JANET FRITZ: Not the whole rest of our life.

INTERVIEWER: You know, Dan, I think maybe we ought to-- that thing will run all by itself won't it?

VIDEOGRAPHER: Yeah.

INTERVIEWER: What we found when we do this is people tend to look at me. They don't look at that thing.

VIDEOGRAPHER: Oh, you want to switch places?

INTERVIEWER: You might have to--

INTERVIEWER: If I sit over there--

JANET FRITZ: Oh, and you sit there?

INTERVIEWER: No. If I sat over there--

VIDEOGRAPHER: And I sat over there.

INTERVIEWER: Well--

JANET FRITZ: That works.

INTERVIEWER-- if you were a professional theater, then you'd know--

JANET FRITZ: To look at the camera, but I won't.

INTERVIEWER: Well, you don't look at the camera.

JANET FRITZ: That's right.

INTERVIEWER: Because that distracts from what you're supposed-- when you are talking to someone. So what do you think? Should we switch?
VIDEOGRAPHER: Yeah. We can do that. It's going now.

INTERVIEWER: Let's try it and see what happens. We are going to go kick this thing. We'll be OK.

JANET FRITZ: But I'm listening to you, not [INAUDIBLE].

INTERVIEWER: Dan [INAUDIBLE]--

JANET FRITZ: Did you want me to make tea or coffee?

VIDEOGRAPHER: Oh, no thanks.

JANET FRITZ: Oh, let me get that glass of water.

INTERVIEWER: Thank you.

I still have this nagging cough that I would be delighted to give to you if you'd like to have it.

JANET FRITZ: Oh, no, no, no.

INTERVIEWER: And we're rolling here, right?

VIDEOGRAPHER: Yes.

INTERVIEWER: OK. Give us your full name and date of birth.

JANET FRITZ: That's the one you weren't supposed to have. [LAUGHS] Janet Fritz June 12, 1942.

INTERVIEWER: Where were you born?

JANET FRITZ: Boulder, Colorado.

INTERVIEWER: Boulder. Where did you grow up?

JANET FRITZ: Boulder.

INTERVIEWER: What were your parents’ name and what did they do?

JANET FRITZ: My parents' names were Percy and Marie Fritz. My father was a history professor at the University of Colorado. My mother was a homemaker and a teacher before that.

INTERVIEWER: Do you have siblings?

JANET FRITZ: I have a brother and a sister.
INTERVIEWER: A brother and a sister.

JANET FRITZ: Both older, considerably older. I was a surprise. And they live in Wyoming and on the West Coast.

INTERVIEWER: When you were growing up, what were your hobbies? How did you spend your time when you weren't in school?

JANET FRITZ: Just roaming the neighborhood with friends. It was one of those times you really could just be out all the time and get into all sorts of good fun. There was a lot of kids in the neighborhood.

INTERVIEWER: So if your mother said go out and play?

JANET FRITZ: I didn't wait till she said that. I was just gone. I went home to sleep.

INTERVIEWER: So you didn't have any particular things like piano lessons?

JANET FRITZ: I only lasted a year with piano lessons. Just too impatient for that. But I knew I wanted to go back to it someday and did finally did.

INTERVIEWER: Did you--

JANET FRITZ: No, it was just mainly all the sports. And then I was a Camp Fire Girl and was active in that through a number of years and various clubs as I got older.

INTERVIEWER: Did you have people who were role models, people you looked up to? Even if you didn't know the people who stood out and sort of formed who you are?

JANET FRITZ: Hmm. There were a number of teacher you admired and went back to see later, and they were always much younger than you remembered them, thought there were all much older. But that was it. I know I wanted to meet three people when I was young. And I've always remembered two of them. One was Winston Churchill, and one was Walt Disney. [INAUDIBLE]. And can't remember, but I know there had been three.

INTERVIEWER: Who was the first one?

JANET FRITZ: Churchill.

INTERVIEWER: Did you have the people that were particularly mentors?

JANET FRITZ: When I was a child.

INTERVIEWER: How about through high school?
JANET FRITZ: Again, I just think it was a lot of support from teachers [INAUDIBLE]. But there was no one person that stood out in my mind. I may think of that later. I have not thought about that. That could happen much more after I--

INTERVIEWER: When you look back--

JANET FRITZ: -- attended college.

INTERVIEWER: -- were there experience, events that shaped your life?

JANET FRITZ: My father died at 13, and that did change a lot of things in all sorts of levels, economic and support and so on. So that's one thing. Again, having grown up and stayed in one neighborhood, there was a lot of support.

INTERVIEWER: Were your elementary and high school education also in Boulder?

JANET FRITZ: Uh-huh.

INTERVIEWER: Any comments about your education through high school?

JANET FRITZ: Really lucky. Boulder High just had a wonderful range of classes in Oriental history, which they called it then, Latin American history, not just history to the honors programs, which would put together history and English and so on.

I didn't appreciate how good that education was until I went to CU and realized where students were coming from all over how advantageous. I just thought that was typical.

INTERVIEWER: I guess the question would be about your mother. Was she's very supportive of your going on for education?

JANET FRITZ: It was wonderful. She was so great. There was no pushing and no pressure that I saw once I got into college too. But there was just this given. You can do anything you want. You can go anywhere. You want to go far. You can go try things on, and you do that. It was something I appreciate again later, but it was always there.

INTERVIEWER: Before you went to CU, did you have a vision of where you want to go?

JANET FRITZ: Oh, yes. I was going to go to-- I would like to have gone to a small private college I think. Now I'm very glad I didn't. But that was a sheer financial thing to get a scholarship there at CU.

And having gone to different universities, I'm really glad, and I hashed, I moved up. I wanted the experience of being on campus, not just being with the friends I'd gone to high school with. And you couldn't work as a hasher and get room and board and live in the dorms unless you lived out of the city, which makes sense.
But I knew someone who was in there, my sister-in-law did it. Kids quit at final week, and I went up and bargained, if you'll let me, I'll come in now and help you after your final week if you let me stay. And she said, will you start right now? It was about 11 o'clock, and I said yes.

And I went over and I start hashing, I could find my way back to my class, my 1:00 o'clock class because I'd never been over in the dorm area. But then I could stay on. And that was a good decision I think because it made it. You might as well have been 500 miles away if you're on campus.

INTERVIEWER: When you were in high school, did you read books? Are there any special books that you remember?

JANET FRITZ: I remember more for the term papers like the Tolstoy book and [INAUDIBLE] and so. I remember loving Silas Marner because it was in the house. And then when we had to read it and I hear how everybody hated it, I was thinking, I kind of enjoyed it. But nobody had made me read it.

INTERVIEWER: Now you just mentioned that you worked. What sort of work experience did you have in high school?

JANET FRITZ: I was lucky. My mother felt strongly she had work since she was very young, actually just began school she worked. She was orphaned, and so she was working for the teachers' houses, the principals' houses. She felt very strong I shouldn't work while I was in school.

So other than babysitting, I didn't. But I worked in the summers at a dress shop and tried waitressing one, was any good at that. Tried telephone solicitation once, and I couldn't stand that. So mainly I just worked retail in the summer.

INTERVIEWER: Marriage?

JANET FRITZ: Nope.

INTERVIEWER: Never married. And certainly no military service? No?

JANET FRITZ: No military service.

INTERVIEWER: You did you undergraduate at CU.

JANET FRITZ: Right.

INTERVIEWER: And what was your major?

JANET FRITZ: Psychology.

INTERVIEWER: Psychology. How did you pick this?
JANET FRITZ: Well, I didn't. I was dead sure I was going to be a social worker. And I was going to get my master's at CU. I had it all planned out. And the first couple of social classes were in sociology. And I hated them. I realized I'd be a dreadful social worker.

And so I stayed in sociology, but to me they just learning things. And every time that it got the least bit interesting, they'd say, but that's those people over there. They were put to the psychology building.

But just felt I couldn't change. It was too expensive. So I made that bed I had to lay in. I had to finish up in sociology, though I did not like it. And I was in a psych class, and anyway, I don't even know why, but I got pulled over by Wertheimer, a very famous psychologist who was there for the honors program. And I didn't realize in those days the faculty can make all sorts of decisions in waiving this, that and the next thing.

And so he did. So I had the last three semesters I finished up a psych degree, taking almost nothing but psych. I took one history, one Lit every time for sanity's sake. But I loved them. I would come back and try to tell everybody everything I'd learned.

INTERVIEWER: You probably never have discussed your view of sociology with your colleagues at CSU?

JANET FRITZ: No, no, no. Well, I have, but I am careful of who am I saying it to.

INTERVIEWER: Did you do extracurricular activities when you were at CU?

JANET FRITZ: Not an awful lot because I worked, I hashed. I hashed three meals a day. And then I worked in the summers. But I was in various, you know, did some fencing and things and things that would pop up that we'd get involved in. But I wasn't involved in politics or a lot of other that had-- a lot of social activities but not curricular.

INTERVIEWER: So did your undergraduate major lead directly to your graduate school?

JANET FRITZ: Yeah. I knew I couldn't do I want to do with a bachelor's. And I knew that that meant going on.

INTERVIEWER: Where did you do your master's degree?

JANET FRITZ: At Cornell University.

INTERVIEWER: At Cornell. And your doctorate?

JANET FRITZ: At Cornell.

INTERVIEWER: Good place.

JANET FRITZ: Good place.
INTERVIEWER: What was the emphasis of your master's degree?

JANET FRITZ: Well, that was strange. You apply at Cornell, you just say take you into graduate school. So I had applied at all schools in psychology. And there I was in something called— it wasn't even human development. It was child development in another college. And I thought, what is this?

Well, I wanted normal developmental psychology. I didn't want clinical— you know, developmental psychology. And all the professors in psych are child development, all had joint appointments. They were all the same. But when I went, I took all these psych course ready to leap back over there, and realized, no, that they placed me exactly where my interest was and where the top professors—

INTERVIEWER: At Cornell?

JANET FRITZ: At Cornell. And I was just— I had never heard of that major at all before I went to Cornell.

INTERVIEWER: What was your master's thesis?

JANET FRITZ: It was on reversal of discrimination, perceptual, perception in terms of children. I went on to work with children [INAUDIBLE].

INTERVIEWER: And your doctoral dissertation?

JANET FRITZ: Was early language acquisition.

INTERVIEWER: And did you have a TA, an RA when you were a graduate student?

JANET FRITZ: I had RAs. Didn't have— well, for my master's, I was pulled into the counseling service and got to know the whole [INAUDIBLE]. So I was sort of— it's an unusual assistantship that they had at that college, a set of counselors that were just for the college. And so I was an RA there doing guidance counselor, conflicts, and things like that. They're more secretarial, administrative.

When I went back, I had a TA, but I had been teaching several years. And at Cornell, even the doctoral students did not teach undergraduates. And so you just had discussion sections, things like that.

I needed more research experience. Then they immediately changed. We later found out— I was on an NIH traineeship— we weren't supposed to be RA-ing or TA-ing. But we negotiated we thought a tremendous thing just to get either the same hours or the same pay. And they cleaned that up. But the experience was good enough. And I knew that at that time. I didn't mind.

INTERVIEWER: I'm not sure I get it there.
JANET FRITZ: The trainingship status at NIH were you were not to work at all. And somebody found that out, and so the grad students kind of rallied. We weren't like the Wisconsin grad students who really rallied. Grad students no matter how old they are really vulnerable. And so we sort of made these little [INAUDIBLE].

INTERVIEWER: So you did have teaching experience?

JANET FRITZ: Yes. I had stopped with the master's because I swore I wouldn't be caught dead teaching. My father taught. My mother taught. My sister taught. I was going to do something different. And I had gone right on. So I was really tired of school. And I went into clinical work at a research project at Johns Hopkins.

INTERVIEWER: Between the bachelor's and the master's?

JANET FRITZ: No. Between the master's and the doctorate. I went with that research group at Johns Hopkins working with neural brain dysfunction, kids research, and then up to Mass General Hospital. When I came back to Colorado, for the similar kind of job, it was soft money, and it had fallen through.

So I'm sleeping on my brother's couch, and I went up to CSU. The jobs were all for doctorate were taking jobs I didn't even want compared to the work I had been able to do with a master's back on the East Coast.

But I went up to see a friend who was one of the counselors I'd work for who was the associate dean in the college there. And I'd never even been to Fort Collins or CSU. And they had--

INTERVIEWER: You grew up in Boulder, but you'd never?

JANET FRITZ: No. Boulder was sort of like that with [INAUDIBLE] land. And I was a little stunned at the difference even though it was the same populations, it was a very different town in '69.

But they had lost to-- they had just a unit and they lost two. And they were desperate. And she had to really convince the dean that I could do it with a master's because Dean Gifford, who was a chemist, wasn't quite sure I had enough science background.

And she knew I had turned down teaching jobs because in those days you could get jobs with master's at universities. And she knew I didn't want it, but I wanted any job at that point. And then she just chortled because from the first moment I loved it. I thought this is what I want to do and then knew I needed a doctorate.

INTERVIEWER: So master's degree. Then Johns Hopkins.

JANET FRITZ: Mass General.

INTERVIEWER: Then CSU.
JANET FRITZ: Yeah.

INTERVIEWER: And then you went back to Cornell?

JANET FRITZ: Right. Once I knew that academia was what I wanted to do, I knew I needed the union card of a doctorate.

INTERVIEWER: In as much detail as you'd like to offer, perhaps as you remembered, how was your graduate experience? What do you recall?

JANET FRITZ: It was stunning at first. I think it is for most grad students because usually you could determine what grade you were going to get and just do it. And suddenly I wasn't. I was working hard, and still it wasn't coming up with what I thought it should be. And that was an eyeopener, and probably a good eyeopener for somebody who's going to teach students.

I and all the grad-- I think it's developmental task-- I remember our entire graduate program though we had been tricked into coming to Cornell. And it was all research, and we didn't want that. And we didn't want that much statistics and research and so. They tricked us. They'd lied to us. We were all miserable together.

And sure enough, we all came back from break realizing, well, this is good, and this is fine. And everything was better from then on. It was a lot of work, but very supportive. Cornell was extraordinarily supportive of their students. They don't take too many. They really give a lot of attention. It was excellent, and both at the doctoral level, it just is a terrific institution.

INTERVIEWER: So the difference you described it a difference between undergraduate and graduate, not between CU and Cornell?

JANET FRITZ: I think both undergraduate and graduate, but yes. No. I've said if I had a child who was bright but not very motivated, I'd rather have him at Cornell. Because once they accept you, that's an academic environment. People talk about studying. They study hard. It's an academic environment.

If they were highly motivated, I'd rather have them as an undergraduate at CU, which was far more diverse. But when in your life you get that much diversity and friends and so on, it was a fabulous education there too if you had to go after it yourself and didn't have the advising and the support.

INTERVIEWER: So how did you hear about CSU?

JANET FRITZ: Oh, it was one of the counselors I'd worked for in my master's was associate dean.

INTERVIEWER: At Cornell?

JANET FRITZ: No. She was--
INTERVIEWER: No, I mean--
-- a counselor--

INTERVIEWER: -- you've worked with her--
-- at Cornell.

INTERVIEWER: -- on your master's--

JANET FRITZ: I worked under her at Cornell.

INTERVIEWER: Yes.

JANET FRITZ: And she was a mentor, one of the mentors at that time.

INTERVIEWER: And then she came to CSU?

JANET FRITZ: She came to CSU to take associate dean position in my college. I just came up to say hello.

INTERVIEWER: Why did you choose to come here?

JANET FRITZ: Literally I was desperate for a job. I wanted a job. I was out of work. It was only a month, but in my life that just means like forever. And I didn't have a place of my own, which I've had. I was sleeping, as I said, on my brother's couch.

And I wanted a job and to get started. And I didn't expect to-- just until I got another kind of job.

INTERVIEWER: So you weren't doing some kind of national search? This was--

JANET FRITZ: No.

INTERVIEWER: -- close by and?

JANET FRITZ: No. It was-- and I had wanted to come back to Colorado. And here was a job, and I needed a job. It was not a long-term career plan.

INTERVIEWER: So that was your first CSU experience?

JANET FRITZ: Right.

INTERVIEWER: Then you went away again?

JANET FRITZ: Well, I actually stayed, and that was good staying there. I realized how much I liked that. And the department head was urging me to go on. And he didn't expect I'd come back.
I didn't expect to come back to CSU after the doctorate. But being cautious, I took a leave and a sabbatical.

And I went back to Cornell. I had looked at--

INTERVIEWER:  After the doctorate?

JANET FRITZ:  -- Harvard and several others. And thought I wanted to go Harvard for Boston. But when I actually interviewed them, I realized no. I was accepted, but it's like I want go back to Cornell for just the feel of the department. And I was--

INTERVIEWER:  But you went back as a staff member?

JANET FRITZ:  Un-un. I went back as a doctoral student.

INTERVIEWER:  Oh, I'm sorry. As a student. OK.

JANET FRITZ:  So as a doctoral student there, but it helped build on. I had the same committee. It was a long hiatus between of several years, but I could also complete the doctorate [INAUDIBLE].

INTERVIEWER:  So after that you--

JANET FRITZ:  I returned to CSU because while I was there, the School of Education was a pretty dysfunctional department, and I realized, I'm in a wonderful department. There are colleagues who are friends that are supportive of each other, and there's lots going on, lots of change at--

INTERVIEWER:  Here?

JANET FRITZ:  -- at CSU. And it was also right when university jobs dried up. I really just wanted to come back to the department. After I was there about a year, I realized that's a good fit for me. But none of my other doctoral students got an academic position. They all ended up in Washington or in research tanks or political work.

INTERVIEWER:  So did you apply for a job that was advertised? Or you just come talk to people and say, hire me?

JANET FRITZ:  No. I had certainly applied at jobs [INAUDIBLE], but since the start of going to his academic career was just coming up to say hi to a friend, and they were in desperate need. And would I consider it, yes. Oh, you bet. And then finding that that was what I really wanted to do.

So when I went back with a doctorate, I was ready. And I did apply for teaching jobs as well when I got my master's, but I turned them down because I really didn't want to teach in a
university, and just the one at Johns Hopkins, which I applied for which was research, which is what I wanted.

INTERVIEWER: So how was your first interview at CSU? Or didn't you really?

JANET FRITZ: I never had a formal interview.

INTERVIEWER: You didn't have one?

JANET FRITZ: No. I did. I thought it went fine. I didn't know. I heard later from my friend the associate dean that the interview was fine, but she was very dubious whether I could do it. And then she became very supportive later.

INTERVIEWER: This is Dean Gifford dubious?

JANET FRITZ: Dean Gifford. She was very supportive. And fact she was so dubious that I had a wonderful way to start. We were on the quarter system. She gave me a quarter, and I had to take the two prerequisites of a class that I had never had.

Well, the prerequisites for that first child development class, which was a junior level, was three semesters through organic chemistry, microbiology, and physiology. And I laugh because when I looked at the one syllabus I found there, it was very dated.

And I knew I had a lot to offer, more current classes, but that gave me those classes-- a couple of the classes that she wanted me to have. I sat in on those, took those. And I had a quarter to prepare for those two classes I was going to have. So instead of walking into the semester fairly cold, I really had that opportunity to prepare well.

INTERVIEWER: But that was kind of a test for you?

JANET FRITZ: I don't know that it was a test. I think she really thought I had to have that back-- she was a chemist at heart. She just couldn't imagine anyone. That was that old home economics thing that everybody went through a massive amount of science.

Everybody thought it was such a-- including myself-- because CU didn't have it. I had to learn it at Cornell where I'd had to learn the other departments to give tours to parents and stuff and the counseling service. It's a highly-- out of CSU, one of my friends got her degree there. She could teach science in any high school in the state just having a child development degree because of the amount of science that they had to take for a general home ed.

INTERVIEWER: Who was department head when you came for it?

JANET FRITZ: This woman Nan Hoddick who I hadn't know because she had to act. It was a unit. It wasn't a department. It was just a unit within the college. And so she had to take over as, quote, "department head." And then they hired another master's student. And then they began hiring the doctoral students. And they hired a department head next.
And so it soon became a department with a new department head. But it was just a unit at that time within the college.

INTERVIEWER: Who were your first colleagues? Do you have positive, negative comments about them?

JANET FRITZ: Wonderful. Some are still friends all this time. Because it was just a new unit, many of the people they hired were brand new. There was their first job. And they were single. We became quite a group of friends as well as colleagues and were full of the egotism of master's students [INAUDIBLE].

We were going to reshape that department and change it entirely, much to the upset of some of the old professors in other departments. They couldn't do anything about it because it wasn't their area. But they certainly didn't like us changing the requirements that they didn't have to take all these other Home Ec classes and [INAUDIBLE].

INTERVIEWER: When did you move from unit to department?

JANET FRITZ: Within about three years I think, once we got a fairly eminent man in the field with Gardner as our first head. And he moved that fast to a department. And then he got a master's program very quickly after that.

INTERVIEWER: Who are people who had the greatest influence on your first years at CSU?

JANET FRITZ: I think Nan Hoddick, who had been the mentor at Cornell and who brought me on there. And then a real sport, Bruce Gardner, who was our first head, really encouraged me. He was the one who pushed me to go on to a doctorate right away. At that time, it was just fully in the department. Dean McHugh-- well, after I came back to the department-- was a very big supporter of [INAUDIBLE].

INTERVIEWER: Now I want to be clear. You finished your master's. You went off to Johns Hopkins.

JANET FRITZ: Then up to Boston, Mass General.

INTERVIEWER: Then at Mass General. Then you came out here and--

JANET FRITZ: For a job in Denver.

INTERVIEWER: -- essentially negotiated a temporary position.

JANET FRITZ: No. I came out here for a position. I didn't leave that job without a new job. I had interviewed-- I wanted to come back to Colorado. And my boss there knew someone at Denver General Hospital doing somewhat similar work. And I went and interviewed and was hired.
Went back to finish up and then was driving across back, and was in an accident and stuck up in Canada. And the money fell through. It was a soft money job. So I thought, I could go back to my job or come on out and find another. Oh, I want to go to Colorado, and I'm all packed. And I'm coming out to find a job.

INTERVIEWER: This was a master's degree?

JANET FRITZ: With a master's degree.

INTERVIEWER: And you became a real faculty person at that time?

JANET FRITZ: Instructor. I started out as an instructor.

INTERVIEWER: And then you went back to Cornell?

JANET FRITZ: Once I knew that that's what I wanted to do, I went back to get the doctorate, which [INAUDIBLE].

INTERVIEWER: So you left the position that you came take back to then at CSU?

JANET FRITZ: No. I didn't leave it because I took a leave of absence and a sabbatical.

INTERVIEWER: ah-ha.

JANET FRITZ: So I held that position. And with their support. The department head supported me doing that. He didn't think I'd come back after I got my doctorate because it's still a small-- only a master's program, and a small-- but it was Colorado. And it's the only department within Colorado. And it was a terrifically, wonderful collegial atmosphere.

INTERVIEWER: How long did your doctorate take?

JANET FRITZ: Well, two years there because I'd had the two years before, so two years on campus. And then I was finishing up the dissertation here. And then I went back for one more summer because it was hard to nail down my chairman without beating on his doorstep.

INTERVIEWER: Who was president but you came to CSU?

JANET FRITZ: I don't know.

INTERVIEWER: Was it Ray?

JANET FRITZ: I came in '69.

INTERVIEWER: Chamberlain?
JANET FRITZ: Oh, it was the university—good. I can do that. I thought you meant—yes, fairly soon it was Chamberlain. I don't remember who was there in '69.

INTERVIEWER: Well, Bill Morgan and Chamberlain--

[INAUDIBLE].

INTERVIEWER: --were changing. Any impressions of Ray?

JANET FRITZ: I was active in faculty women caucus, and I sat on that I think. So my impressions were coming somewhat through that.

INTERVIEWER: And what were they?

JANET FRITZ: Well, that was some of the problems he had. There are personal problems that related to his behavior at the end.

INTERVIEWER: He was [INAUDIBLE].

JANET FRITZ: Yeah. I thought we should.

INTERVIEWER: So that--

JANET FRITZ: That was the lead in. I thought faculty women caucus would [INAUDIBLE].

INTERVIEWER: Perhaps as the president, what were your memories of [INAUDIBLE]?

JANET FRITZ: It's interesting. This was all so new at that age. I was just first out. And it was all focused on the department and the college. And so I knew that. It was only later I got active in faculty governance, and I was much more aware of administration. But as a new member at a master's level, it obviously didn't stick whatever I knew.

INTERVIEWER: How many years did you work at CSU?

JANET FRITZ: Thirty-five.

INTERVIEWER: Thirty-five. Tell us the positions you held during that time?

JANET FRITZ: Well, I went from instructor to full professor.

INTERVIEWER: Assistant to associate?

JANET FRITZ: Assistant to associate to full in the department. I had been on committee meetings. And then the college had sent me to faculty council. And I was very interested that everything seems to be decided like [INAUDIBLE] faculty council.
And so I thought where is the-- it was called steering committee. The executive committee was called steering committee-- that's where those decisions are made. And so I went onto the steering committee as the only woman. And I realized, hmm, the decisions are already pretty much made before they get-- not totally, but pretty much made here.

And so I got involved with some of the guys that wanted-- we were one of the few universities that still had the provost chairing the faculty council rather than a faculty member. So we argue for that for a couple of years, several years. And then all of a sudden it happened. Then nobody wanted to do it. [INAUDIBLE] work a lot of people didn't want to do it. And so Penny Bower talked me-- she had come onto steering by then-- talked me into being vice chair.

INTERVIEWER: She was chair?

JANET FRITZ: No. Harry Rosenberg and Ernie Chavez were offered a chair. And I was kind of waiting to see whether one of them would drop out. I knew one of them would be a workhorse. And I knew it was going to be a critical time to prove what we'd been asking for and we better do it well.

And nobody wanted vice chair. I've often wondered-- Penny didn't, but she wanted to see whether it was going to not fail. And anyway she pushed me to it. And I thought, you've argued for this for so long it's not fair to do it. And I'm glad I did. I'm glad I only did it for that short term.

INTERVIEWER: As vice chair?

JANET FRITZ: Yeah. I was the first vice chairs with Harry. Harry just had the telephone table in the conference room of the provost office. When I met with him, we had the conference table. Then I became the next chair.

INTERVIEWER: What year was that?

JANET FRITZ: That would have been '90. It was just as Al Yates came, his first year.

INTERVIEWER: So you were full professor at the time?

JANET FRITZ: Yes. I had just become full professor. And that was part of it as I knew that-- I knew there was no release time. And I knew that something was going to give.

INTERVIEWER: Now you said the things you were pushing for, what were they?

JANET FRITZ: Just that the faculty member-- that the faculty council be a faculty-run organization where the chair was--

INTERVIEWER: That was the big one.

JANET FRITZ: That was the one.
INTERVIEWER: Any others?

JANET FRITZ: Oh, after-- that's gone for all sorts of things, both on faculty council, faculty women caucus, women's studies, a number of things I did. I'm really glad I did the faculty council because it broadened me to think in terms of the whole university. Working with Al Yates when he came in was great fun. He was new. I was new.

INTERVIEWER: So he was the president when you were chair?

JANET FRITZ: He was the president when I was chair. Elaine Roberts was the state board rep. And I also really liked committee meetings. And everybody said they hated faculty council committee meetings. Well, at the university level I was meeting all these interesting people, unique people, working hard on the governance. And I couldn't predict what they were going to say, which was fun.

And in your department by then, you almost could say what everybody was going to say about any issue. And so the meetings were quite boring there. But it really just made me feel a part of the university rather than a part of just the department.

INTERVIEWER: You've mentioned your work with the faculty women--

JANET FRITZ: Caucus.

INTERVIEWER: -- caucus.

JANET FRITZ: And women's studies. Yes.

INTERVIEWER: Say some more about that.

JANET FRITZ: Well, I was perfectly happy, but I was being told by some of the women on campus to get involved. I went early to faculty women's caucus, and I thought, I don't need this. They were not happy at all and--

INTERVIEWER: Not happy because?

JANET FRITZ: All sorts of issues going on in their department, in their status and so on.

INTERVIEWER: But because they were female?

JANET FRITZ: Uh-huh. How they were being treated, things that were happening to females and such. But I didn't see that in my college because we were half men and half women. And I felt you could do anything and--

INTERVIEWER: And your college was?
JANET FRITZ: College of Applied Human Sciences. It was Home Economics first and then changed its name to I forgot what and then College of Applied Human Sciences. I had come out of the medical profession, which is very hierarchical. So I did not feel so beset upon.

But they kept after me, and then I think it was Patty Taub pulled me on search committees to be sure that women candidates were being looked at all and not being knocked out too soon. And my eyes got really opened to a lot that's going on at campus, and the salary studies were going on. And I suddenly changed my mind that I--

INTERVIEWER: What was going on?

JANET FRITZ: The salary studies, the salary inequity studies. That was a big push. Women salaries were remarkably lower and not because they were half-time or adjunct or--

INTERVIEWER: Is that still true?

JANET FRITZ: In some areas occasionally, but not so much. And that was a push that came from faculty women's caucus. The salaries were so unequal when two people with the same qualifications, same experience and grants came in, women got far less, particularly in engineering and ags and so on.

Well, we got that data. [INAUDIBLE] was very [INAUDIBLE]. Sent me to a couple of conferences trying to find software to-- all the different factors you have to put into a salary decision. And anyway, the College put together a lot of material. Dennison was provost when this first started. He kept just saying, trust us, which brought out an entire room of laughter, which he seemed very bewildered at. We didn't trust anymore and--

INTERVIEWER: George?

JANET FRITZ: Dennison.

INTERVIEWER: Didn't like what you were doing?

JANET FRITZ: Oh, he said, I'll take care of it. Just trust me. I'll make it equal. And the first equity money that was given was given back to department heads, which all went to men. None of it went to women.

So anyway, we met with the board of agriculture. And by then it was President Austin. And he came and [INAUDIBLE], and they were just working away. And the presentation got started. And people on the board like Monfort just were outraged. They said, we've got half women students here. They were coming unglued. Any you saw all the administrators something like, oh, my gosh. They're taking this seriously, and they did.
And that started the equity. And the first round was a fiasco. And then the provost, the [INAUDIBLE] worked in good faith looking at that. And there was a lot of equity raisers [INAUDIBLE].

INTERVIEWER: So it was the faculty of women caucus that really pushed this issue?

JANET FRITZ: Uh-huh.

INTERVIEWER: Didn't involve faculty council much?

JANET FRITZ: No.

INTERVIEWER: And you were among those who made the proposal to the state board?

JANET FRITZ: No. I was there to support. But it was us-- Elaine Roberts gave the presentation, and there was a smaller groups that did a lot of the work. So [INAUDIBLE]. Can't take credit for it. I was watching and cheering on, but I wasn't terribly involved.

INTERVIEWER: In your sense, were all the women involved?

JANET FRITZ: In the caucus, all women weren't involved. They were being told in departments, don't you dare join that group.

INTERVIEWER: Really. Wow.

JANET FRITZ: And risk your tenure. Oh, yeah. And it really wasn't-- that was one big issue. But it really was a group of support because too many women on campus were the only women in their whole department. And they didn't have to collegial mentoring.

And so I know the history department tried to turn it around, and the first woman came there was mentored to death. She was a young woman. They were all older men. And so she was seeking out just a little more collegial mentors you try and search out on your own.

And so we were really trying to help them think about how to navigate tenure and things, look at publication before they went in and give advice, things of that sort. So it was more being a support group. It was not trying to create trouble, but it got more notoriety [INAUDIBLE].

But I heard that. I didn't have any of that in my college. There was absolutely none of that. But these were several departments which really did not want their women faculty involved.

INTERVIEWER: When you begin your professional career at CSU what were your goals? What did you hope to accomplish?

JANET FRITZ: I think that started when I came back with a doctorate, not-- yes. Oh, that's what you mean by that. Yes. I came back and I thought, I'm so old I need to move into administration. So I was the interim associate dean opportunity opened up. Because I was--
INTERVIEWER: Soon after you came back?

JANET FRITZ: I was mid-30s then. And I thought, ohh, if I don't get started moving up the ladder. Well, that job taught me the only two things I enjoyed was my class and my own work. And it's like, OK. That taught me I don't want to go into administration. I never did. And went back.

And so then my goals were much more the things that developed the department. One of my big areas was developing the child life program, which is a certification program for individuals who work with children who are hospitalized and their families with the psychosocial, emotional care in the hospital, not the medical but emotional care.

INTERVIEWER: Did you accomplish your goals?

JANET FRITZ: Yes. I had a-- you move up further if you move through universities and move around and move up in administration financially. But I saw what that did to a couple of people I watched that were there. And they didn't have the rich other life. If you had a family and were moving around with them, fine then it might work.

But if your support group, your friends, your activities are there, then I was happy to stay put. And it kept changing. So it wasn't like a static job. It just kept growing and changing.

INTERVIEWER: Do you think for CSU or nationally, did your career matter? Did it make a difference?

JANET FRITZ: I think in the layer of child life, this is one of the top programs. And that has really affected a lot of children's lives in hospitals. We've got students in Japan now and starting in other countries. They're all over the country head or the presidents of their association doing good work. And that's influencing a lot of children and families planning for hospitalized children.

The research there were only a couple pieces that I think really had an impact. It does within the field, but not anything outside of that.

INTERVIEWER: Did your later goals differ from the early goals?

Now that's one I have to think about. I think you're more goal directed than I am. I remember doing all the time management things. You're supposed to have these two-goals and five-year goals. I don't think I ever operated that way. I just the opportunity stepped I thought, oh, I'll try that and I'll try that.

I was very satisfied. And so there were short-term goals. And I think the only time goals were different was earlier when I was making major decisions and changes.

INTERVIEWER: You did research?
JANET FRITZ: Yes.

INTERVIEWER: And one of the goals of research is publication.

JANET FRITZ: Yes.

INTERVIEWER: Tell us about your publications record, book chapters, articles.

JANET FRITZ: Well, it was a large number of articles and just one book coauthored. It was strong enough to go in for full professor. It was not world renowned. I gave presentations at conferences and so on.

The latter part were large grants when I was with a colleague, Dave McPhee, and then down in Cortez General had. When the enrichment program became a university program, we were the external reviewers. So a lot of that had to do with program evaluation, research, and programming, [INAUDIBLE] programming.

INTERVIEWER: Say some more about intervention. What do you mean?

JANET FRITZ: Intervention rather than remediation, and that's very much a part of what human development is about is knowing developmental issues and where there are tough transitions and stressors and what can be done prior to it becoming when you move into clinicals where you're doing remediation.

For me with the [INAUDIBLE], we were getting most our funding through the drug interventions. But we weren't first and foremost worried about that. We were worried about the sense of self and being able to resist peer pressure, being able to make decisions, feeling you can make a difference, feeling you can go in education even if there's not much money.

And it's that aspect that we were testing on adult program around. That would affect the drug too, but that's where the money was. So that's where we tapped the Federal [INAUDIBLE]--

INTERVIEWER: This was directed at younger people?

JANET FRITZ: All ages.

INTERVIEWER: All.

JANET FRITZ: We worked with teachers because they have a self-efficacy issue too. It could be, I'm a good teacher, but you can't make much difference it's all-- it's the family versus, I can't make that difference [INAUDIBLE]. It was teachers. It was parents. It was preschoolers. It was grade-schoolers.

INTERVIEWER: Did you have professional activities or goals outside of CSU?
JANET FRITZ: With the national association, and this became a model program, and so working with that as it worked around the state.

INTERVIEWER: You were a participant or did you help to run the organization?

JANET FRITZ: I didn't run. No. I made that decision and was supported at the department when I got involved in faculty governance that I would rather be putting my effort into faculty governance issues as CSU than the state organization. So then I went to present, to learn. And got this for all three department heads through that time that that was an OK decision to make.

INTERVIEWER: When you first came to CSU, perhaps in a comparative sense, what were your office and facilities like compared to when you retired?

JANET FRITZ: It didn't change. Actually, when I first came, there was money to be spent. And then we got a new building that was a sick building, it turned out--

INTERVIEWER: Is that the--

JANET FRITZ: --so there was plenty of office space--

INTERVIEWER: Is that the Gifford Building?

JANET FRITZ: Yes.

INTERVIEWER: Yes.

JANET FRITZ: --office space and lab space and so on. I didn't have the laboratories and so that I'd had at Cornell, but it was good. And we were get better at that. Now they're in this wonderful new building. And I have an emeritus office there. It's just fabulous. And it's wonderful for students. And--

INTERVIEWER: Is that the one south of the Clark Building?

JANET FRITZ: --the behavioral science building-- the new behavioral science building. It's just amazing. But I always had an office that met my needs. Our research space got really tight. That got to be a problem.

INTERVIEWER: How do you see the campus evolving over the time you've been here? How has it changed?

JANET FRITZ: Oh, tremendously. And grown in a good way. I came and it was good in that it was very student oriented and had a lot to offer in the fields. But I saw not only in my department and college. I just saw maturing in departments across campus of higher standards and the faculty and the facilities are good. Not great, but good.

INTERVIEWER: You said tremendous change. What's changed?
JANET FRITZ: In not just size, but I think standards for faculty. I remember on search committee when we were associates kind of laughing through my heavens, we could apply for this and had trouble standing up because the graduate school standings had gone up.

You were expecting publication record that used to take something from instructor to assistant, our assistants took it before they even took their first job. And I think that's good for higher education, so was supportive of that. And I thought that was CSU maturing into a--

INTERVIEWER: Was teacher your primary role when you came to CSU?

JANET FRITZ: Yes, when I came it was just. In fact that's why the department head was pushing me to go on before I'd published before I was assistant professor, but that was because that was [INAUDIBLE]--

INTERVIEWER: During the time you taught, did your technique change? Did your--

JANET FRITZ: My teaching?

INTERVIEWER: Yes.

JANET FRITZ: Oh, yes.

INTERVIEWER: How?

JANET FRITZ: Well, you start out from your doctoral program and you're-- actually, I lowered my standards in one way, which wasn't good because they were coping, but they were screaming. And then you find yourself coming down. I think that's true of a lot of new doctoral students and new master's students. They helped me change in terms of some of the style and [INAUDIBLE].

INTERVIEWER: They, the students?

JANET FRITZ: The students. And yeah I didn't change on things they wanted. I could have gone way down. And so there-- I was not [INAUDIBLE]. Well, I was well-liked by many, many students, but it wasn't-- I was seen as a tough. And I like that, and I was happy to stay with that.

INTERVIEWER: Did you become more rigorous as time went by?

JANET FRITZ: No. I think over time there's somewhat reduced rigorness, not tremendously, which I hated to see, but it was sort of what was-- we were given larger and larger class and some of those constraints.

INTERVIEWER: You advised graduate students?

JANET FRITZ: Yes, and that did change.
INTERVIEWER: How many?

JANET FRITZ: A huge number. And at one time, I got too many. And I think it was because I really, really enjoyed working with graduate students. And I think they recognized that and was willing to send in some master's, let them take the lead. I had to have expertise there, but--

INTERVIEWER: But it was primarily a master's--

JANET FRITZ: -- they weren't just coming in to do my-- Yeah. I worked with [INAUDIBLE] doctoral students then.

INTERVIEWER: But when you came, the graduate program was a master's program?

JANET FRITZ: Yes. Right. Not even when I came. It became that after I came.

INTERVIEWER: And you have a doctorate now?

JANET FRITZ: Now.

INTERVIEWER: Yes. Did you have international experience during your time at CSU?

JANET FRITZ: Yes. I have a-- one that started it was a Fulbright [INAUDIBLE] and [INAUDIBLE].

INTERVIEWER: Where did you go?

JANET FRITZ: India.

INTERVIEWER: India.

JANET FRITZ: And that really was an eyeopener. I had done a lot of cross-cultural and international comparisons in one of my classes which had to do with childhood socialization, and so I used those. And I realized they're all industrial countries, and this was an agriculture-based tour.

But it was way more than that for me. Yes, I brought it back. And, yes I worked with the India class after we got back. But it just was the first developing nation I'd been to, and it changed my mind. And I went back again just because I thought, I have to see I got this right.

INTERVIEWER: So you went with one of the groups?

JANET FRITZ: Uh-huh. I went back. I didn't. I remember talking to one of the participants [INAUDIBLE] and saying, will you come back? And I said, I'm afraid not, but I'm really glad I came. And then I just couldn't forget it and read more and more and then wanted to go back.

INTERVIEWER: Your Fulbright was residential in India?
JANET FRITZ: Uh-huh.

INTERVIEWER: [INAUDIBLE]--

JANET FRITZ: Well, no. It was the one you were on [INAUDIBLE] was six weeks. And that doesn't sound like long, but they opened up doors. [INAUDIBLE] did in India. We met Indira Gandhi. We met Mother Teresa. We had two weeks of classes and four weeks of talking to various people at research and industry and so on and out in the villages. It was spectacular.

INTERVIEWER: Any other international experience?

JANET FRITZ: Yes. And then I joined-- Alisha Cook started the-- well, I went to Poland. I went to-- with the University for Democracy, a group out of Tennessee-- I went to Russia on a self-efficacy, self-concept project, which was very interesting. And gave papers in Israel and worked-- and doing things on the [INAUDIBLE]-- they were putting computer in, and it was cognitive development, which is my area of children.

Then Alisha got a internationalizing curriculum, and I participated in that program. And she and I went to Kenya to work with HIV caregivers, children mainly in western Kenya. And that was quite a good experience. That was [? 2001. ?]

INTERVIEWER: So all that was good. And you would recommend that young people have international experience?

JANET FRITZ: I did. I pushed-- I was very active in getting a study abroad in Mexico so the kids who couldn't afford to study abroad in Spain and so could afford from the tuition to go to Mexico for the summer for both an internship and learning Spanish.

And then talked and did a lot of cross-cultural but talked a lot in my classes encouraging students to do study abroad, worked with a lot of them and tried to encourage them to go to a developing country too.

INTERVIEWER: What were the biggest challenges of your early years in your time at CSU?

JANET FRITZ: I think-- Hmm. They kept changing, and it depended on what I was doing. But there were a lot of challenges during faculty governance and faculty councils in terms of trying to get faculty to invest, that this was-- if they didn't make the decisions somebody was going to make it for them. Many of them felt that it was much more important things to do. So it's a hard sell at time because groups can work cumbersomely.

INTERVIEWER: But they weren't professional challenges?

JANET FRITZ: The professional challenges were for me continuing in terms of the rapid changes in the statistical analysis techniques and so on and keeping up with that. It's not my strength. And working with that, but did. And a lot of that was collaborative with someone who
was very good. Another professor and I worked together very good and could teach me. And I was better with the theory.

Promotions were somewhat later. Getting to full was a challenge I wanted to make. And then the funding is always-- the funding is always [INAUDIBLE].

INTERVIEWER: What were the greatest rewards?

JANET FRITZ: I think now that I'm done I look back much more fond of students that are still contacting me and so and some of the programs there. And the last part of, the community programs rather than some of my more theoretical research.

INTERVIEWER: Is there anything that you know now that you'd wished you'd know when you began?

JANET FRITZ: No I just wish I'd known before that I wanted to do this. And I would have trained differently all the way through. No. I could have started a little earlier knowing that you can have a large impact on the larger universe. I would not have been so insular to the department for so long.

INTERVIEWER: How has the professorial role changed from when you began to when you retired?

JANET FRITZ: I have a [INAUDIBLE] about what the professors used to determine at CSU. And I see-- I didn't encourage a lot of the students that went onto doctoral programs to go into academia. It has changed to be-- when I started, the faculty were running the university. We were developing the department. We were making the changes.

We now have a layered administration. They can say they're faculty, but their work is to come up with ideas which had worked to us, but there is much more control outside that shouldn't be in the academic. They do great work for aspects of running a university, but there was way too much control.

I think one of the worst I saw was I had to go to-- when I was at faculty governance-- go to a retreat the first week to learn to not lecture but to teach when they lectured at us for the entire time. And we were missing our first two really critical-- the first week of class is critical.

And I was just infuriated that they weren't in the classroom, and they were pulling people out of classroom at the worst time and lecturing us. And most of us weren't lecturing all the time in our class.

INTERVIEWER: Do the challenges that you see facing new faculty now, young faculty differ from when you were starting?
JANET FRITZ: Yes. I was chair of the tenure for [INAUDIBLE] for years and years in my department. And I was getting so the young faculty would see me and turn the corner. They are under so much more stress.

When I came, you do your job competently, and this will come. They couldn't understand I wasn't controlling it. I was just chairing it. They have higher expectations, way higher expectation. And it kept increasing unless it was just from when I was there.

INTERVIEWER: Higher expectations of themselves or?

JANET FRITZ: No--

INTERVIEWER: Of them?

JANET FRITZ: -- to get tenure. And I just hope that-- and they have less control. I think how much I and my young colleagues got to shape our department. And we're really proud of what we did that they don't have any sense that-- they feel very vulnerable. The senior faculty vulnerable at the university level. I don't think they have any idea how much the university has control over their lives.

And that's good. We need to keep faculty coming in. But I think we-- I don't know. I can't assess how much-- since I didn't move to a lot of universities-- how much that is the growth of CSU you asked about earlier that sets that level or how it's a change of culture at CSU.

INTERVIEWER: So that's really my next question. What have been the significant changes in the university? I think you've just answered it.

JANET FRITZ: Yeah. Some of that is [INAUDIBLE], but there's [INAUDIBLE] in that change.

INTERVIEWER: What changes have you noticed in Fort Collins between the city and the university?

JANET FRITZ: Well, I grew up in Boulder. My first interview was at a rural college to go to. And they said-- well, before I went-- we're worried about young people coming to this rural community. I said, well, that's OK. I grew up in a rural community. She said, oh, really where? And I said, Boulder, Colorado. And she snorted through the phone at me. And then I later saw the tiny [? remote ?] village. It was [INAUDIBLE].

But it was 40,000. And so then I was in Boston. People couldn't understand I was leaving Boston to go back to Colorado. I said, oh, this is wonderful. And then when I got the job, I felt comfortable with 40,000. But it was a very different 40,000. There were two restaurants, Steak and Steak.

And you couldn't buy anything. You went to Denver constantly for entertainment, movies or concerts or anything. Then it just took off. And it's just a fabulous community now.
But there were years where we were watching-- if I'd go away to a conference and I came back, there was a new building on the corner. It threw me off. It was just rapid growth.

INTERVIEWER: And do you see the university as a positive influence on the community?

JANET FRITZ: Well, I think it was always some terrible important influence. What I love seeing now is the tremendous cooperation that wasn't there before, actually forming university/community cooperation on research technology.

INTERVIEWER: And graduate experience, your professional experience has been in the land grant university?

JANET FRITZ: Not CU. Cornell is [INAUDIBLE]--

INTERVIEWER: Not CU but--

JANET FRITZ: Yeah.

INTERVIEWER: -- graduate school and CSU--

JANET FRITZ: And I think I've learned a lot at land grant universities [INAUDIBLE].

INTERVIEWER: Has that affected your career at all?

JANET FRITZ: I think it gave a rise to a service level that would not have occurred if I had gone to other universities. Also the research because of the size because I knew faculty who left who went to small colleges where they were not to do research period. There were just to teach. But I don't think that-- they may talk about service at nonland grants, and I don't think it gets the credence that it gets here.

INTERVIEWER: What year did you say you retired?

JANET FRITZ: Well, I formally retired in 2000, but I did three years of transition retirement.

INTERVIEWER: So reflecting back and looking ahead, what are the most important issues that face a place like CSU as you look into the future?

JANET FRITZ: Well, it's financial right now I think is one. And that's that difficult transition from state budgets going down, but that's started long before. Everybody's more aware of it now. And being able to keep it affordable. I think Tony Frank is doing an amazing job of having to cope with the budget but keeping student first.

And I think that's the other risk that we have some really high-powered departments and faculty at CSU doing amazing research, and that can kind of take over. And I'm seeing even in my own department less focus on undergraduate education. If you don't get that really solid for the undergraduates.
And I saw how well Cornell did that. The top professor taught the very beginning class. They never used doctoral students for undergraduates. And the undergraduates-- the top professors couldn't say, I only teacher graduate students. They taught the freshman level of what ever subject it was up through the doctoral level.

INTERVIEWER: Is that still true at Cornell?

JANET FRITZ: It was in 2000. I don't know if it still is.

INTERVIEWER: Jan, do you have any final comments you'd like to offer?

JANET FRITZ: Can't hardly talk anymore.

INTERVIEWER: Well, thank you very much.

JANET FRITZ: Yes. I do have one final comment. I think I got in at a wonderful time. And I have friends that feel the same way that we went through a boom then got into the tight times. I feel very lucky I sort of stumbled into that profession. There--

INTERVIEWER: [INAUDIBLE]?

JANET FRITZ: -- a lot of freedom. That's something I found. I took a career test right near the end. Several I thought, I can't handle all of this. I need another job. What are my friends doing who didn't go into academia. And I always came back really happy what I was doing.

And then I took a career test that was more sophisticated [INAUDIBLE] that the two top things--it doesn't tell you what career, but what's important to you in a career. And the two things that were off the chart for me was security and independence. And I've yet to come up with anything I can think of that I could have done that academia can give you.

INTERVIEWER: So a good career and a good place?

JANET FRITZ: Yeah. And university teaching is one that gives you the independence because you get a lot of freedom to change and focus on your research and so on. And yet it has the security of tenure. It doesn't mean you can stop working, which people think. You work even harder. But that is a security that a corporation wouldn't give you.

INTERVIEWER: Thank you. It's been enjoyable. Dan, do I just push the red button?

VIDEOGRAPHER: Yeah.