

Creating Futures

University of Colorado *Denver*



College of Liberal Arts and Sciences

Transforming Urban Education



A Transformational Education and a Wealth of Opportunities

Transformational changes have occurred at the University of Colorado Denver the past 35 years. With the opening of the Anschutz Medical Campus and its consolidation with our Downtown campus, students and faculty have reaped new and enriching educational and research opportunities and partnerships, and our size, scope, and impact have escalated.

Here at the Downtown Campus, we've grown in just a few decades from a single building to a campus as we connect ever-more integrally to the heart of Denver, one of America's most vibrant cities. And we've transcended the "silo" mentality of the traditional university by partnering with businesses, nonprofits, and government, and by undertaking a multifaceted, integrated approach in signature programs such as public humanities, social justice, science and math education, sustainability, and women's and gender studies.

Yet while UC Denver takes advantage of its central urban location and community connections, it is increasingly incorporating the touches of a classic university—with residence halls that enhance student cohesion and college identity, and with a campus that offers bucolic greenery within steps of the city's center. As the university's largest academic unit, the College of Liberal Arts and Sciences (CLAS) has been a catalyst and beneficiary of these transformations.

Amidst these changes, we will keep three priorities at the forefront:

- **The quality and commitment of our faculty**, whose dedication and expertise have been fundamental to the university's metamorphosis.
- **Faculty-mentored learning** that allows students to work alongside professors and professionals, and that transcends textbooks to help students, faculty, and key stakeholders collaboratively solve real-world problems.
- **Our commitment to both traditional and nontraditional students**—working students, first-generation students, and students deserving of a second chance who continue to make their home at UC Denver and provide a unique, real-world classroom perspective for traditional 18- to 24-year-old student counterparts.

By adhering to these priorities—and helped by your support, an essential vehicle for tomorrow's visions—CLAS will inspire growth and transformations within the students, faculty, and citizens who rely on us and make us strong. You'll hear just a few of their stories on the pages to follow.

Transforming Pathways for First Generation Student

Our professors love teaching. They know how to foster a spirit of exploration, and they get excited about the accomplishments of their students, many of whom are nontraditional. And they genuinely care about their students, which according to the students makes all the difference.

One such student is first-generation college student José Hernandez. José got a first glimpse of a promising future when he was chosen for a Med Prep program in high school. Before that, behaving in school had been tough enough. But once José was exposed to the possibility of a career in medicine, his life's path changed.

"My advisor made a huge difference in my life," Hernandez says. "He believed in me from the beginning, and has been there ever since, especially through the hard times. There's no doubt he opened my eyes to a new future." With a 3.97 GPA, José is on track to achieving his dream of becoming a doctor who serves multi-cultural populations.

Other students like José credit our faculty for their success because they are more accessible, more understanding and more willing to help. The bonds that result between students and our faculty who facilitate transformations are enduring.



José is the type of student we are seeking for a new combined degree program for high-achieving, first-year students who want to practice medicine in Colorado. The Bachelor of Arts/Bachelor of Science—Doctor of Medicine (BA/BS-MD) program combines an undergraduate degree from UC Denver with a degree from the University of Colorado School of Medicine, giving students the opportunity to chart a direct course from high school to medical school.

History Professor Drawn Back to Denver

With your help, we'll be able to attract and retain faculty of the highest caliber—such as Thomas Andrews, assistant professor of history, who won the prestigious Bancroft Prize for his 2008 book *Killing for Coal: America's Deadliest Labor War*.

Andrews returned to his native Colorado to join the UC Denver faculty after being educated at Yale and the University of Wisconsin and serving as a junior professor in Los Angeles. He hopes to write an animals' history of the United States and environmental history of the Rocky Mountain West.

"I'm lucky to be able to come back home to teach and research in Colorado," says Andrews, who rides his bike to campus from his Denver home. "Here, I can dig into world-class scholarly resources in western American history by taking a short walk to the Colorado History Museum, the Denver Public Library and the Denver Art Museum. Also, as a product of Colorado public schools, I want to give back to the education system. I am involved in teachers' professional development programs in Jefferson and Douglas counties and in training future history teachers at UC Denver."



"The UC Denver history department is a strong one, for being a small department. And the students are interesting and rewarding to work with. I particularly enjoy working with our many non-traditional students. They work hard with jobs, school and family, and I have so much respect for the sacrifices they make to further their education."

Transforming Tomorrow: Addressing Community Needs



Intersection Between Culture and Health

Assistant Professor of Ethnic Studies Paula Espinoza is in the fifth year of a community-based research program targeting the Latino community, whose members often lack access to health care. The project focuses on health research and education, disease prevention, and treatment for the five most common cancers—breast, cervical, prostate, colorectal, and lung.

“We are partnering with 33 community health organizations, with cancer researchers at Anschutz, and with local hospitals and clinics on research, training, and education,” Espinoza says. “We want to build capacity in the communities so they can continue this work on their own. We’ve had local workshops, health fairs, site visits, and community health-worker programs. Our main message is prevention. Latina women are dying of completely preventable cervical cancer. We are helping the Latino community understand that early screening saves lives, and teaching them how to communicate with their doctors.”



Espinoza, the first person in her family to go to college, earned her PhD at CU-Boulder and is most interested in the intersection between culture and health. As her mother died of breast cancer, she has a personal connection to this critical subject.

Making Math Fun for Middle School Students

Graduate mathematics students go to local middle schools and bring math to life for students—teaching them the concepts of mass, force and distance with catapulting water balloons, and illustrating Hooke’s law of elasticity (a physics principle used in designing steel bridges) with plates taped to a toy slinky.

“I’m good at explaining complicated ideas,” says applied mathematics doctoral student Matthew Nabity, who chose UC Denver for its urban setting and the excellent reputation of the Center for Computational Mathematics and its associated professors. “As a resident scientist in the middle school, I want students to understand that mathematics is useful and important in the world and is more than balancing a checkbook.”

“It is interesting to figure out mathematically the age of the universe or which countries won the most Olympic medals based on how many athletes entered. After we did the slinky experiment, a girl came up to me and said, ‘Thanks, this was really fun.’ If we can get students excited, maybe they will remember this later on.”

These programs for secondary teachers and students bring textbook lessons to life by solving real-world problems in an accessible and lively manner.

Transforming Tomorrow: Giving Students a Second Chance

Jill Ahlbrecht had fallen in love with France after a high school trip in which she became enchanted with the country's culture, people and language. So it was natural for her to major in French when she enrolled at UC Denver just out of high school. But she left school the next year because, she says, "I was 20 and stupid." When she returned at age 26, she was more dedicated, but at first she wondered whether continuing her education was a wise way for her to spend her money.

"Older students question themselves more. Was it worth it to go into even more debt?" she asked. "But I felt so passionate about studying French, and I really liked the professors at UC Denver. When I won the Humphrey

scholarship (a full year of tuition plus additional expenses), it took a huge debt off my shoulders. It was a wonderful gift and reinforced that I'm doing the right thing."

Ahlbrecht graduated in May 2009 with a degree in French and a 3.9 grade point average. She is now working for the French Embassy to gain teaching experience, and improve her French fluency to help her develop the skills to be a translator. Thanks to the lifeline her scholarship gave her, she says, "Now, I can think about going to graduate school."

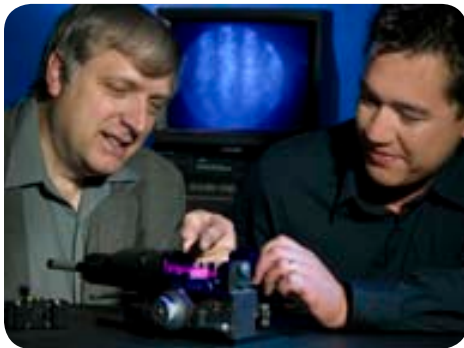


Transforming Tomorrow: Research That Makes an Impact

Cross-Campus Partnership

Randy Tagg, UC Denver associate professor of physics, and Arlen Meyers, surgeon and professor in the UC Denver School of Medicine at the Anschutz Medical Campus, are developing new ways to detect cancer. And they are doing it as partners, thanks to the consolidation of the Downtown Denver and Anschutz Medical Campuses.

Tagg and Meyers are exploring approaches that include photonic methods, microscopy, electronic measurements, and testing skin tension and tissue elasticity—variable elasticity may indicate disease.



The consolidation between the Downtown Denver and Anschutz campuses is fostering collaborative cutting-edge research. The work of Tagg and Meyers is just one example of how bringing together bright minds with different perspectives and expertise can lead to new discoveries.



Places Where Transformations Begin

Many future scientists and technology leaders can be found in the classes and laboratories here on our campus. But our enrollment growth has made it hard for our students to get the lab experience so vital to their education. With the opening of our new Science Building, it will be easier for all undergraduate and graduate students to participate in research alongside their professors—a hallmark of our science and technology programs.

"The Science Building addition is a state-of-the-field facility that will transform science education on our Campus. From the classroom laboratories to the research facilities, all spaces are designed around the needs of students, with an eye toward cutting-edge faculty-mentored research. This building will be transformational with respect to our ability to attract faculty, conduct research, obtain grants, and ultimately do what we do best—engage students."

Leo Bruederle, Ph.D.
Chair, Biology Department

Transforming Tomorrow: Inspiring the Next Generation

Cameron, a 10-year-old elementary student, loves to read, publish poetry and write tragic novels. Another 10-year-old, Annika, plans to be an investigative journalist. Zach is in high school and says he is currently writing a comic novel. Their confidence is as unusual as it is inspiring.

These young authors were honing their skills at the Young Writers Camp, a program of the Denver Writing Project that helps improve writing and learning in Colorado's schools. It is a one-week camp for young writers ages 10 to 16. The DWP is housed in the English department at UC Denver and directed by Assistant Professor of English Michelle Comstock.

In another program, the DWP hosts an invitational summer institute for middle and high school teachers. For four weeks, 20 teachers gather to learn proven and new methods for teaching writing, study research and theory for teaching writing, and work on self-designed writing projects.



"I like to write fantasy fiction stories and novels. I get my inspiration from historic events, ancient religions, ancient civilizations, and other authors. I have written one novel and am working on my second."

Riley McCloskey, 13

Mentored at the UC Denver-administered Denver Writing Project



"If students and teachers see themselves as competent writers, they become so. The teachers learn from professional writers—published poets, novelists, reporters and editors—and from each other. They share creative practices for teaching writing. For example, we have writing activities for 'reluctant writers', in which we encourage students to 'rant with craft' in a limited space. They learn they can write well, and then they can try other genres. We have audio essays, digital storytelling and writing for the Web."

Michelle Comstock

Director, Denver Writing Project
(Pictured at left)

"The Denver Writing Project is taking steps forward in education, rather than sideways. There is nothing more powerful than teachers sharing best practices. I am proud to be a member of this community."

Mimi Houde

Teacher and member
2008 Denver Writing Project Invitational Institute

Transforming Tomorrow: You Can Be a Part of It

With your help, we can transform UC Denver's College of Liberal Arts and Sciences from its currently strong position to a model urban college of even greater prominence. Getting to the next level will require bolstered support for our students, faculty, programs, and facilities. Our desire is to meet fundraising goals by 2014 in these areas:

- Student support: Undergraduate scholarship endowments, graduate student fellowships, and experiential learning for all students (\$6 million)
- Faculty support: Endowed chairs and professorships, support of other faculty research and scholarly activities (\$5 million)
- Facilities: Enhanced and renewed teaching and research spaces across the college (\$1.5 million). As part of a larger \$25 million project, we are also seeking funding for:
 - 180 seat classroom (\$2.35 million)
 - 300 seat classroom (\$3.9 million)
- Dean-designated fund: Assistance for the dean in meeting the special needs of the college (\$2.5 million)



Our vision is to establish and cultivate relationships among our family of alumni and donors, and to engage the broader metro Denver community. Everything that makes CLAS the stellar college that it is—our students, faculty, programs and facilities—is truly deserving of your support. You can be part of our exciting transformation as we take the steps that will put us into a class by ourselves.

Fellowships That Change Lives

Rick Gardner, professor emeritus of psychology, knows from personal experience just how life-changing a graduate fellowship can be.

“Without graduate fellowships I would probably not have had the career or the life experiences they made possible,” says Gardner.

To Gardner the fellowships were more than financial assistance—though that was essential. The opportunity to work side-by-side with his professors as research assistants, and to sometimes serve as an instructor, proved to be invaluable learning experiences.

Gardner and his wife, Betty Ann, agreed that if circumstances ever permitted they would support other doctoral students by donating to fellowships that would enable them to pursue their studies without the necessity of working outside jobs—just as they had been helped. Since the inception of the doctoral clinical health psychology program, the Gardner Doctoral Fellowship program has made it possible for other promising doctoral candidates to focus on their studies.

“I feel very strongly about our doctoral program in clinical health psychology,” says Gardner. “There are only a few programs that train professionals in the linkages between medicine and psychology. Doctoral fellowships help attract the best and brightest doctoral candidates, makes our program stronger and adds to the growing body of knowledge in clinical health psychology and related areas.”



Dr. Gardner with Dana Brown, a graduate research assistant and PhD candidate in Clinical Health Psychology.



To learn about the many ways you can make a gift:

Contact
Lora Adams

Senior Director of Development
1380 Lawrence Street, Suite 1325
Denver, CO 80204
303-315-2029 (office)
720-425-2829 (cell)
lora.adams@cufund.org

www.cufund.org

**University of
Colorado Denver**

All gifts should be payable to the University of Colorado Foundation, specifying the appropriate fund.

Be a Part of the Transformation

We invite you to participate in creating the future of the UC Denver College of Liberal Arts and Sciences. We seek your support to continue to build upon the accomplishments of recent years.

With your help, we will attract and retain the best faculty with endowed chairs and professorships as well as research support. You can also enable us to provide scholarships and fellowships for bright students who may otherwise be unable to afford to earn a degree. And, you'll help make possible high-caliber education in an environment that promotes learning and discoveries.

"The possibilities for growth in both the size and stature of the college are truly breathtaking, but we cannot move forward without your help. Your gift will make a difference in the lives of students, faculty, and staff and will contribute to the vitality of Colorado and the nation. Please join us in what promises to be one of the great transformations in American higher education."



Dan Howard

Dean, College of Liberal Arts and Sciences