

# COMMENT *Quarterly*

*Addressing the state, national, and global challenges affecting Colorado State University*

WINTER 2008  
ISSUE 3, VOL. 2



## ***University launches new planning and budget process***

### **ALSO INSIDE:**

Making higher education affordable and accountable

New internationalization plan to benefit faculty, students

TILT is not an airport in Hawaii – Focus on Teaching

Why do they hate us? Anti-Americanism and academic freedom in the age of terror

**Colorado  
State  
University**



*Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service, and extension for the benefit of the citizens of Colorado, the United States, and the world.*

Dear Colleagues:

I was in New York this past fall for the annual meeting of the National Association of State Universities and Land-Grant Colleges. We discussed issues relative to Africa and the challenge of education there, access to our universities, media issues, the STEM disciplines, and the current farm bill.

We also discussed the Voluntary System of Accountability, a program developed by NASULGC and the American Association of State Colleges and Universities to provide greater accountability by public institutions through accessible, transparent, and comparable information. Colorado State University is one of the first to adopt the VSA's College Portrait, a Web-based reporting system that provides accountability data to prospective students and their families.

At the annual NASULGC meeting, I also attended a special session for university presidents sponsored by the Council on Foreign Relations. CSU was invited to participate with other major universities on an education working group addressing global issues and the environment. Several presidents commented on their environmentally sensitive construction projects, their encouragement to faculty to develop courses in environmental science, and their environmental and renewable energy research. But no university appeared to have the complex and rich set of environmental initiatives of Colorado State University.

Former New York Governor Pataki, speaking as a part of a panel, pointed specifically to CSU as a leader in addressing the reduction of carbon with very practical initiatives like the two-cycle engine retrofit. That recognition for CSU as one of the nation's leading "green" universities would not be possible without all of your work – the work of CSU faculty and staff.

These are just two examples of the great progress CSU already has made this year. We have many other reasons to feel confident in the University's future. As outlined in this issue of *CQ*, we have realigned our strategic planning and budgeting processes to allow greater opportunity for campus input. We have launched a comprehensive plan for international programs, thanks to the leadership of Director of International Programs Jim Cooney and the Office of the Provost. We also have strengthened our commitment to environmental sustainability, where "green" initiatives make real the CSU "Forever Green" slogan; and engaged in interdisciplinary environmental sustainability and environmental science initiatives, which, through our University Environment and Sustainability Advisory Committee, have positioned CSU to play an even more significant role in environmental science and sustainability on a global scale.

I look forward to continuing to work with you throughout the year in the interest of this great university.

Best wishes,

Larry Edward Penley  
President

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Winter 2008 • Issue 3, Vol. 2

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*Comment Quarterly* reviews key strategic issues that position Colorado State University as one of the nation's premier research universities.

**Larry Edward Penley**, President  
Colorado State University System Chancellor

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## ► VISION AND STRATEGIES

## University launches new planning and budget process to strengthen campus input

The work of an ad hoc committee this past fall has led to a “good marriage” of the University’s strategic planning and budget processes, based on a recurring three-year cycle.

Senior Executive Vice President and Provost Tony Frank charged an ad hoc committee, chaired by Natural Sciences Dean Rick Miranda and Associate Vice President for Budgets and Financial Planning Mike Harris, to develop a process that would address a number of persistent challenges to the University’s planning and budget cycle.

The committee noted that the current strategic plan for 2006-2015 has “an excellent structure of overall goals, metrics by which to measure progress on those goals, benchmarks for the metrics that we aspire to achieve, and timelines for achieving them.” However, it lacks a process for prioritizing goals and for identifying needed resources.

In addition, Frank charged the committee to consider some of the recurring obstacles to ensuring a fully open and transparent budget process. These include the need to have a final budget in place for the start of the fiscal year in July – when state budget allocations may not be determined until sometime in June – while allowing adequate time for campus discussion about budget priorities.

“We believe this new process represents a good marriage of strategic planning and budgeting processes, with greater time and opportunity for campus input well in advance of decision-making deadlines,” Miranda said.

The ad hoc committee issued its final report Nov. 12 and reviewed it with the Vice Presidents Operations Forum Dec. 6. With President Penley’s approval, Frank presented the new process to the Board of Governors at its December meeting and is moving ahead with its implementation – including an institutional budget hearing held Jan. 30 and attended by leaders from faculty, student, and staff councils, the Council of Deans, and the President’s Cabinet.

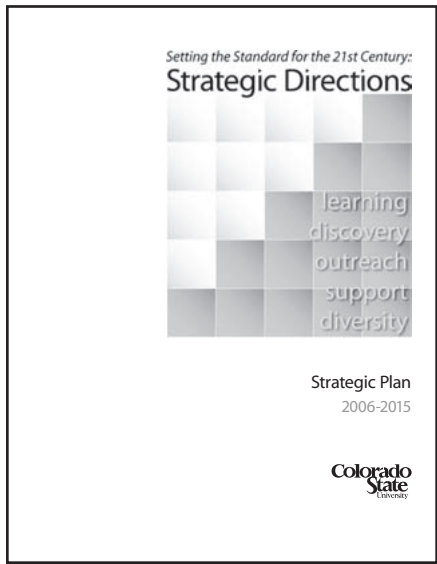
“My chief expectation of our strategic planning and budgeting process is that it be transparent and accessible by all members of the campus community,” Penley said. “I believe Provost Frank and the committee have done an excellent job of isolating those aspects of the current process that haven’t been working as well as we’d like and developing a solution that will serve CSU well for many years to come.”

The committee worked to develop a process that met the following goals:

- The requirement for a draft budget in August, for the next fiscal year.
- A draft budget that is precise enough to give the Board of Governors and the President excellent platforms on which to build a strong case for revenues at the state level.
- A draft budget whose precision is counterbalanced by the real need for flexibility as developments arise over the course of the winter and spring.
- The opportunity for wide-based campus input into both the draft budget and the preparation of the more final budgets in the winter.
- Budgets that are tied to University strategic planning efforts in a transparent and coherent way.
- A regular schedule for periodic updates of the strategic plan to reflect new priorities, new environments, new opportunities, and new ideas.

The Provost charged the committee “to bring these issues together in an integrated planning and budgeting process that respects the fixed points of interaction but allows open discussion and campus input at appropriate times in the cycle.”

The result of the committee’s recommendations is a three-year budgeting cycle, in which parts of three different years’ budgets will be in some stage of review or development throughout.



“The new planning and budgeting process demonstrates the University’s commitment to an inclusive, proactive approach to attain its goals for education, scholarship, and outreach,” said David Dandy, chair of the Faculty Council Committee on Strategic and Financial Planning.

## Planning Cycle

The new process will deploy SPARCs – Strategic Planning Area Review Committees – that will each involve a dean, a Cabinet member, a Faculty Council representative, and others appointed by the Provost and Senior Vice President, with appropriate representation from the Administrative Professional Council, Classified Personnel Council, and ASCSU. The SPARCs will each have responsibility for a single portion of the Strategic Plan – teaching and learning, research and discovery, service and outreach, resources and support, or diversity. Each fall, they will review the progress toward each plan goal.

The SPARC review will evaluate:

- Past and current state of the relevant metrics
- Short-term and long-term benchmarks for these metrics/report on progress
- Specific strategies and past investments from prior USP document
- (Minor) adjustments of benchmarks, if necessary
- Adjustments of intended/recommended strategies and investments, if necessary
- Re-prioritization of strategies, if necessary

Every third fall will be a “refresh” year, in which the SPARCs will take a more comprehensive review of each goal and determine whether to redefine any derivative goals, add new metrics, make any major adjustments to the overall goal (including eliminating it as “completed”), review necessary investments, and incorporate campus input.

## Budget Cycle

In its final report, the Ad Hoc Committee stated: “We have entered a period in which a University Draft Budget must be submitted to the Board of Governors and state bodies in August, approximately 10 months before the relevant fiscal year begins. In addition, we desire that the University Strategic Plan review and/or refresh document be used in a substantive way to assist the administration in the formation of the Draft Budget. This means that this review must be completed well before the Draft Budget is being finalized.”

To accomplish this, the SPARC draft reports will be due by Dec. 1 of the calendar year prior to each August, so that the reports can be considered and refined by the campus community over the winter – with a final, prioritized version of the plan update completed by April 1. From April to August, the CSU administration will use the plan update as a basis for developing its draft budget for the next fiscal year.

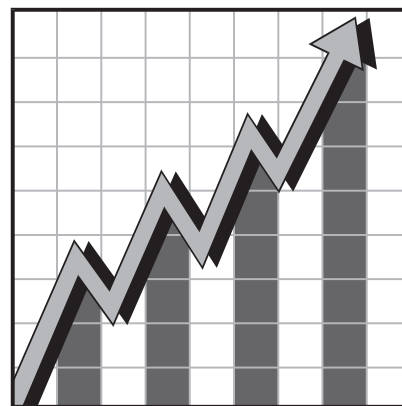
“This occupies most of the fiscal year two years prior to the fiscal year budget in question,” the report notes. “In the period between August and the next June 30, when the Final Budget is required, estimates of revenues and choices between various revenue opportunities are determined, mandatory costs are estimated, and what have recently been called ‘quality enhancements’ are selected from the Strategic Plan for funding. This period is marked with no little uncertainty, and both political and fiscal realities challenge the President. It is important that the administration maintain flexibility to make choices and respond to external events in a timely way throughout. However, it is also important to continue to maintain campus discussions about the more detailed prioritizations that will need to be made to arrive at the Final Budget.”

Under this scenario, a single year’s budget would travel the following path, if started this past fall:

- SPARCs review strategic plan and issue their final reports Dec. 1, 2007.
- Between Dec. 1, 2007, and April 1, 2008, the campus community holds a series of meetings to review and prioritize the strategic plan elements.

## Five-year goals for CSU

- Educate an additional 8,200 undergraduate and graduate students annually – a 30% increase in capacity
- Add 375-450 tenure-track faculty lines
- Dramatically improve graduation rates for minority and low-income students
- Reach \$500 million in annual R&D expenditures
- Fund plan that will improve graduation rates to 70%



*continued on page 8*

University Strategic Plan update schedule and FY 2009-2014 goals, strategies, and budget development

	REVIEW YEAR	REVIEW + REFRESH YEAR	BUDGET DEVELOPMENT
		<b>First Year of the Initial USP-Budget Process</b>	
Sept.	<p><b>SPARC committees review each goal of USP.</b>  <b>Steps for reviewing each goal of the plan:</b></p> <ul style="list-style-type: none"> <li>Review progress to date on each goal. Include resources spent and relevant metrics.</li> <li>Review action items and existing strategies.</li> <li>Identify resource needs to implement strategies for next fiscal year.</li> <li>Multi-year plan for proposed strategies and funding.</li> <li>Prioritize funding investments and make assessment of importance of strategies.</li> </ul>	<p><b>SPARC committees review and refresh each goal of USP.</b></p> <ul style="list-style-type: none"> <li>Review progress to date on each goal. Include resources spent and relevant metrics.</li> <li>Refresh and/or redefine any derivative goals and additional metrics.</li> <li>Review action items and existing strategies.</li> <li>Consider new strategies, revisions of prior strategies.</li> <li>Identify resource needs to implement strategies for next fiscal year.</li> <li>Include multi-year funding plan if necessary.</li> <li>Prioritize funding investments and make assessment of importance of strategies.</li> <li>Input from Cabinet, Deans, FCCSFP, CPC-APC.</li> <li>Sunset any goals that have been achieved.</li> <li>Identify any new goals including strategies, metrics, timelines, resources, priorities, etc.</li> </ul>	
Oct.			
Nov.			
Dec.	<b>Deliverable:</b> SPARC draft reports	<b>Deliverables:</b> SPARC draft reports and updates	
		<b>Second Year of the Initial USP-Budget Process</b>	
Jan.	Cabinet, Council of Deans, and FCCSFP review SPARC draft reports. Provide input to SPARCs. Unit-level proposals not in original review evaluated for inclusion in USP.	Cabinet, Council of Deans, and FCCSFP review SPARC draft reports and updates. Provide input. Unit-level proposals not in original review evaluated for inclusion in USP.	
Feb.	<p><b>Deliverable:</b> Final reports on USP</p> <p>Input from Cabinet, Council of Deans, FCCSFP, CPC, and APC incorporated into final draft of SPARC reports.</p>	<p><b>Deliverables:</b> 2-year progress report and update of University Strategic Plan.</p> <p><b>Open Comment Period for Campus Input</b></p> <p>Input from Cabinet, Council of Deans, FCCSFP, CPC, and APC incorporated into final draft of SPARC reports.</p>	<p>JBC Figure Setting for following fiscal year appropriations.</p> <p>President and Cabinet Finance Subcommittee derive gross estimates of future revenues, mandated costs, and net available resources.</p>
Mar.	<p>Annual USP hearing focusing on prioritization. (Cabinet, Deans, FCCSFP, CPC, APC). Focus is on:</p> <ul style="list-style-type: none"> <li>Integration of all SPARC reports into USP whole</li> <li>Prioritization of goals and investment proposals</li> </ul>	<p>Annual USP hearing focusing on prioritization. (Cabinet, Deans, FCCSFP, CPC, APC). Focus is on:</p> <ul style="list-style-type: none"> <li>Integration of all SPARC reports into USP whole</li> <li>Prioritization of goals and investment proposals</li> </ul>	<p>VPOF, COD, FCCSFP, CPC-APC retreat to assign initial resource priorities to Strategic Area Levels or below as appropriate for this stage of planning process.</p>
April	<b>Review of USP available.</b>	<p><b>Review/Refresh of USP available.</b></p> <p>Presented to Board of Governors for approval.</p>	<p>Review of Finance Committee budget estimates (Cabinet, VPOF, Deans, FCCSFP).</p> <p>President and Cabinet Finance Subcommittee assign initial priorities at Strategic Area level.</p> <p>Key prioritization step, presidential-level decisions.</p>
May			<p>Initial resource priorities are reviewed with Cabinet, Council of Deans, and FCCSFP.</p> <p>Review proposed priorities and resource commitments with BOG. Incorporate their input.</p> <p>President, Cabinet Finance Subcommittee begin to develop draft budget plan:</p> <ul style="list-style-type: none"> <li>Incorporate system-level perspective</li> <li>Goal-level investments begin to form</li> <li>Level of detail driven by president's estimate of what is appropriate for draft budget plan</li> <li>Review of proposed draft budget (Cabinet, Deans, FCCSFP)</li> </ul>
June			<b>Develop Proposed Budget</b>
July			

	REVIEW YEAR	REVIEW + REFRESH YEAR	BUDGET DEVELOPMENT
Aug.			Submit proposed budget to BOG for approval. Board Office sends approved proposed budget to OSPB, DOE/CCHE, and JBC.
<b>First Year of the Subsequent Combined USP – Budget Process</b>			
Sept.		Strategic Planning Area Review Committees Initiate USP Review + Refresh process.	
Oct.	Strategic Planning Area Review Committees Initiate USP Review process.	(Continue update sequence as described above)	Legislative Committees, Joint Budget Committee, Office of State Planning & Budgeting (OSPB), and Dept. of Education (CCHE) conduct budget reviews.
Nov.	(Continue review sequence as above)	(Continue review sequence as above)	
Dec.	<b>Deliverable:</b> SPARC draft reports	<b>Deliverables:</b> SPARC draft reports and updates	Campus discussions continue in fall concerning prioritizations and investments at goal levels.
<b>Second Year of the Subsequent Combined USP – Budget Process</b>			
Jan.	Cabinet, Council of Deans, and FCCSFP review  SPARC Draft Reports. Provide input to SPARCs.  Unit-level proposals not in original review evaluated for inclusion in the USP.  (Continue review sequence as above)	Cabinet, Council of Deans, and FCCSFP review  SPARC draft reports and updates. Provide input.  Unit-level proposals not in original review evaluated for inclusion in the USP.  (Continue update sequence as above)	Legislative session begins.  VPOF, COD, FCCSFP retreat to evaluate financial commitments assigned to proposed budget.  Revenue projections and mandatory costs estimates are refined.
Feb.			JBC “figure setting” occurs for following fiscal year appropriations.
Mar.			President and Finance Committee review revenue projections and estimates of mandatory costs.  Realistic resource priorities are assigned at Strategic Area Levels based on est. net available resources. Resources assigned at goal-level as appropriate.
April			President and Cabinet Finance Subcommittee balance priorities with budgetary realities. Quality enhancement expenditures set at Strategic Area Level.  Goal-level resource commitments assigned and reviewed with Cabinet-Deans-FCCSFP.  CAMPUS OPEN FORA conducted.
May			BUDGET PRIORITIES reviewed with Board Finance Committee. Input incorporated.  Draft of <b>FINAL BUDGET</b> prepared.  The draft final budget presented to the campus in an open session “budget briefing.”
June			FINAL BUDGET presented to BOG for review and approval.
July - Aug.			Approved final budget implemented as <b>OPERATING BUDGET</b> .


*continued from page 5*

### **CSU's contributions to Colorado**

- Premier research university with world-class programs in cancer, infectious diseases, energy, and atmospheric science
- 27,000 new and returning students annually
- More than 6,500 highly skilled graduates each year to the workforce
- Largest state source of STEM graduates
- Professional Veterinary Medical Program ranked 2nd in the nation
- Top-tier national rankings in U.S. News and World Report
- Highest number of Hispanic students in STEM fields of any Colorado university
- System characterized by statewide reach, service mission, and commitment to economic prosperity and quality of life for Colorado

- April 1, 2008, the updated plan – with costs estimates and established priorities – is presented for approval to the Board of Governors.
- Between April 1, 2008, and August 2008, the University administration develops a draft budget for Fiscal year 2010.
- (Separate from this process, on July 1, 2008, Fiscal Year 09 begins, and the FY09 budget is in place.)
- The draft “fall budget” for Fiscal Year 2010 is released to campus in September 2008, and is the subject of discussions at the Vice Presidents Operations Forum, the Council of Deans, the Faculty Council, and ASCSU.
- By January/February 2009, these discussions lead to a firmer “winter budget” for Fiscal Year 2010 that is further reviewed and refined by the Vice Presidents Operations Forum and Council of Deans.
- There is opportunity for open campus discussion on a closer-to-final “spring budget” in April and May 2009.
- The final budget is released to campus in May/June/August 2009.
- (Meanwhile, the SPARCs have begun meeting again in fall 2008 and issued their next round of final reports by December 1, 2008, with a concurrent process unfolding for Fiscal Year 2011.)

Frank said the process will begin this year, although starting later than in normal years. Next year will be treated as a “refresh” year by the SPARCs, as the Strategic Plan will have been in place for three years at that point.

A more complete and detailed outline of the timeline for FY2009-2014 plan updates and budget development is featured on pages 6-7 of this issue. 

## **Making higher education affordable and accountable**

President Larry Penley spoke to the Colorado Commission on Higher Education and the Joint Budget Committee in October about the importance of higher education to Colorado’s economy and quality of life. Penley focused on the CSU System’s goal to support affordability and accountability for qualified students.

Our vision, Penley said, was to help Colorado students remain in high school, succeed in a rigorous college-prep curriculum, and then enroll in and graduate from college. That vision ties in with Gov. Bill Ritter’s “Colorado Promise” for Colorado public higher education that addresses state needs while ensuring high rates of student success.

### **Colorado’s economic prosperity**

The CSU System generates \$1.3 billion for the state each year, provides a skilled and educated workforce particularly through STEM (Science, Technology, Engineering, and Mathematics) education, and contributes millions of dollars in research expenditures annually (\$296 million last year at the Fort Collins campus).

Penley highlighted CSU’s global competitiveness in renewable energy, biomedicine, materials science, and nutrition and health and touted the System’s contribution to quality of life as researchers continue to develop vaccines for deadly diseases and produce wind power as an alternative energy source.

Colorado State University has stayed true to its land-grant mission, Penley told the CCHE and JBC. CSU supports Extension offices in 59 Colorado counties, an Agricultural Experiment Station with 11 Colorado research centers, the Colorado State Forest Service headquartered at CSU with district foresters statewide, and the Colorado Water Resources Research Institute that partners with water




managers statewide. Additionally, the CSU System's new online university, CSU-Colorado, will meet the growing need for education and skills training throughout the state by providing four-year and advanced-degree options in Colorado communities.

### Stretch-goal support

Penley reiterated that the CSU Board of Governors in 2006 adopted stretch goals to dramatically increase enrollment, enhance student success, increase access to public higher education, grow research funding, accelerate time-to-market solutions to global issues, and improve the competitiveness and the economic prosperity of Colorado through workforce development.

He introduced the Board of Governor's proposed \$47.2 million system-wide FY09 budget for quality and accountability, which itemized externally driven expenses, quality enhancements, and financial support for qualified students.

Penley also noted that the CSU System will request a non-resident tuition supplemental, in accordance with the FY08 Long Bill Tuition Footnote, through the Department of Higher Education, for additional spending authority for revenue increases related to non-resident tuition.

Raising quality and accountability will enhance service to Colorado citizens, Penley said, and this is possible with sufficient investment from the state. Penley reiterated these points in his official System presentation to the Joint Budget Committee Dec. 18. 


## New internationalization plan will benefit faculty, students

Colorado State University has launched a comprehensive plan for international programs under the leadership of Director of International Programs Jim Cooney and the Office of the Provost. The number of enrolled international students increased 6 percent this year and participation in study abroad programs jumped 17 percent, to more than 700 students.

CSU is moving forward rapidly to implement the new internationalization plan with budgeted funding this year that will bring direct benefits to both faculty and students. New grants will be available to faculty through the Office of International Programs for research initiatives, faculty-led-programs for students, international conference planning, and academic partnerships.

Students will benefit from more than 50 new Study Abroad scholarships. Two new Fellows programs also have been established for international graduate students and scholars from all CSU's colleges.

The plan also will bolster key institutional partnerships CSU is building around the world from such priority countries as India, China, Mexico, Russia, and New Zealand. This past fall, CSU hosted five representatives, including the president, from East China Normal University. Much international activity has taken place at Colorado State, an involvement that is part of CSU's historic character and initiative of faculty members.

CSU's international initiative will provide an opportunity to increase further the globalization of students' education, address major global challenges through new international research collaborations, and enlarge the rich experience of the CSU faculty. 

*See the next issue of Comment Quarterly for more information about the internationalization plan.*

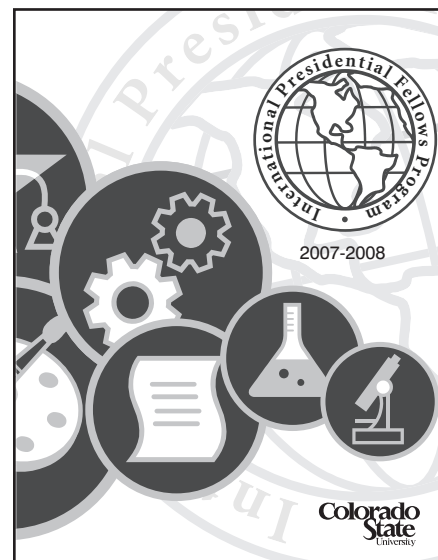
## Land swap will support new research center

Colorado State University and the city of Fort Collins exchanged land in November in an agreement that will allow the University to develop a prime research center and the city to expand a premier foothills natural area.

The transaction will provide CSU a 143-acre parcel at the southwest corner of Prospect Road and I-25. In exchange, the city's Natural Areas Program will receive 267 acres at the northern end of CSU's Foothills Campus to expand the Reservoir Ridge Natural Area.

### Plans to raise quality and accountability

- Increasing undergraduate enrollment
- Raising retention and graduation rates
- Improving student access to faculty
- Expanding STEM teacher preparation
- Increasing graduate enrollment
- Improving facilities
- Adding counselors and tutors
- Speeding research to the marketplace
- Improving students' written communication skills
- Enhancing safety and security



President Larry Penley said the land trade and the research center is another way to speed University-developed technology to the marketplace, helping to create jobs in the region while solving some of the world's most overwhelming problems.

### Economic-growth potential

“As a knowledge economy, we are highly dependent on the fundamental products of higher education,” Penley said. “This is a tremendous opportunity to further the University’s mission as an engine for economic growth throughout the region and the state.”

The trade conserves additional land for the city’s Natural Areas Program and fits with the city’s economic goals, said City Manager Darin Atteberry. After this exchange, Reservoir Ridge Natural Area will become one of the city’s largest local natural areas at 748 acres.


The development of CSU’s Superclusters and expanded investment in University research have been central components of Penley’s vision for Colorado State. The University has recently experienced considerable growth in research expenditures, faculty, and new facilities, but the launch of the Superclusters this year has drawn attention because of the model’s potential to transform the way universities handle technology transfer.

“This is what higher education can do for residents of Colorado and for economic development,” said Penley.

### Renewable-energy focus

The University will use the I-25 land to develop a CSU office and research center with a focus on renewable energy companies. Negotiations are underway for AVA Solar, a CSU-founded start-up assisted by the CSU Office of Economic Development and the Northern Colorado Economic Development Corp., to be the center’s anchor tenant with groundbreaking in early 2008.

AVA Solar – whose pioneering, patented technology was developed at Colorado State – plans to build a factory to manufacture low-cost, high-efficiency solar panels. This is one of many examples of successful regional partnerships, Penley said.

Development of the I-25-Prospect intersection will establish Prospect Road as the gateway to CSU. The University has enlisted a top-tier master planning firm to develop the overall plan for the I-25 property by early 2008. 

## ► TRANSFORMATIONS

“Their goal was to ensure that TILT focused not only on the professional development of instructors . . . , but also on scholarly inquiry into learning and teaching.”

### *TILT is not an airport in Hawaii – Focus on teaching*

*By Mike Palmquist*

Two years ago, when plans were announced for a new organization to support the enhancement of teaching and learning across the University, more than a few people were scratching their heads about its proposed name: the Center for Pedagogical Advancement and Learning Inquiry (CPALI). Fortunately, the University Distinguished Teaching Scholars, who serve as the new organization’s board of directors, eventually voted to change the name to the Institute for Learning and Teaching (TILT). When he was informed of the name change, President Penley expressed his approval, noting that he’d no longer have to explain that CPALI wasn’t an airport in Hawaii.

At the same meeting, the University Distinguished Teaching Scholars also defined TILT’s mission. Their goal was to ensure that TILT focused not only on the professional development of instructors (an activity typically associated with centers for teaching and learning) but also on scholarly inquiry into learning and teaching.

In the past year, TILT has established a wide range of programs addressing professional development, course design and curriculum development, instructional technology, and scholarly inquiry into teaching and learning. These programs support faculty, graduate students, and staff across the University, and have positioned TILT as one of the most comprehensive organizations of its kind in the nation.

## Professional development

The Institute supports several programs to enhance instructors' teaching and curriculum design skills. These include:

- The Master Teacher Initiative, a University-wide program established by marketing professor Doug Hoffman to enhance the quality of teaching within CSU's colleges and libraries.
- The Teaching with Technology Workshop Series, directed by Sally Hibbitt, which explores the uses of technology to support the achievement of learning and teaching goals.
- The University's Service-Learning Program, directed by Clayton Hurd, which supports faculty efforts to integrate service and outreach into their teaching.
- The Mid-Semester Feedback Program, which extends several years of work by education professor William Timpson to help instructors work – individually or collaboratively – to assess their performance as teachers at the mid-point of a course.
- Web-based resources, such as the TILT Digital Library, compiled by CSU librarian Naomi Lederer, which provides a comprehensive listing and full-text access to key resources in more than 60 categories.
- The Summer Conference on Learning and Teaching. This year's conference theme, "Integrating Critical Thinking into Your Courses," calls attention to the central importance of providing opportunities for students to think critically about the information, ideas, processes, and arguments they encounter in their courses.
- Programs supporting the professional development of graduate students who have an interest in teaching, including the Graduate Teaching Certificates Program, the Preparing Future Faculty Network, the Graduate Teacher Initiative, and the annual orientation for new GTAs.

## Course design and curriculum development

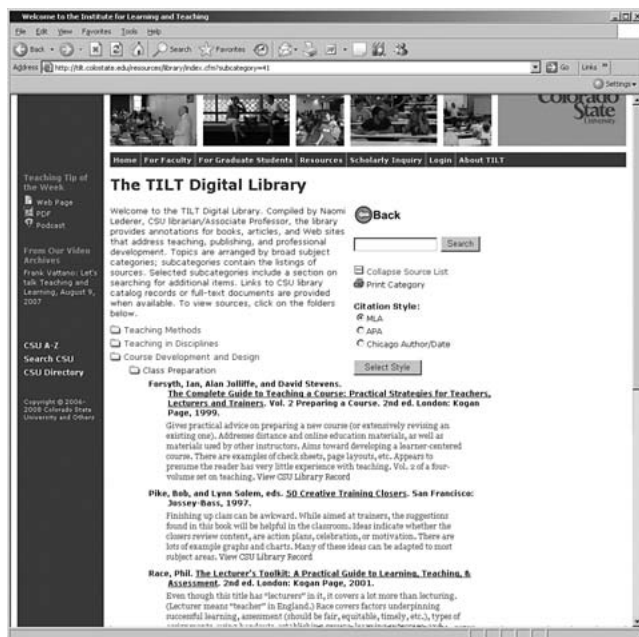
TILT offers funding for course design and development through the Provost's Course Redesign competition (up to \$20,000 per project), TILT Innovation grants (up to \$3,500 per project), and Service-Learning Faculty Mini-Grants (up to \$1,000 per project). The Institute's instructional designers also work regularly with instructors who are interested in enhancing their courses or developing instructional materials. The Institute is also supporting the development, in collaboration with the Division of Continuing Education, of online courses and degree completion programs.

## Instructional technology

TILT is involved in several instructional technology initiatives, including the creation of the Learning@CSU website (<http://learning.colostate.edu>) and the development of mastery learning tools that help students and instructors identify areas in which students are struggling to understand key course concepts.




Mike Palmquist, director of CSU's Institute for Learning and Teaching





## Support for scholarly inquiry into teaching and learning


One of the most important elements of the Institute's mission is supporting scholarly inquiry into teaching and learning. Key initiatives in this area include bringing nationally known scholars to campus to support efforts to enhance the University's learning environment, sponsoring working groups (similar to small research centers built around a central instructional issue), and the TILT Colloquium on the Scholarship of Teaching and Learning, which will launch in Spring 2008. The Institute also supports the preparation of grant proposals that involve the development of significant instructional opportunities for students.

*Mike Palmquist is the director of CSU's Institute for Learning and Teaching, a professor of English, and a University Distinguished Teaching Scholar. The Institute is located in A71 Andrew G. Clark Building. To learn more about TILT, please visit <http://tilt.colostate.edu>, e-mail [TILT@ColoState.edu](mailto:TILT@ColoState.edu), or call (970) 491-3132.* 

## CSU builds on successes

Colorado State University President Larry Penley addressed the CSU faculty in an update Nov. 15, 2007. He discussed the national Voluntary System of Accountability, a new brand marketing plan, international programs and internationalization, environmental sustainability, and interdisciplinary initiatives as examples of the progress CSU already has made this year.

In other areas, CSU also has:

- Recruited the largest and most diverse freshman class in CSU history for second year in a row, with increases in resident students, non-resident students, and transfer students.
- Launched a comprehensive plan for continuous improvement of the undergraduate experience, which includes the development of a campus Learning Center.
- Established a new record for research expenditures for FY07: \$296 million – an 11 percent increase over the previous year and an increase of 49 percent over the past five years – a strong endorsement of the quality of CSU faculty, staff, students, and post-docs in every college and major and a continuing source of educational opportunity for CSU students, undergraduate as well as graduate.
- Budgeted for 77 new tenure-track faculty lines in the past three budget cycles – roughly an 8 percent expansion of the faculty after a long period of essentially no net growth in faculty.
- Built or in the process of building new facilities – more than \$500 million of facilities projects are in the works, many made possible through the leadership of CSU students.
- Continued to grow our Advancement program, as demonstrated by recent gifts to support key initiatives in the College of Business and Athletics.
- Launched a new text-messaging emergency alert system this fall, in our continued drive to enhance campus security, with 18,000 members of our campus community already opting into the system. 

### CSU pilots national accountability program

Colorado State is one of the first universities in the United States to join a national effort to provide straightforward consumer information about the institution's costs, effectiveness, and operations.

The Voluntary System of Accountability program – co-sponsored by the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges – is designed to help the public better understand how four-year colleges and universities operate.

College Portrait is the VSA program's reporting system that will provide prospective students and their parents with information about students, costs of attendance, and core educational outcomes of participating institutions in an accessible and understandable format, which will be posted on university websites.

#### Standardizing information

Because universities use a common data set on College Portrait, prospective students can easily compare information between institutions to help in college-choice decisions.

At CSU, Vice President for Enrollment and Access Robin Brown and statistical analyst Bridgette Schmidt were instrumental in the in developing CSU's College Portrait site, which went live in November. CSU posts descriptive data about University programs, student characteristics, cost of attendance and financial aid, success measures, learning outcomes, campus safety, and student experiences and perceptions.

#### Promoting accountability and transparency

Colorado State is a national leader in promoting accountability and transparency in higher education, posting consumer information long before the College Portrait program was launched. CSU joined the College Portrait project to link with other institutions and to encourage transparency and accountability nationally, said Tony Frank, provost and senior vice president.


"We need to embrace specific, public goals for improving retention and graduation, improve productivity, and assess learning outcomes with such measures as the National Survey of Student Engagement and the Collegiate Learning Assessment," Penley added. "Most important, we need to communicate the results of these measures on our websites and in our publications."

#### National parameters

College Portrait has great potential for widespread use. Collectively AASCU and NASULGC represent more than 600 public institutions that enroll 7.5 million students in the United States each year. In addition to assisting prospective students and their parents, the College Portrait will be helpful to policy-makers, campus faculty and staff, the general public, and other higher education stakeholders.

CSU is on a short list of universities participating in the pilot program. Others include the University of Minnesota, University of Kansas, and University of South Carolina.

A campus committee is now looking at ways to promote student participation in the assessment process, to help students understand that their feedback will help drive positive changes and improvements in the quality of their educational experience.

Access Colorado State's College Portrait at <http://wsprod.colostate.edu/cwis43/admissions/ccs/VSA.pdf>. For more information about the VSA program, go to [http://www.voluntarysystem.org/about\\_cp/index.htm](http://www.voluntarysystem.org/about_cp/index.htm). 





## Proposed FY09 budget capitalizes on momentum

Given the good fiscal news of this fall, Colorado State University's challenge now is to capitalize on this momentum in the year ahead – taking responsibility for CSU's future, said President Larry Edward Penley.

The Board of Governors of the Colorado State University System has demonstrated its confidence in CSU's future with the adoption in August of an FY09 budget for the System of \$47.2 million, which includes externally generated expenses of more than \$20 million, more than \$17 million for quality improvements, and more than \$7 million for affordability and accountability.

While it is still early in the FY09 budget cycle, Penley will continue to work with Colorado's elected officials to achieve the best possible support for CSU and its students.

### Taking responsibility


"To realize this budget, we have to continue to take responsibility for our own fate – and our future," said Penley. "This means we must do a better job of telling our story to Colorado, our elected officials, and the world."

CSU must continue to attract excellent and diverse students, raise our profile for friends' and alumni support, and justify greater commitment from the state, Penley noted. "We also must retain and support our high-quality faculty and staff, increase the number of faculty to serve our students, raise the quality of the students' educational experience, promote transparency and accountability in all our activities, and assure access with success for working class students who qualify for admission to CSU, irrespective of their income."

### State support

Penley said CSU will continue to work for substantial, permanent state support that assures the long-term viability of a state-supported model of higher education. Referendum C was a start, admittedly encumbered and circumscribed by the 6 percent limit on growth in state expenditures and the needs of other areas like K-12 and transportation, said Penley.

"We still have a long way to go to ensure financial stability and continued access without placing too great a burden on students, but I can assure you that I am working with various elected officials from the Governor's Office and the Legislature to find a way to raise substantially Colorado's support for higher education."

In a campus forum Jan. 30 led by Provost and Senior Vice President Tony Frank, CSU colleges and divisions presented their recommendations on uses of any available new revenue – ranging from addressing backlogged maintenance problems to support student success initiatives. The Finance Subcommittee of Cabinet will now review these recommendations in developing the next draft of the FY09 budget. 

## ► TALKING POINTS

# Why do they hate us? Anti-Americanism and academic freedom in the age of terror

By Keith Jagers, University Honors Program

*Following are excerpts from the 2007 Honors Professor Lecture presented by Dr. Keith Jagers. The Honors Professor is selected each fall based on student nominations of teaching excellence and is invited to deliver a lecture on a topic of choice. Dr. Keith Jagers earned his doctorate in political science and teaches six Honors seminars a year at CSU. Please access [www.president.colostate.edu/index.asp?page=comment\\_quarterly](http://www.president.colostate.edu/index.asp?page=comment_quarterly) for the full lecture.*

The events of September 11, 2001, shook me to my emotional core and woke me from my intellectual slumber. America, the most powerful country the world has ever seen, was both hated and vulnerable.

While I had spent the better part of my adult life investigating the phenomenon of political conflict in the world, for me this was largely an intellectual puzzle. My approach to the phenomenon of political violence was based on abstract theorizing and empirical investigation of distant conflicts with names of cities, movements, and people that I could barely pronounce, let alone seriously empathize. My intellectual enterprise was, in short, all head and no heart.

9/11 changed that forever. 9/11 did exactly what Osama bin Laden had hoped it would do: It brought violence, death, and destruction to life for the American people and I, like most of you I suspect, became terrified.

In the immediate aftermath of 9/11, I wanted a simple answer to the one dominant question on my mind: Why do they hate us?

### **Threat of anti-Americanism**

While anti-Americanism poses a real and growing threat to our country's national security, nonetheless, our response to this mounting threat, if not bolstered by an unequivocal commitment to the special role of our institutions of higher education to promote the ideal of critical patriotism, will only further exacerbate the scope and depth of anti-Americanism around the globe.

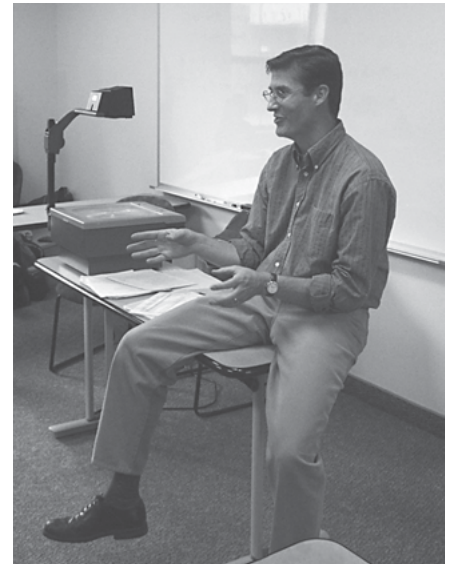
While anti-Americanism is not a new phenomenon, the recent wave of anti-American fervor engulfing the globe appears to be both broader and deeper than ever before.

Global animosity toward America had ebbed and flowed over the course of the post-World War II era, as a general rule, and our status in the eyes of the world remained largely positive. America was generally seen as a force for good in the international system, a nation committed to the ideals of international compromise and the promotion of global peace and liberty. In the post-9/11 world, however, our international status has taken a serious blow.

### **How bad is it?**

A recent BBC poll, which surveyed 18,000 adults in 18 countries, found that those individuals with a "mainly positive" view of America dropped from 40 percent in 2005 to 29 percent in 2007, while those with a "mainly negative" view of America rose from 46 percent to 52 percent over the same time period.

Global public opinion polling performed by the Pew Research Center between 2002 and 2005-2006 indicates that in countries that have been our traditional allies in the post-WWII era, those individuals holding a "favorable" image of the United States has fallen in every country. Even more alarming is the fact that majorities in all of the Muslim countries surveyed hold an unfavorable view of America.



*Keith Jagers makes a point during an Honors Professor Lecture.*

### **Worldview of United States**

Among the non-Muslim countries polled in a Pew Global Attitudes survey, only India saw an increase in its “favorable” assessment of America, says CSU’s Keith Jagers, of the University Honors Program. The remainder of the countries surveyed (Japan, Poland, South Korea, Brazil, China, and Russia) saw a significant drop in their view of America, with those holding a “favorable” image of America falling anywhere from 9 to 18 percentage points. Even more alarming, the poll results indicate that majorities in China, Russia, South Korea, and Brazil now hold an “unfavorable” view of America.

Jagers said these disconcerting regional trends are more distressing when we turn our attention to the Muslim world. “It is here, at the epicenter of the ‘war on terror,’ where public attitudes toward America are at their nadir. Almost without exception, the Muslim countries surveyed in the Pew study have witnessed a significant decline among those individuals holding a ‘favorable’ view of America.” The majorities in all of the Muslim countries surveyed hold an unfavorable view of America (Lebanon 58%; Indonesia 70%; Egypt 70%; Morocco 73%; Pakistan 73%; Jordan 85%; Turkey 88%; and the Palestine Authority 99%).

Underlying these general trends in the growth of anti-Americanism is the near-universal belief that the United States is an arrogant power that represents a clear and present danger to international peace and stability.

### **Muslim countries**

As the U.S.-led war on terror entered its sixth year, Muslims around the world have only become more skeptical of America’s power and ambitions. A 2007 poll of four major Muslim countries found that more than 70 percent of the population in these countries believed that the main goal of the U.S. was to weaken and divide Islam.

Additionally, more than 80 percent of Muslims did not believe the United States cared about human rights in other countries, and majorities in every Muslim country believed that America was not serious about bringing democracy to the Middle East.

### **Garnering favor**

While prominent pundits and politicians have argued that the persistently high levels of anti-Americanism in the Islamic world are tied to the deep cultural divisions between our two civilizations, this explanation is not strongly supported by the evidence.

Muslims do not paint all Western countries with the same broad brush. While unfavorable opinions of America have been rising at an alarming rate in recent years, other Western countries tend to be viewed much more favorably. Germany and France, for example, are viewed as favorably by Muslims across the globe as Turkey and Pakistan.

While the extent of anti-American sentiment in the world is clearly trending in the wrong direction, why should we care? Given our military and economic superiority in the world, why should we be concerned about how people feel about us? In short, a favorable opinion of the United States is necessary for us to retain our power and security in an increasingly dangerous international system.

### **Phenomenon of anti-Americanism**

Only by understanding the sources of anti-Americanism in the world will we be able to develop effective strategies for reversing the downward spiral of our country’s reputation. While the deployment of hard power capabilities will likely remain our frontline defense in the struggle against anti-American terrorism, it is a mistake to underestimate the role that self-reflection, critical thought, and reasoned debate can play in this struggle.

The military and security agencies of our country have been commissioned to fight the frontline battle against anti-American terrorists, but it is imperative for America’s institutions of higher education to take up this second line of defense.

### **Higher-education defense**

America’s universities can perform an important service in our country’s war on terror. However, as it currently stands, it is unclear that our country is fully committed to this endeavor. By opening up the phenomenon of anti-Americanism to critical investigation, we must be willing to explore the role that our own country’s actions – our power, our culture, and our policies – play in creating this hatred.

In the wake of the terrorist attacks of 9/11, however, investigating our own complicity in the creation of anti-American sentiment in the world has become a highly charged and politically sensitive issue.

Fear and parochialism, not critical thought and discussion, tend to dominate the marketplace of ideas in times of national crises. As was seen in the immediate aftermath of the tragic events of 9/11, those individuals who did not provide reflexive support for the “war on terror” were often charged with providing “aid and comfort” to our enemies and were often deemed to be no better than the terrorists themselves.



The proper balance between national loyalty and critical thought remains one of the most pressing issues confronting us as a nation and gets to the heart of the rancorous debate surrounding the appropriate role of academic freedom in a democratic society.

### ***President, post-9/11***

On September 20, 2001, President Bush addressed the issue of anti-Americanism in his Joint Address to the Congress and the Nation, saying: “They hate what they see in this chamber: a democratically elected government. Their leaders are self-appointed. They hate our freedoms: our freedom of religion, our freedom of speech, our freedom to vote and assemble and disagree with each other.”

Why do they hate us?

### ***They hate us for who we are***

The world tends to distrust us for the disproportionate power that we hold in the international system. While being number one has its perks, universal love does not appear to be one of them.

### ***They hate us for what we represent***

As President Bush suggested, what we stand for as a nation, our goals and values, can be the source of anti-American sentiment in the world. However, public opinion polls indicate that the world also likes the values we represent – the West’s value for the rule of law and the respect for human rights and freedoms topped the list.

In many cases, it is not what we represent that sparks anti-Americanism in the world but our failure to actually live up to our own values and rhetoric. It is the perception of American hypocrisy, not opposition to our country’s values, that seems to be a core source of anti-Americanism in the world today.

### ***They hate us for what we do***


They fear our foreign policies, both past and present. A century of American international expansionism has left a historical legacy, much of it good and some of it bad, which many in the world find very difficult to forget.

Most of the world does indeed like the values we are selling, they just don’t have much confidence in our “made in America” label or trust the aggressive manner in which we have decided to sell these goods.

### ***Fear, loyalty, patriotism***

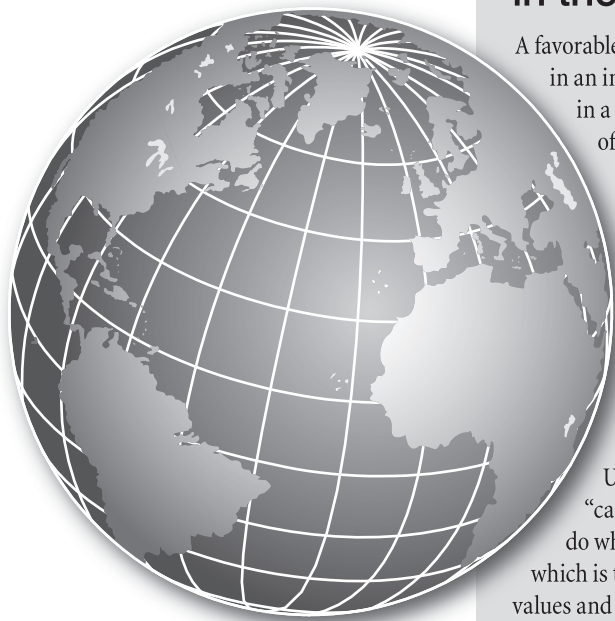
While the fight against global terrorism may ultimately require an expansion of U.S. policy objectives and military actions far beyond our national borders, it is imperative that we – both as democratic citizens and educators of our country’s citizenry – not acquiesce to this political and strategic expansion either out of fear or simple notions of loyalty and patriotism.

If our decision to use force in the world is viewed as being either unconstrained, excessively aggressive, or inconsistent with our stated values and morals, any strategic gains achieved through its deployment will likely be offset by the significant strategic losses it inflicts on our international image.

By providing a forum for the expression of critical patriotism, higher education can play an important role in changing the manner in which our government conducts foreign policy. It holds out the potential to create a well-informed, politically active and efficacious citizenry that can help shape the way our government interacts with the world. 

### **Humble pie?**

In a July 2003 BBC poll of 11 countries, only 15 percent of the citizens surveyed defined America as a “humble” power. A 2004 Gallup poll found that more than 53 percent of all Europeans considered the United States as a “threat to world peace.” This fear of American power resonated even stronger in the Muslim world, where majorities in seven out of eight Arab countries surveyed in 2004 believed that they would be the target of a U.S. military attack.



## Power play: Retaining power and security in the terror age

A favorable opinion of the United States is necessary for us to retain our power and security in an increasingly dangerous international system, said honors professor Keith Jagers, in a lecture about anti-Americanism in the age of terror. Jagers presents the nuances of international power and its importance to the security of the United States.

Power, according to political scientists, is the ability to influence others in such a way as to get them to do what you want. As a general rule, there are three ways to exert power: (1) coercion with threats; (2) inducement with payments; or (3) co-opt strategies.

While coercion and inducement – commonly referred to as “hard power” – require the strategic exertion of our military and economic capabilities, co-opt strategies do not. This dimension, known as “soft power,” rests on our ability to shape the preferences of other actors in the international system.

Unlike hard power, which requires the constant deployment of “sticks” and “carrots,” soft power is a less coercive and costly form of power: You get others to do what you want by simply attracting them to want what you want. This attraction, which is the core component of soft power, is created when other people admire your values and want to emulate your example.

The rise of anti-American sentiment in the world is important precisely because it erodes our soft power. As the attractiveness of America society and U.S. foreign policy wanes in the global community, our ability to achieve the goals we set for ourselves also declines.

The demise of our soft power has been seen most clearly in the difficulties we have encountered in getting other nations to join the U.S.-led war on terror, which according to the Pew Global Attitudes Survey, international support for the war on terror has declined precipitously since 2002.

As long as the world continues to view America’s foreign policy with such a high degree of skepticism and distrust, our ability to rally the world to our side in the pursuit of global terrorists will remain severely hampered. Given the negative impact of anti-Americanism on our national power, our continued inability to fully understand this phenomenon makes our country increasingly vulnerable.

– Dr. Keith Jagers, University Honors Program, from the 2007 Honors Professor Lecture, “Anti-Americanism and academic freedom in the age of terror”

## ► NUMBERS

### CSU freshmen profile 2007

The following represents data for all new freshmen enrolled fall semester 2007.

<b>72</b>	Mean high school percentile rank
<b>555</b>	Mean SAT verbal score
<b>566</b>	Mean SAT math score
<b>24.2</b>	Mean composite ACT score
<b>3.53</b>	Mean high school GPA
<b>113.2</b>	Mean CCHE index

### CSU degrees conferred 2007

Summer session 2006 through fall semester 2007.

<b>7,260</b>	Total number of degrees conferred
<b>5,641</b>	Bachelor's degrees
<b>1,217</b>	Master's degrees
<b>273</b>	Doctoral degrees
<b>129</b>	Doctor of Veterinary Medicine

Source: CSU Institutional Research. For more information access  
<http://www.colostate.edu/Depts/OBIA/pdf/freshprof/fa07profile.pdf> and  
[http://www.colostate.edu/Depts/OBIA/pdf/degrees/degree\\_0607.pdf](http://www.colostate.edu/Depts/OBIA/pdf/degrees/degree_0607.pdf).



## ► IN BRIEF


### Financial and research management systems

The University has embarked on an upgrade of its financial and research management systems under the leadership of Vice President for Academic Computing and Networking Services Pat Burns. These are the third and fourth major systems upgrades undertaken at CSU this decade, beginning with the implementation of the new HR system in 2001, which was followed by the upgrade of the Student Information System. These complex, expensive, and time-consuming processes are essential to the efficient operation of the institution.

### Interdisciplinary sustainability

Recent initiatives have positioned Colorado State to play a more significant role in environmental science and sustainability. CSU has launched the wind farm project, positioning the institution to become the first university in the country to produce more energy than it consumes; appointed a University Environment and Sustainability Advisory Committee; and established the new M.B.A. concentration in Global Social and Sustainable Enterprise. New facilities, including the Academic Village and the Transfort Center addition to the Lory Student Center, have been built to LEED Gold standards. CSU-connected start-ups such as Envirofit, Solix, and AVA Solar provide alternative sources of renewable energy, sequester carbon, and reduce pollution and pollution-related deaths.

### CSU brand campaign

Colorado State, under the direction of System Marketing Director Karen Klimczak and CSU Associate Vice President for Public Affairs Mark Minor, has launched a brand campaign that will run through May 2008. The campaign targets the Metro Denver area, with the primary audiences being legislators, opinion leaders, and business leaders. The media mix will include cable and public television, public radio, targeted online advertising, and airport signage, as well as targeted print publications. 



Pictured: W.S. Sampath, Professor of Engineering

**Creating Light. Creating Power. Creating Jobs.**

Solar Power Research at Colorado State University. Making a difference on a global scale.

**Colorado  
State  
University**

*Associate Professor of Mechanical Engineering  
W.S. Sampath is featured in an ad in CSU's  
brand campaign.*