive to campus was a dirt road and that the campus consisted of three buildings. The lecture and interview, however, went well. As I left Main Hall and surveyed the city of Colorado Springs and Pikes Peak, I fell in love with the place and thought to myself: “This would be a great place to have a career; I hope I get the job.” I did—and was thrilled.

*“I found myself not just
among colleagues but also
among friends.”*

When, later that summer, my family and I moved to Colorado Springs and I began work at UCCS, I quickly discovered that the campus and the city had more to offer than just natural beauty; both consisted of a community of people with whom my family and I bonded almost immediately. My department welcomed me warmly, and I found myself not just among colleagues but also among friends. Much to my surprise, I also discovered that the camaraderie I relished in the Department of English was true of the entire campus community. Friendships extended across departments and colleges – and not just among the faculty but among and between faculty and staff. Additionally, I was delighted to find at UCCS a special relationship between faculty and students, many of whom were non-traditional college enrollees. The only reason students came down that dirt road to campus was their desire to get an education. The only frill on

campus at that time was a lunchroom with Spartan tables and chairs and a few vending machines. The faculty respected those hardy students and worked diligently to deliver a quality learning experience.

Finally, UCCS has given me the opportunity to pursue two of the great passions in my life: teaching and research. From my very first day as a UCCS faculty member, I was able to share the excitement and joy I have for medieval literature with students. Beyond that, UCCS has not only supported my research in my field of specialization; it has encouraged me to branch out and to pursue scholarly interests in new and developing areas, like immigrant literature. The campus has also supported my involvement in national and international scholarly organizations. I trust that my performance in these fields has brought credit to the campus.

Yes, people who get to do what they love, get to do it with those for whom they care deeply, and get to do it in a special place are extremely fortunate. I am one of those extremely fortunate people!





Jim Null

Political Science Department

I learned about UCCS – it was called the Cragmor Campus then – at a meeting of the Western Political Science Association in Sacramento, California. I was finishing my Ph.D. at the University of Arizona and there were two guys interviewing people for jobs. I thought I should talk to them.

Soon, I met Jim Busey and Bob Lorch, two founding members of the Department of Political Science.

I talked to them about coming from a poor family, working my way through college, and that I already had job offers from the University of Mississippi and the University of Oregon. I also shared that both institutions had suggested what classes they thought I should teach.

Busey and Lorch asked me what I thought I should teach. We talked about my desire to teach American political theory, American politics, and that I was interested in the links between state and local government. I also told them I wasn't interested in going to Boulder because I enjoyed teaching adults and being close to where the policymaking takes place. Colorado appealed to me because I liked to hunt and fish.

But time passed. I didn't hear from them.

I shared my dilemma of having two job offers from established, respected institutions – but wanting to go to Colorado – with one of my lead professors at Arizona. Before I knew what was happening, he was on the phone to Busey. After a few minutes, he handed the phone to me and Busey invited me to campus for an interview.

The rest is history.

Busey put me up at his house. I stayed in his son's bedroom at their home that backed up to the Garden of the Gods. He took me through the Garden of the Gods, to Eleven Mile, around Antero and even to Manitou Lake above Woodland Park. Finally, I asked "Why are you showing me all of these places? We

haven't talked at all about the job." Busey replied, "Because we know you like to hunt and fish." Right then, I knew the job was mine. I had it before I left campus.

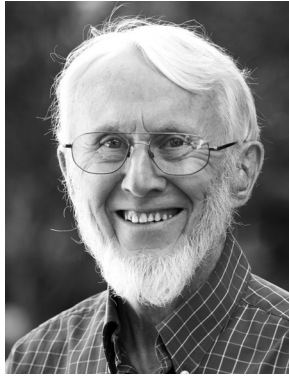
It was a marriage from the beginning. Bob Lorch and Jim Busey were distinguished professors. They taught me how a young faculty member should act and what was important. That's what got me tenured.

I taught everything under the sun. Upper division, lower division, middle level – it didn't matter. They said, "Will you teach this?" I'd say, "Yes." Busey would smile and ask me if I knew anything about the subject. I would tell him, "No, but I'll catch up." He'd give me the course. That's how it was in those days. By the time I was dean of the College of Letters, Arts and Sciences, everyone had a specialty.

I was involved in the community, served on both the city council and county boards, and I still managed to publish, be a teacher that students learned from, and have a place in making university and community policy.

That's what I wanted to do when I came here and UCCS gave me the opportunity to do it.





Ken Pellow
English Department

In March of 1969, I made my first visit ever to Colorado Springs to interview for a position in the English Department of UCCS. I stayed through three blustery, snowy days, during which the only mountains that were visible were on postcards. Still, while the community was not “showing” at its best, I was very impressed by my campus visit. Without exception, every member of the faculty whom I met—and in those days, one could meet most of them on one visit—seemed afire with enthusiasm. They

all admitted to me that professional life here was sometimes a struggle, as the place of this campus in the future of state institutions was not all that secure. Yet, they were singularly dedicated and united in the commitment to make this campus so academically sound that its role in the state system would become obvious to everyone. I went back home having decided that, even though I was under consideration at other schools, if UCCS made me an offer, I would accept it. It did, and I did.

Shortly after I arrived here as an assistant professor, I began to realize both the positive potential of this campus and its (then) somewhat negative circumstances. There seemed always to be someone in state government who thought that this campus should be made “Central Colorado State College,” or should be detached from the state system altogether, or should be allowed to go completely out of business and its faculty – maybe – assigned elsewhere.

*“Teaching at UCCS has been
as close to an ideal job as I
could ever have hoped to find.”*

At a moment when my anxieties were sharpest, I received a letter from a well-established university in a not-too-distant state. People at that school had been in touch with the chairman of my graduate school department, had heard about my work there on curriculum for freshman composition courses,

and were writing to invite me to apply for an opening as their director of writing courses. I admit that I gave the invitation some serious consideration, before deciding that I really wanted to be a literature professor, not someone's comp director. So I declined the invitation.

That has turned out to be, next to having come here in the first place, the most fortunate decision of my career. Even though I made it for "wrong" reasons, I have congratulated myself numerous times for having made the right choice. Teaching at UCCS has been as close to an ideal job as I could ever have hoped to find. Numerous factors have made it so: The dedication that early struggles brought to the faculty here has never diminished, and I have always had excellent colleagues; my own department has been able to recruit good people who are also gifted teachers and writers; the students have consistently been highly motivated and have made up a fascinating mix of ages, racial and ethnic diversities, and educational backgrounds; and the campus has enjoyed almost astonishing growth. From the 800 students here when I came (not nearly all of them full time), we have progressed to our present 11,000. We now have facilities and capabilities that could hardly have been dreamed of in my earliest days here. Obviously I have enjoyed my stay. Now approaching 80 years of age, I still take great delight in working at UCCS. With the wisdom that only hindsight allows, I am now convinced that I could not possibly have made a better choice.





Joan Klingel Ray
English Department

Imagine being a 27-year old fourth-generation New Yorker with a freshly minted Ph.D. in 18th-century British Literature from Brown University arriving in Colorado Springs for a campus interview for one of two tenure-track assistant professor positions in the county.

I was met at the old Colorado Springs airport by English Professor Ken Pellow who, upon noticing my tweed suit from Bloomingdale's, Burberry trench

coat, and brown leather monogrammed briefcase said, “My, my, don’t we look Ivy League.”

Without missing a beat, Joan Klingel (later Joan Ray) quipped back to the blue-jeaned, flannel-shirt attired professor, “My, my, don’t we look Coloradan.” The rest is history.

Professor Pellow drove me to campus, crossing the dirt road in front of it, now the multi-lane Austin Bluffs Parkway. I had never been west of the Hudson River and expected to see cowboys on horses any minute.

“UCCS took a chance on me.”

After over 35 years as a tenure-track, then tenured member of the English Department as assistant, associate, full professor, and since 2012, professor emerita, I regard my career at UCCS with fondness, satisfaction, and joy but mainly gratitude. *Gratitude?* Yes, the late 1970’s saw a boom in Ph.Ds. and a dearth of tenure track professorial positions. Colleges and universities had their pick of applicants from the most distinguished programs in the country. And UCCS took a chance on me. Thank you, UCCS.

Coming in fall 1978 to a campus founded only in 1965 gave me wonderful opportunities. And being at that time on a small campus, I made lifelong friends, including my very, best friend—indeed, like a sister—Kathleen Beatty. Kathleen was starting in

political science when I was starting in English: I am the godmother to her daughters.

I met great folks, not only in my department, but in other departments including an instructor in a growing communication program, Pam Shockley-Zalabak. She is still a good friend, but her busyness as chancellor makes it hard to see her. There was an assistant professor of education who helped little kids with reading problems, my dear friend Professor Emerita Barbara Swaby. Murray Ross, “Mr. Theatreworks,” and his wife, Betty Ross, are beloved friends of over 35 years. Raphi Sassower in philosophy helped me during a family medical crisis, something for which I am ever-appreciative. It was through Joan Fairchild, a retired professor in the College of Education, that I met my husband, Robert Ray.

“UCCS and I were on the front page of the New York Times.”

As a young and growing campus, UCCS gave me professional opportunities that I would not have had at an older established campus. I sampled administration, only to see it was not for me. As assistant dean of the College of Letters, Arts and Sciences, I saw the college’s general education requirements in humanities were in disarray. With the support of the administration and many colleagues in humanities fields, I won in 1983 a three-

year, \$300,000 grant from the National Endowment for the Humanities to create and teach a series of core classes based on students studying primary texts: visual, musical, historical, philosophical, and literary. CU President Arnold Weber drove from Boulder to announce the largest grant in the humanities in the CU System. UCCS and I were on the front page of the *New York Times*. The NEH invited me to apply for a program officer position in Washington, DC, but I decided it was better for my career to stay here. Where else but UCCS would a fifth year assistant professor be assistant dean and get this chance?

The English Department encouraged me to create a course on Jane Austen. This was in 1990, five years before Colin Firth as Darcy emerged from a pond with a white shirt clinging to his chest for the televised adaptation of “*Pride and Prejudice*.” Austen became a craze and even claimed by scholars of British Romanticism.

Presenting and publishing papers on Austen soon led me to the Jane Austen Society of North America (JASNA), of which I was asked to serve as president. I served from 2000 to 2006, the longest term of any president of the 7,000-member society. UCCS gave me the chance to serve the society as part of my service requirement. Some of my friends told me that their schools wouldn’t count JASNA for service. But UCCS did, and JASNA helped to publicize UCCS, which I was proud to do.

I retired from UCCS at age 62, only because I felt it was time to give another Ph.D. in what is now

Joan Klingel Ray

called the “Long 18th Century of British Literature”
the chance to enjoy what I enjoyed in a warm and
encouraging department at a thriving campus.

Thank you UCCS for all you have given me. I hope
I’ve given something in return.





Allen Schoffstall
Chemistry Department

Being here the longest encourages discussion of the way it was in 1967 at the University of Colorado, Colorado Springs Center. Faculty interviews and presentations were done in Boulder, so Boulder people did the hiring and we were tethered to Boulder and we were members of departments in Boulder. Local folks had no say whatsoever. The Boulder department chair, Dr. DePuy, directed me to “Go down there and start up a research program.” When I arrived, Dean Francis said, “Welcome, let me show you to your office.”

Conditions here were unique, to put it mildly. My first visit to the campus was both shocking and sobering. I had never been to a college like this one. The only thing resembling a college was the presence of three buildings and no houses. There was an old structure, built in 1914, dubbed Main Hall. A second, more modern structure was called Cragmor Manor and resembled a motel. A third structure was a former nurse's quarters, which later burned and was razed, mercifully.

*“People who worked here in
the early years had to literally
wear many hats.”*

I was shown to the chemistry lab, a former hospital kitchen, shared with biology. Adjoining were three smaller rooms, a balance room, a stockroom and another small room of about penciled in as my research lab. During a late summer rainstorm, several gaps in the roof were revealed in the form of water streams gushing through the ceiling and into the “lab” in buckets. So, many of my early experiences were unique and sometimes exciting, such as the butcher's block squashing my big right toe when we were moving it out of the stockroom. People who worked here in the early years had to literally wear many hats.

Many people looking for the campus could not find it. There were two ways to get here. One wiggled up

the hill from Hancock Street, a route some students still use. The other was east from Nevada Avenue via Mt. View Lane and Cragmor Road. Cragmor Road, if you could find it, led directly to campus and to Cragmor Village. Parking lots were dirt and unlit.

What many of us found was that students were strongly motivated or otherwise unmotivated, resulting often in a “Cragmor curve” (bimodal) grade distribution. Most students were older, but my first assignment was to instruct introductory chemistry to two classes of nursing students, one from Seton School (Penrose Hospital) and the other from Beth-El (Memorial Hospital). Although young by campus standards, the mostly nursing cadre was a serious, hard-working bunch. As my first students in a teaching role, they were very polite and complimentary and helped build my confidence as a neophyte instructor.

Getting on with research on a shoestring budget was challenging in terms of supplies, solvents, equipment, utility outlets, squirrel’s nests and bees. My first attempt at preparing a research proposal to an outside agency was ably assisted by the support of the Boulder contracts and grants office, which produced typed, formatted proposals according to my specifications. My professional-looking proposal was submitted to the agency and about six weeks after submission I overheard the campus switchboard operator exclaim “Oh, there he goes now into the men’s room.” The caller, whom I did not know and hadn’t spoken with previously, was the program officer from the National Institutes of Health. He said that he hadn’t known about our campus and he was

calling to determine if research was possible here. After I returned to the office and got connected, he wanted to know how large our operation was (ha!) and how much sophisticated scientific equipment we had (ha-ha!). My first proposal was slammed at that point.

Jumping ahead a couple years, there was a significant development concerning campus organization and curriculum. As the campus evolved, the umbilical cord to Boulder began to wither away. The faculty entertained adoption of a curricular path that would have initiated a novel integrated curriculum involving all of the colleges in an interdisciplinary organization across college and department lines, much like those adopted at Evergreen College and University of Wisconsin, Green Bay. Organizationally, this would have meant scientists co-teaching with non-scientists and business faculty teaching courses with education faculty and arts and sciences faculty. The faculty voted and the outcome was a tie vote, so the traditional organization by department prevailed. This evolved into our present setup, which is largely organized by department.





Barbara Swaby
College of Education

My choice of UCCS as my professional home was nothing short of destined.

In the spring of 1977, I was completing my Ph.D. in literacy at the University of Minnesota. I had just returned from interviewing at my number one choice, the University of Indiana, Bloomington. This was a coveted position as the literacy program was extremely well established and several very influential members of the International Reading

Association were on the faculty there. I was offered and accepted the position, signed a contract and returned to Minnesota to finish my dissertation. In my opinion, my job search was over.

Unbeknownst to me, my major professor had been to an international literacy conference in Chicago and had taken my portfolio with him. This portfolio was seen by the then-dean of the College of Education at UCCS. In spite of the fact that the college was aware that I had already accepted a position, I was requested to visit UCCS and to interview for the position. My immediate observation was that UCCS was the complete opposite of all I experienced at Minnesota and at Indiana. There was no formal graduate literacy program. No courses for which I was prepared were being offered regularly. I was very accustomed to teaching students who viewed the Ph.D., not the M.A. as the terminal degree. There were no free literacy services for the growing number of area children who needed assistance in literacy. To that point, I had absolutely no intention of considering UCCS seriously. It was then that I made a presentation to a group of potential students who were teachers in a number of Colorado Springs public schools. They were totally enthusiastic, highly expectant, motivated, academically vibrant, demanding, and very passionate about improving literacy instruction and completely committed to children. They yearned for a graduate program in literacy. I realized that these teachers would hold my feet to the fire, so to speak, and that I would have the opportunity to create something significant in an academic environment that clearly needed my skills.

This position was fraught with both challenges and possibilities; indeed, a golden opportunity!! Fortunately, as Emily Dickinson asserts, “I dwell in possibility.” At the end of that presentation, I knew that if I were offered the position, I would break my contract with Indiana and move to Colorado Springs. Indeed, that is exactly what happened, and I began my job here in fall 1977.

So why did I remain here for 38 years? It was for exactly the same reasons that prompted me to move to UCCS in the first place. My students have remained enthusiastic, expectant, motivated, demanding and passionate about improving literacy instruction in their schools. Children still, in growing numbers, need assistance in literacy.

My commitment to the university, my students and the Colorado Springs community has grown steadily for these 38 years. It has been an honor to be part of these communities. I have been blessed. The mountains did not hurt either!





Doug Swartzendruber
Biology Department

When Rhonda graduated from CU Denver and I graduated from the CU Health Science Center in 1974, we both believed that it would be unlikely to secure positions at our schools because we would continue to be seen as students.

But even as our careers took us to very nice environs in Los Alamos, N.M., and Houston, we always kept our eye out for possibilities to return to Colorado.

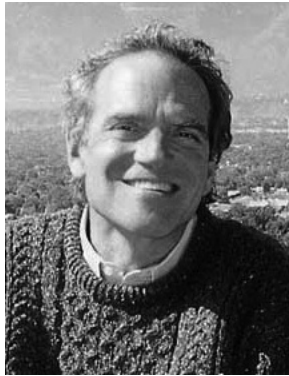
A biology professor at CU-Colorado Springs ad appeared in the positions available section in the back of the journal *Science*. Because many such ads are pro forma with an inside candidate already in place, I made a call to Robert Catlett, the chair of the Department of Biology in 1982. Bob assured me that this was a new position and that there was no inside candidate. I quickly applied and was invited for an interview with the biology faculty of Catlett, Don Van Horn, Jim Eley and Jim Mattoon, Dean Jim Null and other folks. I was most pleased to be offered a position, and later learned that I was actually the second choice. Fortunately for me, the first choice declined the offer.

Over the course of the years, I taught numerous biology courses from freshman level intro courses to advanced upper division and graduate courses and had many great students. I was also able to maintain a reasonable research laboratory and had the good fortune of joining a breast cancer research group that was based at Penrose Hospital and Hewlett Packard. Colleagues Mike Retsky, Jack Speer, Bob Wardwell and Paul Bame became good friends as well as collaborators.

As a faculty member at a relatively small institution, I very much enjoyed learning to know most of the people in our college as well as some of the faculty in business and engineering. It was also a pleasure to be a part of the slow growth and transformation of Cragmor to the University of Colorado Colorado Springs. I still count among my good friends a variety of colleagues who are still working on campus or have long since retired. Sadly, a fair number of colleagues

in our department have passed away including Bob Catlett, Jim Mattoon, Ed Burke and Fred Zaebst. The greatest loss for me was my great friend and colleague Ron Wisner, former dean of students. Soon after arriving on campus, Ron and I became quick friends. We shared backgrounds as chicken farmers from the Midwest and more importantly, a passion for being citizens of the university. We both felt that it is important to be engaged in the diverse functions and activities of the university and we enjoyed everything from freshman seminar to sports to theater and arts to running on the bluffs. The faculty, staff and students of UCCS will always be a highly important part of my experiences and memories.





Tim Tregarthen
Economics Department

What is the UCCS difference? It is a quality that lies not in the institution itself, but in its students. They have a dedication, a drive, and a sense of purpose that sets them apart from other students whom I have taught. Students at the University of Colorado Colorado Springs have a special quality that sets them apart.

Students at other universities sometimes score better on certain academic tests. But those tests don't capture the special quality of the UCCS students.

I was introduced to that quality when I first began teaching at the university. That was 1971, in the very early days of the institution. I suppose that what one saw in seeing the campus for the first time was how little one saw. There was no gym, no cafeteria, and no student union. There was no activities center, no center for student advising, certainly no student dormitories. The physical plant consisted of three buildings: Main Hall, Cragmor Hall, and an old, two-story building that had once housed nurses when the facility had been a tuberculosis sanatorium. The only recreational facility was an area on the lawn in front of Main Hall that had a badly torn volleyball net. The volleyball had long since been lost.

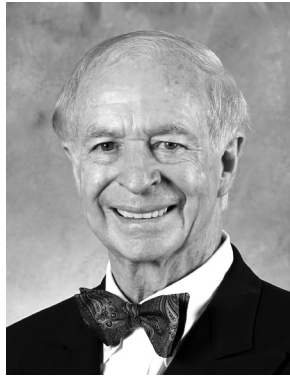
*“I think those first students
took pride in the bare-bones
facility they found.”*

The hardy early souls who braved this unpromising physical plant did so with determined enthusiasm. They were extraordinarily serious students: they wanted to learn. In a way, the lack of any of the amenities one usually associates with a university campus was part of the attraction. I think those first students took pride in the bare-bones facility they found. They were interested only in the academic program, and then they were determined to gain as much from it as they could.

Those students were also very mature. For the first several years I taught at UCCS, I was always the youngest person in the room. I was 25; students ranged from the late 20s to well over 65. They never wondered why they were at the university – it was almost as if each was on a mission aimed at personal advancement and intellectual growth.

Students today are, of course, considerably younger and I have grown a wee bit older. But I have gone back to teach since I have retired, and I am happy to report that students still have that same special UCCS quality. It is a drive for personal, intellectual, and professional growth. They have been, from the very beginning, determined learners bent on academic success. And, through remarkable effort, they find it.





Don Warrick
College of Business

When I was being recruited, I thought that I was interviewing for the CU-Boulder campus.

However, in my actual interview, I was told that CU had a new campus in Colorado Springs and that if I liked making a difference I could go there and that I could develop the organizational behavior curriculum and design a new behavioral lab area for the College of Business. This sounded too good to be true for a new faculty member so I gladly signed up.

Evidence of the great adventure of coming to the UCCS campus would be started with my first day at the campus. I was approached by an engineering professor who apparently was in charge of the design for Dwire Hall. He said, “I understand that you are the new professor in charge of designing the new behavioral lab for the College of Business. Here is how much space you have. By the way, I need to have the drawings in two hours.”

*“I have been given
opportunities to be involved in
so many exciting projects.”*

Being very naive, I thought that two hours would be plenty of time, even though the behavioral lab was a large complex with a large classroom, four group rooms, an observation room and one way glass into all of the rooms. The irony of this story is that I never heard from the engineering professor again and they built the lab exactly as I designed it with no questions asked. Can you imagine this happening today with the years of planning and endless meetings that would be required? Fortunately, we made great use of the classroom and lab and it won several national awards.

I share this story because it is exemplary of the many opportunities that have always been available to faculty and staff at UCCS. I have loved my years at UCCS. I have been given opportunities to be involved

in so many exciting projects. I particularly recall the thrill of getting to be involved in helping develop the first staff development and teaching development programs for the campus as well as participating in developing the mission, vision, and core values for the campus. Where else could a faculty member have so many possibilities to be engaged and make a difference? One of the most fun activities was being part of a faculty intramural team that competed with student teams and actually won the football, basketball, and track championships. In the early years, we knew everyone on the campus and seemed to participate in just about everything.

I am now in my 45th year at UCCS and am having more fun than ever. The campus has grown into a first-class campus that is beautiful to behold and an exceptional place to gain a quality education where you will find faculty and staff who genuinely care about the students and about one another. I am very proud to be part of the growing and vital campus UCCS has become and to have leaders like our chancellor and my dean and to work with such high-quality faculty and staff. It would be a privilege and joy if I am allowed to have many more years of being part of the UCCS story that grows in stature and acclaim daily.





Lieselotte Williams

Bookstore

After WWII and living in the so-called German Democratic Republic, commonly known as East Zone, I still hoped to attend the University of Leipzig in my native city. Finding East Germany unbearable, I escaped to West Germany in early 1949 where I lacked time to attend any school of higher learning. I had to work for food and shelter. Furthermore, one had to have superb high school grades to be accepted at any of the overcrowded universities.

It was in 1966 when I saw my chance. Living in Colorado Springs, by then a housewife and mother, I learned about a branch of the University of Colorado having opened on Cragmor Road. I promptly drove up that two-lane simple passage, located the registration office, and found myself having to take an entrance examination. My longtime dream had materialized. Starting as a freshman in English I discovered I had to have a textbook. I could not have found a more stimulating, understanding, and encouraging professor. I loved attending a healthy variety of classes. When I had to decide on my major, I wanted to study anthropology, however, UCCS did not have a chair as of yet, so I chose English and managed to graduate cum laude.

My time at UCCS was one of the most invigorating in my life. I loved taking the various classes, however much I dreaded exams. The faculty, many in its early days drawn from the Air Force Academy, were mostly excellent, appeared to enjoy the variety and purpose driven students, whose mean age was twenty-eight years. One professor admitted the UCCS students were a definite challenge to a faculty used to inexperienced teenagers.

*“My time at UCCS was one of
the most invigorating in my life.”*

The constant remodeling of the building did not bother me one bit, except when I tried to go to

the lady's room and learned it had vanished. The hammering, sawing, pounding, etc. were part of remodeling a previous sanatorium to a real university. Occasionally, classes held in the evenings were so cold that I wore my old raccoon fur coat.

The need for a university in our ever-growing community was evident. A Regents meeting at our imperfect physical campus was proof. Students climbed on top of drink and food machines and the local news media shared its equipment in adjacent rooms so the students who could not find a place in the meeting room could participate. The Regents meeting made students feel that UCCS was somewhat less important than a neglected stepchild.

*“Not even a streaker could mar
the festive celebration.”*

The first time the graduation ceremony was held on our campus was in 1975 and I was part of it. Not even a streaker could mar the festive celebration. By the time I graduated, I believed UCCS had made a positive imprint and was going to stay and grow.

I proudly carried my diploma, which I lovingly dubbed my unemployment certificate, to go job hunting. I did not stray far. I started searching at the university. I liked its positive atmosphere. The bookstore manager started me out as a clerk typist at \$2.85 an hour. It was a beginning.

Two new buildings were constructed, a student center including a bookstore, and more importantly, Dwire Hall, a building for the College of Business.

In the new bookstore, the supply buyer and I shared one office that held two desks easily; but only for a short while. Why? It soon had to hold three part time employees. An Air Force Academy officer seeing our cozy arrangement exclaimed, “you’ve got to be kidding.” Be that as it may, we accomplished what we were hired for.

Having been promoted to textbook buyer, an honest to goodness employee of the State of Colorado, I was but a small link considering the whole campus, yet it was imperative the students had their textbooks to undergird their studies.

What I liked about working at UCCS was an understanding within the university community. I received much cooperation from other offices. The registration office was most important. Yes, it really prevented me from over ordering textbooks. The bulk of the faculty had to be cajoled to turn their textbook orders in. Having gone to classes at this very campus, I knew that the books were essential to most students. One time I was so exasperated that I sent a memo to the School of Education asking “are you certain you do not need any books for the upcoming summer semester?” On the whole, I had a good working relationship with most of the professors.

Experience was my best teacher. I would go on book buying trips to huge book companies where I pulled

many used books on my list. This was usually combined with royal treatment of tasty dinners and being chauffeured to and from work. We also met other textbook buyers and could talk about our experiences, exchange ideas. It was a helpful camaraderie.

Attending several seminars at Stanford for textbook buyers was a great incentive to stay with my job. However, the greatest one: helping the students.

Though I was but a tiny wheel in the whole of things, I was a smoothing wheel nevertheless. I liked my job and the university atmosphere. I watched UCCS grow and our address change from Cragmor Road to Austin Bluffs Parkway, though we never moved. New buildings belied any pessimism. I loved this campus from our brave and effective beginnings for I could take part in its well-earned successes.





Robert Wonnett

Student Success

The UCCS 50th Anniversary offers a wonderful opportunity to reflect on my relationship with UCCS and how it has influenced my life over the past 38 years. My association with UCCS began in 1977 when I enrolled at CU-Boulder against my parent's desire that I attend the local university, UCCS. I chose CU-Boulder because it was a large traditional university that was far away from Colorado Springs. I discovered in my junior year at CU Boulder that I was listed as a LAS student on the UCCS campus.

The CU system had mistakenly registered me at UCCS, despite the fact I had never set foot on the UCCS campus. I began employment on the CU Boulder campus as a police officer after I graduated in 1981. The first time I visited the UCCS campus was during a trip to Colorado Springs to see my family in 1983.

*“The campus felt familiar,
like a place of opportunity
and possibility.”*

When I arrived on the campus, I felt a sense of discovery as I walked through the trees that lined the east parking lot. The campus felt familiar, like a place of opportunity and possibility. I was so impressed with UCCS; I transferred to the UCCS Police Department the following year. Working on the smaller UCCS campus fueled my confidence to initiate several successful public safety programs and encouraged me to seek other challenging opportunities in my public service career. I left the campus to work for other Colorado state agencies between 1986 and 1991 and again between 2005 and 2007. I returned to UCCS each time because I missed both the community and campus.

Each time I returned to UCCS, I was eager to contribute to the building of a dynamic campus, the type of campus that I wanted to attend when I was in high school. I look back now and realize that

while I initially rejected UCCS as an opportunity for my education, I have learned and grown from great experiences and memories on the UCCS campus. Commencement was one of my greatest campus memories. It was always a privilege to hand out diplomas at commencement, especially in 2005 when I handed my wife, Ann Smith, her diploma. Ann and I shared great moments meeting celebrities that lectured on the campus, attending social and educational events, and even chaperoning club hockey games at midnight at the Seritich Ice Center.

UCCS has evolved from a quiet space in the Cragmor neighborhood to a vibrant campus. It is a wonderful feeling knowing I contributed to the development of UCCS. I cherish the transformational feelings I experienced as an educator to create a place where we help students learn about themselves and discover the diverse world around them. When I reflect on my years with UCCS, I realize my growth as a professional and a person mirrors the transformation of UCCS, a space I initially tried to distance myself from to a place I continually return to and embrace as my home.





Richard Wunderli
History Department

I didn't choose to teach at UCCS. But by sheer dumb luck, UCCS chose me and shaped my life.

I arrived in 1976. UCCS was barely one evolutionary stage from its origin as an extension division of CU. A year earlier, in 1975, I had just received my Ph.D. from Berkeley, and was still on the job market after two years of looking. In the mid-70s, the bottom had dropped out of the academic job market and very few job openings were available. Some small colleges

throughout the country even had “for sale” signs out, so the possibilities of finding a teaching position were grim.

In 1975, I had applied for an advertised opening in my field, medieval history, at UCCS but had not heard from them. A year later in the spring of 1976, out of the blue, I received a call from Denis Volan, one of the founders of the UCCS History Department, offering me a one-year appointment with a chance for a tenure-track position. Apparently my dossier was at the top of a heap of applications from a year earlier. He said that they had no money to fly me to Colorado Springs, so I told him that I would pay my own way to see the place — about which I knew nothing. When I arrived I saw three buildings on a hillside that comprised the campus and a student union that consisted of a few soft drink machines on the second floor of Main Hall. But I finally had a job. I was the lucky one. I had one of the few available positions in the country.

After several years of one-year contracts, I received my tenure appointment. This insured that I would stay at UCCS for my total career. As university budgets tightened throughout the country, any open faculty positions largely excluded more expensive experienced or tenured professors. So, my professional life was anchored to UCCS. In effect, I had little choice where I would spend my entire career of 33 years. Again, my dumb luck was the best thing that could have ever happened to me.

In the early days, students were usually older and also had no choice but to go to UCCS. They were

often from the military or were housewives returning to school to finish what they had missed. The few younger students we had, in many ways, also had no choice but to go to UCCS usually for financial reasons. The kids were in class with older students who were serious and tenacious about learning and whose drive to learn rubbed off easily. This meant that the intellectual and seriousness of the classroom was raised several notches above that of a big, traditional university. It was a joy to be in the classroom with them. I could scarcely believe my good fortune in landing in an ideal situation through no choice of my own. Just dumb luck.

Though the school's physical plant and technology support were seemingly cobbled together with duct tape and safety pins, these early years of UCCS were the golden age of the institution. My colleagues also felt this same optimism and joy of being at UCCS. We were, we thought, creating a new History Department in ways that were good for education, for teachers and for students. In fact, we had created, I believe, one of the best small history departments in the country.





Thomas Wynn
Anthropology Department

When I arrived at UCCS in 1977 with my newly minted Ph.D., I was 27 years old, which was a good deal younger than the average UCCS student at the time. I soon discovered that UCCS students were altogether different from the 18 to 20-year-olds I had taught as a teaching assistant at the University of Illinois. The UCCS students had a much greater variety of backgrounds, and many brought with them life experiences that were a challenge to both their learning styles and my teaching style. There

were Vietnam War veterans, former flower children from the 60s, nascent libertarians, housewives, evangelicals, the occasional parolee, and even a few local high school graduates.

*“I learned quickly to be
well prepared for every
class and every topic”*

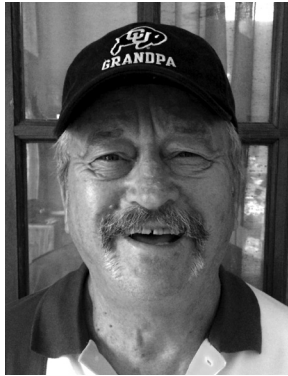
Unlike my U of I students, many of these students came ready to talk, and often not just talk, argue, following me back to my office to make sure I understood their point of view. Some were self-taught authorities on local history (including my field, prehistory), or geology, or even existential philosophy. I learned quickly to be well prepared for every class and every topic, and to avoid at all cost arguing from authority. There would inevitably be someone who knew enough to challenge me or, more often, ask a truly probing question. Teaching UCCS students turned out to be far more rewarding, and fun, than teaching U of I undergraduates.

I had been cautioned before I came that teaching in an undergraduate department would likely slow down or even cripple my research productivity. After all, I would have no graduate students to keep me on my toes. This turned out to be utter nonsense. The best UCCS undergraduates not only furthered their own educations, they directly helped me develop my own ideas. There were few graduate

students at UCCS at the time, and certainly none in anthropology (there still aren't). But I found that many UCCS undergraduates were eager to do research, and I soon began to use them as research assistants. They became in essence surrogate graduate students. I used them in two capacities. First, they were the primary engines of the program in local archaeology that I began to develop soon after arrival. Undergraduates did the fieldwork, the laboratory analysis, and helped write up the results. Experienced students took on supervisory capacities in the field. But I also used undergraduates to work on some of the ideas in cognitive archaeology that I had begun to develop. Sometimes I would plant the seed of an idea and let them run with it, but often students came up with ideas of their own. These students would occasionally present their ideas at academic meetings. On several occasions my professional colleagues expressed astonishment that my students were undergrads, and not graduate students working on their theses. One student was actually offered a spot at Oxford University based on an oral presentation he gave at a conference on African archaeology.

I stayed at UCCS because of the students. They consistently challenged me and rarely let me down.





Robert A. Zawacki

College of Business

During 1967, I was the leadership course director at the United States Air Force Academy while my wife, Jimmie Louise Zawacki, transferred her credit hours from the University of Puget Sound to UCCS as an English major. The library was in Main Hall. Books were in boxes with no card catalog.

During 1972, I received a phone call from Jim Null who asked me to teach a night graduate course for the School of Public Affairs at Fort Carson.

After a short discussion on course content, books required (mine), and financials, Jim hired me and gave me the location to start teaching the following Wednesday. On Tuesday, I received a rather frantic call from Jim telling me everything was on hold until the dean of the School of Public Affairs, Bob Lorch, interviewed me. I met Bob in my Air Force uniform and quickly learned of Bob's memories of his service and connection to his wife, Barbara. Barbara and I had both earned the Ph.D. in sociology from the University of Washington. Bob and I remained friends throughout his and Barbara's outstanding UCCS careers.

*“A week later, after 15 minutes
of small talk, Don hired me.”*

I taught part-time for Jim and Bob during 1972 and 1973. During 1975, I was still teaching at USAFA and planned to stay until I received a phone call from Professor Don Warrick. Don said the College of Business had a new position and asked if I would like to interview for it. A week later, after 15 minutes of small talk, Don hired me.

During the fall of 1975, I started teaching three courses in the College of Business. At that time, the College of Business was growing rapidly. That fall, Dean Bob Knapp hired three former USAFA faculty members. Starting salaries were \$15,000 to \$17,000 for nine months. Deans were paid \$25,000 to \$29,000 for 12 months. Until 1980, all classes in

the College of Business were scheduled at 5:30 p.m. and 8:15 p.m. Each class was 2.5 hours, one day a week. Daytime classes were slowly introduced in the 1980s.

After one year of teaching a 3/3 load each semester, Dean Knapp announced his resignation. I was approached about the job and was dean from 1976 to 1980. I was shocked by the bare bones state funding of UCCS. Increasing support from the Colorado Springs business community became an objective.

After concentrating on external duties, which included forming a College of Business Advisory Council chaired by Steve Schuck, I turned my efforts inward. I had two objectives. First, our peers in Boulder and Denver were enjoying a sabbatical every six years. The UCCS College of Business was now 11 years old and no faculty member had received a sabbatical. Second, I started the process to reduce the teaching load of our hard-working faculty. This reduction in course load was important to our ability to recruit candidates. After many discussions with CU-Boulder's Dean Bill Baugh (we were aligned with CU-Boulder for accreditation purposes) and Chancellor Larry Silverman, I received permission to reduce our teaching load to 3/2 one semester and the other semester remained 3/3.

Other major changes involved Dwire Hall. When built in 1972, the first floor of Dwire was used as the library. Later, the first floor and part of the second floor were designated for the College of Business. I was given \$56,000 in a budget appropriation direct from the governor for remodeling. We used heavy

sheet rock for the walls and put tiered classroom on the first and second floors. Of course, the foundation of Dwire was constantly shifting because it was located over soil that expanded. At times, concrete chunks fell from the ceiling beams in hallways and classrooms.

After resigning as dean, I continued with a graduate and undergraduate teaching load of 3/2 and 3/3 until I retired the first time in 1995. I returned in 2000 to teach a graduate course in information technology.

During my years at UCCS, I served on numerous selection committees within the CU System and taught courses on three campuses. Between 1965 and 2005, I witnessed the growth of the student body, the expansion of academic majors, including the first Ph.D. New buildings and remodels were continuous in the early years and continue today. Indeed, UCCS went through a remarkable evolution in its first 50 years. I believe it is well-positioned under the outstanding leadership of Chancellor Pam Shockley-Zalabak for another 50 years of service to the city of Colorado Springs and the State of Colorado.





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