

COMMENT **Quarterly**

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

SUMMER 2008
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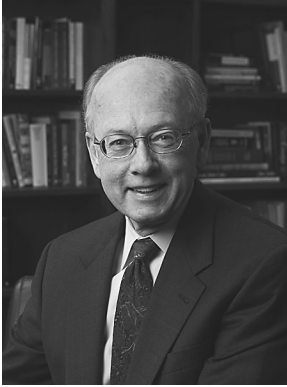


University launches a new generation of online degree programs

ALSO INSIDE:

Superclusters showcase in New York
CSU's push for financing
'Brand' new CSU
CSU's internationalization plan

**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:

Over the last several months, I was on the road quite a bit, speaking about the role of the 21st century land-grant university, and Colorado State University, in particular, to address the greatest challenges facing our world. In those speeches – at the Sun Microsystems annual conference in San Francisco, the CSU Accelerates meetings in New York City, and the Universidad Autonoma de Yucatan in Merida, Mexico – I carried the message: The global challenges facing our world demand practical, affordable solutions that higher education is most suited to provide.

Colorado State University is working to do just that. For example, the applied research of Professors Barry Beaty, Ian Orme, Pat Brennan, and others on our faculty is preventing the devastating spread of infectious diseases worldwide – diseases that kill one child in Africa every 30 seconds. And the engineering work of Professor Bryan Willson and his colleagues is decreasing indoor air pollution that kills two people every 20 seconds in the developing world.

Such exceptional work is raising our national profile – and garnering national media attention. Our innovative green approach to the Academic Village resulted in the Sun Microsystems keynote address invitation. Our innovative Superclusters work helped me secure a meeting at Newsweek Inc. (where the company's president, Greg Osberg, happens to be a CSU alumnus) to talk about CSU's focus on enterprise-based solutions to global issues. Our launch of Cenergy drew resounding support from state leaders who are encouraged about Colorado's potential as a national leader in clean and renewable energy.

The emerging role of Colorado State University in implementing practical, affordable solutions to global challenges will enrich lives, promote economic prosperity, and assure a better, healthier future for the next generation and beyond.

Best wishes,

Larry Edward Penley
President

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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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EDITOR

Peg Kowalczyk

Comment Quarterly is produced by Colorado State University Administrative Communications, Office of the President, 102 Administrative Building, Fort Collins, Colorado 80523-0100 • (970) 491-6211
commentquarterly@colostate.edu
www.colostate.edu

► VISION AND STRATEGIES

Serving nontraditional students online

CSU-Global Campus driving degree completion

By Michele McKinney

About a year ago, CSU President Larry Edward Penley charged several System and University staff members, many involved with the University's Office of Outreach and Strategic Partnerships, to research the burgeoning online education market. The effort was to ascertain if the Colorado State University System needed to provide an educational alternative to the growing number of nontraditional students.

The results were crystal clear. There is an opportunity to dramatically increase access to a high-quality public education and help expand the value of the Colorado economy, quality of life, and social infrastructure. The opportunity involves growing the University's ability to educate students at the time and place of their choice.

This fall, the CSU System will officially launch a new generation of online degree programs under the newly formed CSU-Global Campus. CSU-Global Campus initially will be its own enterprise within the CSU System, says Robert L. Jones, CSU-Global Campus chief academic officer and CSU professor. "We're working jointly with the Fort Collins and Pueblo campuses to set up courses and degree programs of equal quality," says Jones, who also is working to establish the academic governance and accreditation of the global campus. Prior to his recently concluded tenure as chairman of Faculty Council, Jones co-directed the University's self-study process as part of CSU's most recent 10-year accreditation by the Higher Learning Commission.

CSU-Global Campus will have its own faculty and staff. It will also be the first of its kind in the western United States among large public research universities.

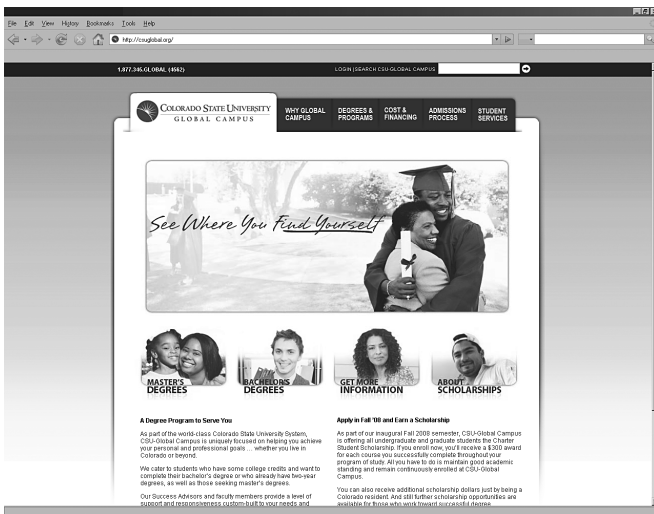
"This is an exciting opportunity to develop an education system driven by a needs analysis for the professional development of the workforce and the economic development of the state," says Jones. "In addition to the emphasis on the place-bound nontraditional student, this enterprise is unique in its focus on identifying needs first, then hiring faculty to deliver." Classes begin Sept. 1.

CSU-Global Campus will address several issues and opportunities in today's higher education marketplace. Colorado Gov. Bill Ritter outlined a goal in his Colorado Promise to double the number of technical certificates and college degrees awarded in Colorado by 2017. The existing state infrastructure for higher education does not have the physical capacity to meet this goal via the traditional, on-campus learning environment. "We must look for lower-cost, higher-output alternatives to traditional instruction in our colleges and universities, looking beyond traditional bricks and mortar to meet demand, with lower costs per student and with teaching and learning models like

those the for-profit universities have adopted," says President Penley, chancellor of the CSU System.

"If the state is serious about doubling the number of degrees and growing its own educated workforce with the latest skills, then higher education will need to offer alternatives to students," says Lou Swanson, CSU vice provost for outreach and strategic partnerships. "CSU-Global Campus will help the state achieve this goal."

A core objective of the new online campus is to expand access to programs and courses from the campuses using advanced online learning techniques delivered with quality



instructional content mirroring the academic quality of CSU. CSU-Global Campus will do this by collaborating with CSU-Fort Collins and CSU-Pueblo to conceptualize, develop, and deliver high-quality market-driven, flexible learning options for non-traditional students in Colorado.

Chief Executive Officer of CSU-Global Campus Rich Schweigert says, “CSU-Global Campus will have the ability to respond to changing market needs by creating professional degrees for nontraditional learners that can be designed and adapted quickly to meet market and societal demands.”

Currently, 39,000 Colorado students choose traditional distance learning programs or attend one of the state’s many for-profit universities that have emerged over recent years to fill this educational demand gap.

The new endeavor will keep CSU at the forefront of redefining the 21st century state university by providing nontraditional students greater access to a new educational platform that can adapt easily to the labor needs of the marketplace, while applying the same educational rigor and quality as the CSU campuses.

CSU-Global Campus will contract with the Fort Collins and Pueblo campuses to select courses that directly relate to emerging occupational trends. The online teaching and learning experts with the Global Campus will convert the courses using the latest proven techniques in online course delivery into professional degree programs. Curriculum focus will be more aimed at the professional community than it would be on a traditional campus.

Two key factors differentiate CSU-Global Campus from other online universities and those offered through college-based distance education. One is that the faculty will be required to take intensive training to ensure delivery of a quality, rigorous, online learning experience. Faculty will be highly responsive to students, with a goal to respond within the same business day. The second differentiating factor is the attention to the student’s success. Through several unique student-centric programs and services, students will receive individualized plans mapping out a success track for them, with the ultimate goal of degree completion.

Retention and graduation of students will be critical for the new entity’s success.

CSU-Global Campus will offer financial incentives to encourage student retention and degree completion. Additionally, CSU-Global Campus hopes to work with the Colorado Community College System to create a collaborative relationship focused on four-year degree completion and professional development. Thus far the reaction has been positive among those people who have caught news of the endeavor through media coverage and word of mouth.

KCOL radio morning show co-host Keith Weinman described CSU-Global Campus as “something that is very prescribed and very refined and very doable for people who, for one reason or another have not finished college or have not been able to fit it in but have deemed it as important to their lives.”

Although CSU-Global Campus is a new endeavor, it very much is a part of the land-grant university fabric. Building on the land-grant mission of its flagship campus, the Board of Governors of the CSU System views CSU-Global Campus as a means to dramatically increase the System’s outreach and expand access to people who want to complete a four-year degree or more but cannot do so at the time and place of their choice.

With a profound public policy challenge nationally in state funding of higher education, along with a new area of technology that has dramatically changed the efficacy of learning using online tools and a huge customer base that is employed and cannot travel to a campus, the System considers it a perfect storm for a business opportunity.

The market opportunity the CSU System sees is driven by demand for education in a knowledge-based economy, multi-stage careers requiring new education, and global economic competitiveness. CSU has been successful in attracting students who have financial resources and high index scores. However, enrollment patterns continue to indicate that the traditional university paradigm is challenged with providing access to broader student populations, particularly those who are geographically isolated or considered nontraditional students.



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According to the most recent analysis by the National Center for Education Statistics, more than 70 percent of undergraduates today are classified as “nontraditional” students. Private institutions like the University of Phoenix entered the market and have been successful at growing their business. As of the first quarter of 2008, the university says it has 330,200 enrolled students, making it the largest private university in North America.

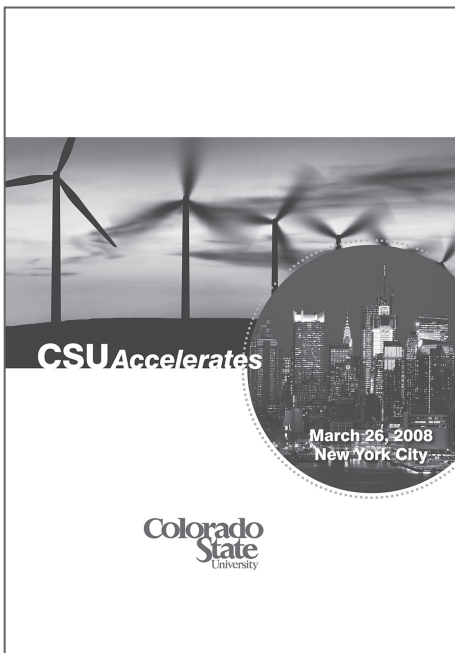
CSU-Global Campus will meld the technology development and teaching methodologies that the privates have pioneered and deliver programs at a more competitive price-point and with the quality reflective of Colorado State University, says Schweigert.

Courses will be measured against very specific quality control criteria derived from the Sloan-C quality pillars as well as the internationally-recognized Quality Matters peer review program for online courses and programs, Schweigert says. Courses will be offered in eight-week sessions, beginning as many as nine times per year, depending on enrollment demand.

Schweigert says CSU-Global Campus will launch with a competitive set of degrees and then offer more career-relevant programs later in the year, and then – as allowed by the accreditation body – will add more programs and more courses based on the needs of the marketplace.

Another positive artifact of CSU-Global Campus is its revenue potential, Schweigert says. Colorado colleges and universities continue to be significantly under-funded compared to their peers. The Board of Governors believes CSU-Global Campus can be a future revenue source for its campuses in Fort Collins and Pueblo, helping to augment state support.

As President Penley has said, “Universities truly serve society . . . the university exists to help people.” CSU-Global Campus is poised to serve thousands of nontraditional students that would otherwise not be on a physical CSU campus. *To learn more, please go to www.csuglobal.org.* 



Superclusters showcase in New York

President Larry Penley recently led a host of Colorado State University researchers to inaugural “CSU Accelerates” meetings in New York City, where CSU scientists explained to investors from hedge funds, private equity funds, financial services companies, venture capital firms, government, media, and research institutions the value of CSU’s emerging research in clean energy, climate change, and translational biomedicine. The event, which received national press, was designed to elevate the University’s research profile and stimulate future market-based partnerships. One such story by *The Denver Post* follows.

CSU’s push for financing

The university’s financial future may be getting mapped out by elbow-rubbing president Larry Penley’s push to obtain research dollars from investors

By Allison Sherry, The Denver Post, April 8, 2008, reprinted with permission

NEW YORK – Larry Penley looked out from the podium on the 36th floor of Rockefeller Plaza and gazed out at a room full of giants.

A former New York governor. A railroad magnate. The executive director of the United Nations Foundation. The co-president of Goldman Sachs.

Unlike his academic colleagues, the 59-year-old president of Colorado State University is not often found at the state Capitol, beseeching legislators to provide more money. Instead, he takes his show on the road in a driven effort to convince investors that money spent at CSU will pay dividends.

“Yes, there is teaching and learning,” he told the group in New York. But, he urged, “the potential for universities is especially potent in addressing our most pressing global challenges.”

In the past six months, Penley has traveled to San Francisco to keynote a Sun Microsystems conference, to Seattle and to Washington, D.C., to Mexico to talk about research in malaria and dengue fever, and last month to New York to talk to financial kings about technology. Over the past year, he has spent about \$15,000 and traveled almost monthly to promote CSU’s work. More trips are on the horizon. “We have to take responsibility for our own future,” Penley said. “If we wait for the state to figure out how to fund us, we could wait a long time.”

Penley’s effort is too new to measure its success. But the potential is clear: The school received \$296 million last year in research dollars, while state funding accounted for \$133 million.

Universities have long known that the private sector can be a lucrative money source. Gatorade sprang from the University of Florida and has brought \$150 million to the campus; Yale has raised \$400 million in venture-capital dollars in 10 years.

But observers say Penley is more aggressive, more personal and more front- end than other presidents.

“It’s an original approach,” said Brown University biology professor Osvaldo Sala, who met Penley at the New York gathering. “It’s not very usual. He’s starting dialogue with corporations. . . . Most universities do not have direct relationships with the corporate world.”

Even before Penley began aggressively courting business, CSU was taking steps to move its research to the marketplace.

In a concept that the school calls “Superclusters,” CSU pushes researchers to think about inventions in the early stages of the process, and it allows scientists to set up their own nonprofit companies to market and produce new technology.

Take Envirofit International, for example. Bryan Willson co-founded the nonprofit in 2003 to put the clean two-stroke engine technology — which came from a clean-snowmobile contest — into the marketplace. The old engines, used throughout southeast Asia, emitted the same carbon monoxide as roughly 50 modern cars.

Now the company has its own office off the CSU campus, and its kits are being installed in Filipino taxicabs. Research into clean engines is still taking place on the CSU campus, and that led to a \$25 million commitment from the Shell Foundation to commercialize clean-burning cook stoves in Asia, Africa and Latin America.

“My philosophy is that universities truly serve society,” Penley said. “You can find students and faculty who sometimes get accused of trying to own the university or who think that the university exists for them, . . . but the school exists to help people.”

Penley is trying to minimize his own whining about CSU’s funding plight. “I don’t think it’s very useful. . . . To me, it’s about what we can do to serve society. My job as president is to have a sense of what is lying down the road.”

So in a warm midtown Manhattan conference room, Penley and energy researcher Willson recently touted university discoveries to Susan Myers, executive director of the United Nations Foundation, and former New York Gov. George Pataki, now an environmental lawyer and U.S. delegate to the United Nations.

Willson wheeled his laptop around and opened the screen. Pictures of filthy Southeast Asian taxicabs shuffled through a slide show spliced with gleaming pictures of college students standing next to snowmobiles.

The engineering professor gave his spiel, talking about the improvement in the developing world with his clean engines. Then he showed them pictures of clean-burning cook stoves.

Myers quietly took notes. She said she has never met directly with a university president about research.

Pataki sat back in a chair, listening carefully. “What really excites me is that companies in these countries will be part of the change,” he said.

“There are a lot of bold visions and ideas,” Pataki said in a later interview. “What you need is solutions, you can set all the goals and have all the plans you want. . . . CSU is taking the lead with practical solutions.”

In little, nearby conference rooms, researchers met one on one with venture capitalists to boast about discoveries such as the two-stroke engine and the \$25 cook stoves developed to cut out smoke and soot released into the atmosphere. The stoves are coming off of production lines in India now.

“It’s weird. I’m on the ground, I’m a geek. I’m not used to this stuff,” said Eugene Kelly, a CSU soil scientist who studies climate change. He hobnobbed before a fancy lunch with a blend of financial investors and energy leaders.

“The reality is, you can spend a whole career in research and you don’t ever benefit humanity, so it’s cool, it’s important.”

Penley hopes his relentless CSU sales pitch will generate money, prestige and a shot for scientists to get research out to a marketplace quickly.

Last week, Penley took Lt. Gen. John Regni, superintendent of the Air Force Academy, on a tour of CSU’s academic village. Regni is looking into how to mix technology with living and learning.

When Penley asked him why he had decided to visit CSU, Regni told him he had heard about the school’s work through the chair of Sun Microsystems. Penley spoke to Sun’s big players earlier this year in San Francisco.

“I laughed,” Penley said. “It’s an example of how we’re getting our story out.” ■

► INITIATIVES

‘Brand’ new CSU

Brand marketing – promising what you can deliver

For some, it’s simple: Maytag touts dependability, McDonald’s brags about billions served, Aflac gooses sales with a duck. But how do universities with multiple departments, programs, goals, and research activities communicate a unified, value-added message to the public?

How can Colorado State University communicate that it should be the college of choice for prospective students and donors?

Brand marketing, says Mark Minor, CSU’s vice president for public affairs. A concept that many institutions of higher education have recently embraced, brand marketing capitalizes on an organization’s competitive advantages to overcome perceived obstacles to its products or services. Brand marketing also helps current and prospective stakeholders understand the real merits of the organization and the value it holds for them.

With state-funding shortages and a greater emphasis on fundraising, marketing is becoming more important for institutions of higher education. “The U.S. News and World Report ranking system has also heightened national competition for students,” notes Minor.

Universities nationally are focusing on branding. “All I hear in higher education is ‘Brand, brand, brand,’” Tim Westerbeck, university branding specialist and managing director of the

Chicago-based marketing firm Lipman Hearne, told *The New York Times* more than three years ago. That focus continues today. “There has been a sea change over the last 10 years. Marketing used to be almost a dirty word in higher education.” These days, he said, “Every college and university is trying to articulate what makes it uniquely valuable.”

Over the last 10 years, a paradigm shift has occurred in marketing higher education, says national branding expert Elizabeth Scarborough, president and partner of the higher education marketing firm Simpson Scarborough. In the early 1990s, unlike commercial organizations, higher education lacked the marketing function completely.

“Admission offices and development teams were responsible for ‘selling’ the institution to prospective students and donors,” Scarborough reports in *The Branding of Higher Education*. “As the marketing department has emerged, colleges and universities have begun to embrace the fundamentals principles of integrated marketing and branding.”

Brand marketing is about changing minds and reinforcing the associations people make with a product name. “In the simplest terms, branding is a quality – such as Maytag’s dependability, not the actual washer,” says Minor. “We wanted that for Colorado State, to establish a clear branding message. We wanted to give those who market CSU the tools to do their jobs better.”

But it’s difficult to put the quality of a university into one simple concise word like “dependability.” After all, a rich, rewarding, intellectually challenging education isn’t the same kind of “product” that Maytag or Coca Cola offers. Identifying and packaging the unique aspects of CSU or any university is a complex process.

“Immediate reactions to a brand, whether a university or any other offering, are of significant importance,” says Ken Manning, associate professor of marketing at CSU. “Organizations can manage their brands such that these initial impressions resonate in a positive way with the markets they serve.”


Manning notes that while CSU is a complex organization, with a variety of strengths, the University will benefit by focusing its message on a particular advantage it has over other universities. “Centering CSU’s branding efforts on advancing sustainability will be effective given that this focus relates to deeply seeded values and conveys how the University is benefiting individuals and society at large,” says Manning.

Establishing a distinctive brand for Colorado State began in 2005, when the University worked with brand and marketing consultants Monigle Associates. The firm provided market research, and University marketers drafted an initial CSU brand platform, formed inter-campus marketing and communications support teams, and standardized communication design concepts.

In August 2007, CSU took marketing to the next step, says Karen Klimczak, associate vice president of marketing for CSU and marketing director for the CSU System. Klimczak and the University’s marketing team worked with the Denver-based Education Marketing Group on a series of perception surveys, focus groups, and interviews to establish baseline data, refine CSU’s messaging statements, and develop integrated marketing plans for FY09.

Developing a consistent brand platform will give the disparate groups on campus a set of tools to use as they reach out to constituents. “With all the various elements of a university, if we are all saying something different about CSU, the message is muddled,” says Minor. “Effective brand marketing gives our messaging resonance because we all speak from the same point of reference.”

Last fall’s marketing research found that CSU’s brand drivers reflect its roots as a land-grant institution. The concept of “commitment to reaching out to the community,” came up again and again. Another brand driver, “deep expertise and commitment to advancing global and environmental sustainability,” came up repeatedly, reflecting CSU’s focus on infectious disease, cancer, and clean-energy research; the Superclusters enterprises; and outreach work in the developing world, says Klimczak.

CSU was founded on the ideal of serving people and making a positive contribution to the communities of Colorado, notes Minor. “Our reach is now the world, and it needs to be articulated,” he says. “The CSU brand is a lens that helps focus that message.” 

Colorado State University brand platform

Brand positioning statement

Clarifies who we are, what we do, and for whom, elucidating how CSU is different and why it matters.

Colorado State University is a premier international public research university for individuals committed to the ideal that educated and motivated people can make a difference in the world. Our expert research faculty collaborates with students in the classroom and in the field to tap their highest potential and deploy practical solutions to society’s great challenges. We lead the world in addressing global and environmental sustainability. We have a proven track record of progress and demonstrated success for providing solutions to real-world problems. We expect our graduates to become active, responsible citizens who prosper in a competitive world.

Brand promise

Explains what CSU represents and what it promises to deliver to every constituent.

Learning. Discovery. Impact.

Brand demeanor

Details how CSU is projected to stakeholders.

1. Confident
2. Pragmatic
3. Dynamic
4. Engaging
5. Global
6. Standard-setting
7. Innovative

Colorado State University marketing goals

Using data to drive branding and marketing decisions has traditionally not been a focus for Colorado State University, says Karen Klimczak, associate vice president of marketing for the CSU System. Klimczak and the University’s marketing team plans to implement measurement techniques to establish baselines then set growth metrics. Among the goals:

1. Reposition CSU among key target audiences through a statewide and national image campaign, measuring reputational progress annually and through achievement of specific goals for awareness and “willingness to recommend” the University by segmented audiences.
2. Develop CSU’s academic and research reputation among peers and key influencers, as demonstrated through increased research investment from external sources and measurable growth in reputation among peer institutions.

CSU System brand architecture

University administrators are working to articulate a shared vision throughout the Colorado State University System – Colorado State University, Colorado State University-Pueblo, and Colorado State University Global Campus. Colorado State University’s 140-year history and strength of reputation is the anchor of the CSU System’s identity. CSU-Pueblo and the CSU-Global Campus, as well as the System, leverage the credibility and potency of the CSU brand to build their own reputations within the niche markets. Among the broad goals:

- Coordinate identities, messaging, personalities, and marketing programs
- Encourage and execute tactical collaboration
- Increase awareness and generate brand loyalty statewide, regionally and nationally



War's toll resonates on campus

Returning veterans resume education at CSU

The national dialogue on college campuses regarding returning vets was just beginning. "There's a tremendous human cost of this war, and America isn't prepared for it," Paul Rieckhoff, a former Army infantry platoon leader and founder of the soldier organization Operation Truth, on a national tour of college campuses, told the *Chicago-Sun Times* more than three years ago.

Today, Colorado State University is addressing those human costs. After listening to the national conversation and the comments of some of CSU's 350 returning veterans, the University is formulating plans to provide support to vets as they adjust to student life, says Anne Hudgens, CSU's executive director of campus life.

The public hears of the death toll in the Middle East, but often it doesn't hear about the individual toll on war vets. Stateside, veterans step back into an environment quite different from a combat environment.

Vets returning from the war in Iraq and Afghanistan have reported difficulty resuming their education because their life experiences are so different from those of traditional college students, Hudgens says. In the military, soldiers "train up," honing habits of survival – alertness and reflexes that keep them alive. When they return to the United States, they must "train down," learning how to regulate the flight-or-fight mind-set that was a matter of survival in the Middle East.

"Nationwide, we also know that veterans are returning with high levels of physical disabilities, particularly head injuries, and veterans ages 18-24 are at high risk for post-traumatic stress disorder, which can contribute to higher rates of substance abuse, depression, and relationship issues," says Hudgens.

Post-traumatic stress is the result of a natural reaction to an unnatural situation, contends Hudgens. "We must work to reduce the stigma vets often feel, shifting from pathologizing post-deployment adjustments to seeing these adjustments as natural adaptations to intense stress."

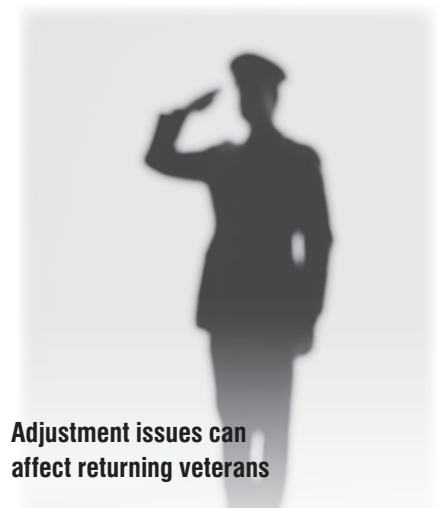
While adjustment issues are a primary focus when discussing the needs of returning veterans, at CSU financial issues trump psycho-social concerns, Hudgens found. According to preliminary survey findings, nearly 50 percent of CSU's student-veterans reported that "financial support" was their greatest concern.

CSU's Division of Student Affairs convened a committee last fall, which included representatives from the Admissions and Registrar's offices, Veteran Benefits, University Police, Academic Advising, Academic Advancement, Upward Bound, the Counseling Center, and Resources for Disabled Students, to discuss the issues they were seeing in their work with returning veterans.

"We're slightly ahead of the curve nationally compared with other universities in addressing these issues," says Hudgens. The committee recently surveyed the experiences of the 350 students on campus who receive VA benefits. The advisory group will soon publish the survey results and make recommendations on how CSU can better support returning veterans.

Not long ago it was common to have Vietnam veteran offices on college campuses. That need has resurfaced, says Hudgens. "Universities are an important link for veterans returning from active duty and for society as a whole as it transitions from a war," she says. Just as universities dealt with the transitions after World War II, the Korean War, and the Vietnam War, the need to transition from the conflicts in the Middle East is no different.

"It is the role of universities to make veteran re-entry as successful as possible," says Hudgens. "We owe it to our vets." 



Adjustment issues can affect returning veterans

- **Transitioning to civilian and campus life.** "Training down" helps vets "let go" of heightened states of alert and vigilance, regulation of instinctual and reflexive responses, and tactical awareness and reliance on weapons in order to feel safe. Vets have reported difficulty navigating large crowds, multiple buildings, multiple access points, and building heights on college campuses.
- **Finding fit.** Because their life experiences are so different from traditional college students, veterans returning to school can have difficulties relating to issues common to civilians.
- **Financial challenges.** Veterans suggest stipends, out-of-state tuition waivers, and full financial-aid packages would be helpful. The ongoing military-training obligations of reservists often preclude educational and financial opportunities that traditional students experience, such as summer internships.
- **Mental health.** A reported 31 percent of veterans returning from Iraq and Afghanistan admitted to VA hospitals have mental health issues. Post-traumatic stress disorder is the most common diagnosis for veterans 18 to 24 years. Vets with PTSD are at higher risk for relationship violence, impaired parent/child relationships, smoking, substance abuse, and depression.
- **Physical disabilities.** Veterans are returning with higher levels of physical disabilities, particularly head injuries. (Soldiers in Vietnam were less likely to recover from similar injuries.)
- **Stigma.** Reducing the stigma associated with each of the above issues requires a shift from pathologizing post-deployment adjustments to seeing them as natural adaptations to intense stress.

Source: Anne Hudgens, Colorado State University executive director of campus life




CSU implements internationalization plan

Colorado State University's international plan kicked into gear with the award of 42 undergraduate study abroad scholarships and seven faculty-led international field programs, announced Jim Cooney, associate provost and director of International Programs. More than \$200,000 has been earmarked for both new international initiatives to encourage undergraduate participation in global learning experiences and for faculty support for international projects.

The Office of International Programs awarded more than \$50,000 for studying abroad during the Spring 2008 semester and for the faculty-led international experiences. The student recipients represent each of the eight CSU colleges and will study in Summer 2008, Fall 2008, and the 2008-2009 academic year in 12 countries from Argentina and the Czech Republic to Kenya and New Zealand. Each merit- and need-based scholarship ranges from \$500-\$750.


Seven CSU groups will also be traveling in the spring and summer of 2008 with partial funding from the international plan:

- Cultural tour of Japan with home-stay and theater workshops, led by Mako Beecken, Foreign Languages and Literature
- China field-experience trip to China Agricultural University, led by Chuchang Chiu, Foreign Languages and Literature
- Leprosy research in Mexico, led by John Spencer, Microbiology, Immunology, and Pathology
- Tour of software industry in India to study global information technology, led by Dan Turk and Leo Vijayasarathy, Computer Information Systems
- Occupational therapy school program with sister institution in Yamagata Prefecture in Japan, led by Nancy Krusen, Occupational Therapy
- Program with the Center for Indonesian Veterinary Analytical Studies in Indonesia (International Veterinary Medicine Club members), led by Kristy Pabilonia, Professional Veterinary Medicine
- Study of environmental health cookstoves in Nicaragua, led by Jennifer Peel, Environmental and Radiological Health Services 

Partnership benefits CSU students, organic agriculture community

Aurora Organic Dairy – a leading U.S. producer of private-label and store-brand organic milk and butter – and Colorado State University recently announced a multi-year partnership with the University's College of Agricultural Sciences, College of Veterinary Medicine and Biomedical Sciences, and Department of Food Science and Human Nutrition. CSU professors and leading professionals in agricultural sciences will lead the groundbreaking research initiative, funded by a three-year \$500,000 grant from the Aurora Organic Dairy Foundation. The research will focus on animal welfare, veterinary medicine, growing perennial forage crops, and optimizing soil fertility for organic pasture development in the Rocky Mountain West and will provide students enrolled in CSU's Organic Agriculture Certificate Program with scholarships and research opportunities through on-farm internships.

"The relationship began almost two years ago as the College of Agricultural Sciences rolled-out its Organic Certification Program," says Douglas P. Mayo, director of development for the College of Agricultural Sciences. "Aurora has committed a \$1,000 scholarship for every student in the program – seven students the first year, 12 students this year." From that commitment, Dean Marc Johnson and Mayo continued discussions with the dairy's senior leadership team, which culminated in the multi-year master research agreement on behalf of CSU.

The initiative is based at Aurora Organic Dairy's Platteville, Colo., dairy farm. CSU students, however, will conduct research at the dairy's three farms in Northern Colorado, as well as at CSU's Agricultural Research Development and Education Center in Larimer County. Research findings will be shared with the organic agriculture community to build the industry's knowledge base and to continue the sustainable growth of organic agriculture, particularly in Northern Colorado – one of the most productive dairy regions in the country. 

► ISSUES IN HIGHER EDUCATION

Wave of prospective college students ends nationally, expands slightly in Colorado

The continuous growth in the number of high school graduates that began in the early 1990s ends this year, reports the Western Interstate Commission for Higher Education. Nationally, the number of public high school graduates is projected to be history's largest at 3.3 million before beginning a gradual decline through 2015. The national report, *Knocking at the College Door*, projects the size of high school graduating classes through 2022. While the study expects drops in the Northeast and Midwest, it cites expansion in the number of high school graduates in the South and West and growth nationally among non-white graduates, especially Hispanics.

Colorado produced about 12,600 more high school graduates in 2004-2005 (a total of 44,532) than it did a decade earlier, an increase of 36.7 percent. Projections indicate that the number will continue to increase in Colorado, though at a slower pace, and produce about 3,500 more high school graduates in 2015, an increase of less than 1 percent. After reaching a peak in 2007-2008 at 50,660, Colorado will see little change in the number of high school graduates each year through 2012-2013. Growth will resume, beginning in 2013-2014, with total graduates reaching nearly 61,000 at the end of the projected period.

The racial/ethnic composition of Colorado's public high school graduating classes will continue to show substantial diversification throughout the coming decade and beyond. 

Source: *Western Commission for Higher Education*, *Knocking at the College Door*, <http://www.wiche.edu/policy/knocking/1992-2022/index.asp>.

► REPORTS

CSU's faculty salaries increase

The average faculty salary for Colorado State University increased from \$81,300 in 2006-2007 to \$85,300 in 2007-2008, a total increase of 4.9 percent, reports the office of Institutional Research. In a comparison with institutional peers that includes the three ranks of professor, associate professor, and assistant professor, CSU faculty salaries are 93 percent of their counterparts. (An average 5 percent faculty and staff salary increase is proposed in the budget for FY09, still not final at press time.)

A comparison of peer groups that includes all three professor ranks and instructors found that CSU salaries are 97.9 percent of their counterparts. Colorado State may rank higher in the category "All Ranks Combined" because CSU only reports faculty in the professor, associate professor, and assistant professor ranks, notes Institutional Research. Other institutions may have large numbers of instructors, according to the researchers, which may cause their "All Ranks Combined" rankings to be lower.

CSU has made salaries the single largest investment area in the past three CSU budget cycles, says Tony Frank, senior executive vice president and provost. "While that has allowed us to remain competitive, the national data indicate we still have a lot of work ahead of us."

Faculty is the greatest asset of any university and there is keen competition for this critical resource, Frank notes. At the same time, supply-demand curves increase the competition in many disciplines. "It's difficult to compete in this environment when we remain a low-tuition university with very limited state support. Still, I think CSU can and should be proud of the priority we have and will continue to place on the importance of faculty salaries," he says.

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AAUP faculty salary and compensation comparison 2007-08 Institutional peer group

Average faculty salary (*Ranked by all ranks combined*)

	Professor	Associate Professor	Assistant Professor	All Ranks Combined
University of Illinois, Urbana-Champaign	\$125,683	\$82,235	\$73,687	\$97,107
Purdue University	113,199	77,397	69,250	90,389
Michigan State University	116,021	82,776	64,151	87,292
Peer Average	113,259	79,090	68,637	85,733
Colorado State University	102,272	76,415	65,558	85,263
North Carolina State University	110,793	81,974	69,942	84,567
University of Colorado, Boulder	116,384	84,917	72,301	84,549
Texas A & M University	112,315	79,783	70,535	82,810
Iowa State University	106,735	77,622	67,574	81,820
Washington State University	96,119	71,353	64,251	72,537
Oklahoma State University	92,320	69,941	63,458	71,305
Oregon State University	88,670	68,712	64,119	66,959
Constructed Counterpart Comparison (<i>Thousands</i>)			2006-07	2007-08
Colorado State University			\$81.3	\$85.3
Institutional Peer Group			88.6	91.7
CSU as a Percent of Peer Counterparts			91.8%	93.0%
All Ranks Combined Comparison (<i>Thousands</i>)				
Colorado State University			\$81.3	\$85.3
Institutional Peer Group			83.1	85.7
CSU as a Percent of Peer Counterparts			97.9%	99.5%

Access the full report at
www.colostate.edu/Depts/OBIA/faculty-aaup.html.

CSU reports tenure-track hires

Colorado State University hired 77 new tenure-track faculty members in 2007-2008, according to a report released by the office of Institutional Research. Faculty hires include those who were employed at CSU in 2006-2007 in a non-tenure-track position and were hired as a tenure-track faculty member in 2007-2008. Faculty members returning to a tenure-track position from an administrative position (vice-presidents, deans, etc.) were not included as new hires. The study covers the period from Oct. 1, 2006 to Sept. 30, 2007.

Tenure-track faculty hires and attrition for 2007-2008

Faculty hires by rank	Professor	Associate Professor	Assistant Professor	Total
Agricultural Sciences	1	0	6	7
Applied Human Sciences	0	1	10	11
Business	0	1	1	2
Engineering	1	1	4	6
Liberal Arts	0	1	12	13
Library	0	0	4	4
Natural Sciences	3	1	11	15
Veterinary Medicine & Biomedical Sciences	3	1	10	14
Warner College of Natural Resources	0	1	4	5
University Total	8	7	62	77

Access the full report at
www.colostate.edu/Depts/OBIA/faculty/reports.html.

Beyond pledges and light bulbs

The following article was first published in Inside Higher Education, March 28, 2008. Reprinted with permission.

By Larry Edward Penley

An estimated 1.6 million people around the world – mostly women and children – die each year from health problems brought on by breathing the air in their own homes, where they cook meals on primitive stoves and over open pit fires. Millions more in developing countries suffer health problems and even death from polluted vehicle exhaust or tainted water. The harsh reality is that no matter how many efficient light bulbs we install on our campuses – no matter how sustainable we make our institutions of higher education – these changes alone will not have the major global impact needed to improve these peoples' lives and make a difference throughout the world.

Our nation's research universities have, within their reach, the power to change these lives for the better – through education of a “green collar” workforce and with ground-breaking research solutions deployed through market-based enterprises. But instead, we in higher education spend a great deal of time talking about changing out light bulbs in campus buildings, when we should be focused instead on engineering a better light bulb – and educating the knowledge leaders who will invent a replacement for the light bulb.

Universities and colleges across the country are, today, in the process of considering whether to sign on to the American College and University Presidents Climate Commitment, which commits institutions to making their campuses “climate neutral” through investments in infrastructure, sustainable practices, and renewable energy sources, and integration of sustainability into their curriculum. I will sign it as a worthy – if largely symbolic – statement, and my own institution has for several years been taking steps to reduce energy use, build to LEED gold standards, and generate far more energy than we consume via the green-generation capacity of our new wind farm and solar panels. Such activities, by this point, ought to be viewed as a routine part of doing business at any university in a responsible way. We have the responsibility – and opportunity – to do so much more.

Universities are society's greatest sources of ideas and innovation. They have the capacity to generate fundamental solutions to issues such as climate change – while also preparing a skilled workforce for the anticipated demand for green-industry jobs over the next several decades. To fulfill this capacity, universities must be organized such that they have the potential to contribute to economic growth; and the products of their science and engineering research must be commercialized for the greater good. Presidents, in turn, have a responsibility to organize institutions to increase their inherent capacity to educate and develop new ideas and technologies.

Like the space race that fueled an explosion of interest and investment in universities both as research engines and as sources of high-tech workers, research related to climate change, sustainability, clean energy, and “green” science represents the next great knowledge frontier for American higher education. While engineers, atmospheric and environmental scientists, and others at universities like Colorado State have been working in these disciplines for decades, today's raised national consciousness creates an environment conducive to expanding these disciplines and driving their research products more rapidly into the marketplace, for the benefit of the planet and all its inhabitants.

We are only just now awakening to the emerging workforce needs, from green-building architects to wind-energy engineers, that our institutions will be called on to help address in the coming decades. We need new educational programs that go beyond building sustainability into the curriculum if we really want to prepare our students for success in a green-collar economy.



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But in addition, we must acknowledge that the heart of a great university today is not just focused on teaching, learning, and knowledge generation, but on the institution's capacity to take that knowledge and commercialize it for the greater good.

This challenge to universities to become more directly engaged in markets will be anathema to many in academe. Universities and capitalism have had a long, sometimes uneasy relationship. Indeed, for some it has been a wholly inappropriate relationship that can distort the university's mission, move institutions away from basic research to more practical and industrial applications, and even hinder the ability of faculty to be neutral in their pursuit of truth. Former Harvard President Derek Bok warned that technology transfer could influence faculty in choosing which problems to investigate and might cause faculty to drift away from research into technology transfer itself. But a focus on enterprise-based solutions is hardly antagonistic to the character of higher education. Indeed, it is founded in higher education's traditional fundamentals of teaching and learning for the benefit and betterment of society as a whole.

The real challenge is to organize universities more effectively such that their potential for promoting quality of life and economic prosperity is substantially enhanced. Except in a few instances, traditional technology transfer has not yielded the results in new products that one might have hoped for given the investment, and the costs of technology transfer, given the large number of universities with transfer offices, are fairly high for the limited yield. The problem may well be the paradigm used by universities in technology transfer efforts. In traditional technology transfer, a patent or a license is viewed as an acceptable, if passive, outcome. A paradigm that does not fuse research and development, where market-based solutions are not fully integrated into the research process, seems more like the 1940s than the 21st century. Thus, solutions to global challenges like climate change may well be hindered by the approach that universities are taking with traditional research programs and traditional technology transfer offices.

Universities now have an obligation and an opportunity to demonstrate that we have the agility, vision, and enterprise-based focus to be an effective partner in deploying innovation in support of environmental and other global challenges. To do so, institutions of higher education must reinvent their own organizational structures to both preserve the ability of scientists to pursue truth without bias or undue influence from market forces – and the ability of the institution to take research ideas more rapidly to the marketplace.

For that reason, universities like my own have joined earlier ones like MIT and Cal Tech in adopting a clear philosophy: Take great research ideas, narrowly focus in specific areas – such as the problem of carbon-emitting two-stroke engines in Asia – and move them rapidly into the commercial space.

Envirofit International, a Colorado State University spinoff company, provides a powerful example: It is developing what The New York Times calls “the first market-based model for clean-burning wood stove technology” for application in the developing world and has built a corporate infrastructure to support this model. But, to develop such enterprise-based solutions requires that institutions adopt new research models, as well. The NSF has coined the term “cyberinfrastructure” to describe collaborative research that depends upon common data sources made possible through cooperative measurement devices and a digital foundation for sharing information.

Once research enters the market space, it can transform lives – generating jobs, improving health and living conditions for people worldwide, and stimulating economic prosperity. Those institutions able to incubate innovation and accelerate the transfer of research from the laboratory to the free market will succeed in solving global problems. To realize fully universities' inherent capacity, we must move beyond our campuses, beyond generating awareness, beyond symbolism. Instead, let's begin to focus on using our enormous capacity in support of enterprise-based solutions founded in collaborative research and academic programs that truly make a global environmental impact and prepare our students to be competitive in tomorrow's green economy. 

Literary journal continues decades of impressive work

The CSU-based *Colorado Review* – a national journal of contemporary short fiction, poetry, and literary nonfiction by both new and established writers – has gained a reputation as a tier-one literary journal. In its 34th year of continuous publication, with two hiatuses of 1959-1965 and 1969-1976, the journal boasts an illustrious history and a notable start, which featured in its first issue work by Langston Hughes, William Carlos Williams, e.e. cummings, and Henry Miller, says journal editor Stephanie G'Schwind.

The literary journal is respected nationally. "Work first published in its pages is frequently reprinted or noted in the *Best American Poetry*, *Best New American Voices*, *O. Henry Prize*, *Harper's Magazine*, *The Best Creative Nonfiction*, and the *Pushcart Prize* series, and in collections published by Norton, Graywolf, Farrar Strauss Giroux, and numerous university presses," says G'Schwind.

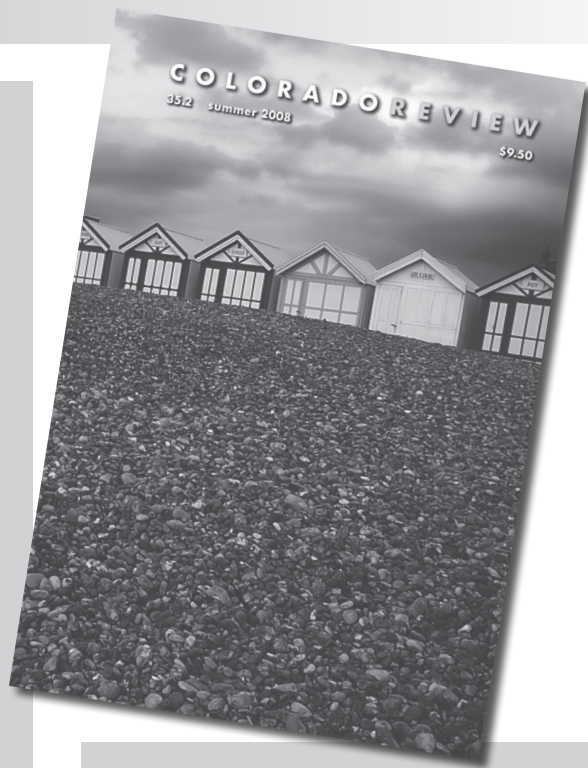
Colorado Review is published three times a year by the Colorado State University English Department's Center for Literary Publishing, where G'Schwind serves as director. Serving as poetry editors are CSU Professors Matthew Cooperman and Sasha Steensen, and from the University of Nevada, Las Vegas Donald Revell. Professor Dan Beachy-Quick is the book review editor.

The publication has a circulation of approximately 1,000, is carried by university and public libraries all over the country, and is nationally distributed to chain and independent bookstores. Each year, the journal receives upwards of 10,000 manuscripts from the United States and abroad.

Graduate students assist the editors through a professional internship, serving as first readers for manuscripts and helping with the day-to-day operations of the journal to acquire basic publishing skills, says G'Schwind.

Subscriptions to the *Colorado Review* are \$24. Access <http://coloradoreview.colostate.edu> for more information.

The following poem, published in the Spring 2008 issue of Colorado Review, is reprinted with permission from the author.



ASPECT

By Joshua McKinney

This forenoon it rained, and
As an April shower should,
Relieved the outrage of the land.

For a time I stood, an actual man,
At ease and of no sect, siding
With no power against good,
Inclined toward an empty hand.

Alone, there seemed reason
enough for peace. How suddenly
After all I loved well. Upon this mountain
I stood amid flowers and stones, until I could stand no more.

A breeze arose. The sky cleared.
My windward eye asquint,
I saw sunlight kindling cities to the east.

Joshua McKinney is the author of Saunter, co-winner of the University of Georgia Press Poetry Series Open Competition; and The Novice Mourner, winner of the Dorothy Brunsman Poetry Prize from Bear Star Press. His work has appeared widely in such journals as American Letters & Commentary, Boulevard, Colorado Review, Denver Quarterly, and Kenyon Review. He teaches at California State University, Sacramento.

► NUMBERS

Freshmen retention numbers released

New freshmen who enrolled at Colorado State University in Fall 2001 have some of the highest graduation and persistence rates among cohorts enrolling since Fall 1992, reports CSU's office of Institutional Research. The 2007-2008 freshmen retention study tracks Fall 2001 freshmen (3,720 students) and reports six-year graduation, attrition, and persistence rates.

Graduation rates

64.3%	Six-year graduation rate
59.4%	Five-year graduation rate
35%	Four-year graduation rate
84%	Students with GPAs of 3.5 or higher who graduated in six years or less
73%	New freshmen with index scores of 110 or better who graduated in six years or less

Six-year persistence rates

(For new entering freshmen, indicating the percentages that either graduated within six years or were still enrolled after six years)

66.1%	All new entering freshmen
62.6%	All minority students
72.3%	Asian American students, the highest rate recorded
68.6%	Native American students, the highest rate recorded
70.6%	College of Veterinary Medicine students, an increase of 7 percentage points

Source: 2007-2008 Freshmen Retention Study. Access the full report at www.colostate.edu/Depts/OBIA/degree-grad.html.

► IN BRIEF

Freshmen's choice

An annual survey of incoming freshmen regarding their reasons for choosing Colorado State University provides baseline data on the students' academic experiences at CSU. The top two reasons students gave for selecting CSU: "Very good academic reputation" (52.1%) and CSU graduates "get good jobs" (40.8%). The cost of attendance ranked 5th (29.2%). The survey, administered by the Office of the Vice President for Student Affairs, is given to students on the day before they start classes.

Ag dialogue

The CSU President's Agricultural Advisory Council, which formed in June 2006, represents the state's leading agricultural entities. The council has been instrumental in working with the College of Agricultural Sciences to involve the state's food industry and consumers in a dialogue on the needs of 21st century agriculture in Colorado. CSU Extension continues to work closely with agricultural stakeholders and is seeking to expand its capacity in rural community development by engaging the College of Business for the first time and by bringing the institutional partnership with the Office of Economic Development into local and regional development, connecting Colorado's farm and ranching stakeholders and Colorado's food industry and consumers.

Parking pain, building gain

A significant amount of construction will meet faculty, staff, and students this fall. With it, parking issues. For an update on the status of building projects across campus and temporary parking solutions access www.facilities.colostate.edu.

► IN THE NEWS

Presidential pitch

"For a president, Mr. Penley takes an unusually keen interest in the conversion of academic research into tangible products. He said the goal of the road show wasn't so much to get investors to license a particular invention as to showcase the University's strategy for putting its inventions to work against global challenges, like climate change."

– *The Chronicle of Higher Education*, March 27, 2008, "President of a College in the West Makes a Pitch to Investors in Manhattan," regarding the CSU-delegation meeting with potential investors in New York City to explain the University's Superclusters research-to-market strategy for clean energy, cancer, and infectious diseases



Sustainable dining

"Colorado State University's new 700-seat, \$16-million Ram's Horn dining center has sensors in cooking areas that detect how much ventilation is needed at any given time, cutting back not only on the use of high-powered fans but also on the need to heat or cool fresh air being brought into the building to replace what the vents are sucking out. That alone . . . will save \$64,000 a year."

– *The Chronicle of Higher Education*, March 31, 2008

Not a drop to spare

"Creating meaningful change in water institutions is difficult and management by crisis is often the norm. It's not that we don't know where changes are needed; the problem is to find the public commitment and political will to make them."

– Neil S. Grigg, CSU professor of civil engineering, from an article in *The Denver Post*, addressing Colorado's limited water supplies

(Access the full story at http://www.denverpost.com/search/ci_%3Ca%20class='srNewsTitleLink'%20href='http://www.denverpost.com/ci_8267249)

► CAMPUS QUOTABLE

Death by pine beetle

“The population built up rapidly and exploded. It takes out the mature trees.”

– Ingrid Aguayo, Colorado State Forest Service entomologist, who estimates 60 percent of Colorado’s lodgepole pines have been affected by the pine beetle infestation

(CBS News, The Associated Press, Newsday, Science Daily, Orlando Sentinel, Glenwood Springs Post Independent, March 27, 2008)



Going bananas

“Probably 100 people handled that banana before you did.”

– Ann Zander, Colorado State Extension agent, in an article about food safety and the importance of washing produce

(Sun-Sentinel, April 4, 2008)

Gene whisperer

“Genes that we have believed to be silent are actually whispering.”

– Andrey Ptitsyn, assistant professor in the College of Veterinary Medicine and Biomedical Sciences, who applied a common physics principle to find oscillating patterns of gene expression in genes previously thought to be shut off

(Science Daily, March 27, 2008)