

# COMMENT *Quarterly* *Occasionally*

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

SUMMER 2009

ISSUE 6, VOL. 3

*In this time of economic belt-tightening and budget-reductions, Comment Quarterly, too, is down-sizing. While Comment will continue to provide in-depth coverage of issues affecting Colorado State, it will no longer be published quarterly so as to reduce costs and help fulfill our commitment as The Green University. This year, look for a fall-winter and spring issue of Comment in your campus mailbox.*

## ***'Green' Teaching Lags Behind Sustainable Operations Nationally***

### ***ALSO INSIDE:***

A Faculty Member's Advice for CSU's New President

Universities Tap Into Social Media

New Team to Manage Campus Crisis Planning

**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:

As the title of this issue of *Comment* illustrates, budget cuts require us to be creative and flexible.

When CSU launched Today@ColoradoState a couple of years ago as the University's online newsletter, our goal was to preserve the print version of *Comment* as a way to explore issues in a little more depth than can be done in an online format. Thus, *Comment Quarterly* was born, with the obvious expectation that it would come out on a quarterly basis. But like everyone else on campus, we're trying to reduce expenses, and our goal now is to put out a publication three times a year that provides a somewhat more in-depth look at some of the issues and challenges facing CSU and higher education in Colorado.

One of my greatest responsibilities as president is to help keep the campus informed, and I'll continue to try to do that through periodic e-mails as there's news and insight to share. The print format of *Comment* is a somewhat different animal. This isn't a vehicle for conveying up-to-the-minute news, but rather to help put the news in perspective – to capture some of what's happening around the world and country and share some of the reasoning behind decisions and strategies made in various parts of the University.

My hope is that this publication will take on an increasingly academic focus, as a vehicle for publishing major faculty lectures and commentary, showcasing our faculty who are receiving significant attention for their work, and providing some context for the issues that affect our working lives. It's published out of the President's Office with the hope that it can evolve into a vibrant, energetic vehicle for communicating information and exchanging perspectives that are of interest to the broad community of CSU faculty and staff.

Like its title, *Comment* is a work in progress. We welcome your suggestions, submissions, and recommendations on how to make it of greatest benefit to you.

Best wishes,

A handwritten signature in black ink, appearing to read "Tony Frank". The signature is fluid and cursive.

Tony Frank  
President

## EDITOR

Peg Kowalczyk

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# COMMENT

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

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## ‘Green’ Teaching Lags Behind Sustainable Operations Nationally

### **CSU exception to trend**

Colleges and universities are making sustainability operations a priority, but teaching and learning about sustainability are in decline, according to the largest environmental survey of its kind in the United States. *The Campus Environment 2008 Report Card*, administered by National Wildlife Federation and Princeton Survey Research Associates International, reviews trends and developments in environmental performance and sustainability at 1,068 U.S. institutions of higher education.

The study rates institutional performance on a broad range of conservation issues, including energy, water, transportation, landscaping, waste reduction, and environmental literacy. While environmental rankings now proliferate in higher education, this study is the nation’s largest, with 27 percent of U.S. colleges responding. It was also the first study of its kind when conducted in 2001. Eleven Colorado colleges and universities participated in the study. (While Colorado State University regularly responds to surveys of this type, it was not included in this particular study because the survey was sent to an inactive e-mail account. CSU fully expects to participate in the next round of this study, which is conducted every two years.)

The *2008 Report Card* found that environmentally progressive and sustainable operations are now ranked among the highest priorities on participating campuses. Sixty-five percent of colleges had committed to sustainability plans in 2008, compared with 43 percent in the 2001 survey. Institutions also reported a commitment to hiring staff members to oversee sustainability programs. More than 90 percent of institutions had hired or planned to hire an energy conservation manager, compared with 42 percent in 2001, and half of colleges employed a green-purchasing coordinator, compared with 13 percent years earlier.

**But sustainability lost ground in the classroom.** Students are less likely to be environmentally literate when they graduate than their predecessors, the study finds. About two-thirds of U.S. colleges surveyed had majors or minors in environmental and sustainability fields in 2001. Now about half do. The addition of interdisciplinary degree programs in sustainability might account for the decline in majors and minors, the report notes. But fewer students had taken courses in sustainability by graduation in 2008, compared with 2001, and fewer institutions reported having programs that support faculty professional development on sustainability topics.

Essentially, the report finds that campus leaders value sustainability, but the curriculum doesn’t necessarily reflect those values. “They speak about it, plan for it, hire staff to support it, and the campuses they lead are steadily becoming greener models for the wider society,” says Julian Keniry, NWF’s senior director of campus and community leadership. “At the same time, the educational curricula to prepare students for a post-college world influenced by climate change are not keeping pace.”

**Colorado State University, however, is bucking the declining green-teaching trend.** With an estimated potential for 40 million new U.S. jobs in the renewable energy industry alone by the year 2030, according to the American Solar Energy Society, CSU aims to contribute to the green workforce – from the classroom. CSU’s eight colleges collectively offer more than 240 multidisciplinary classes that address the environment and sustainability, from such courses as Global Carbon Cycle and Global Social Sustainable Entrepreneurship to Agricultural Ethics and Environmental Sociology.



The green courses are part of a bigger plan. Colorado State's new School of Global Environmental Sustainability, announced in July 2008, will centralize environmental education and research at the University. The school will position CSU to address the multiple challenges to global sustainability through broad-based research, curricular, and outreach initiatives, says Diana Wall, founding director and world-leading environmental researcher. The endeavor capitalizes on the University's historic strength in environmental research and education and builds on the education and research that already exists within all eight colleges on campus. Food security, poverty, inequality, water quality and management, environmental governance, desertification, climate change, industrial ecology, global change and infectious diseases, sustainable engineering, loss of biodiversity, population growth, and urbanization will be among the emphasized areas of study.

"The School was a response to cross-college interactions that were already ongoing in sustainability and global changes," says Wall. Recognition of CSU's strengths in issues of the environment, the need to have an umbrella organization to enhance those many areas – from urbanization to water transport to modeling dependence on the future of land-use change – and addressing the increasing market demands for relevant education are reasons the school was established, explains Wall.

**The School of Global Environmental Sustainability will eventually offer degree and certificate programs** at the undergraduate and graduate levels. "The concept of new degree and certificate programs has been debated by the Faculty Council. An Interdisciplinary Studies Program is structurally permitted for the School under the Faculty Council Code as an interdisciplinary center, institute, or other unit," says Kathleen Pickering, assistant director of the new School and associate professor of anthropology.

The University Curriculum Committee placed a prefix request for the School of Global Environmental Sustainability, or SoGES, but the request is currently tabled, notes Pickering. The School's Curriculum Committee is identifying courses that provide students with content on sustainability – either as attributes in ARIES, if possible, or on a website – and a framework for interdisciplinary sustainability at the graduate and undergraduate level that each CSU college can customize for its own students, explains Pickering. The School's curriculum committee plans to complete those two activities during the Fall 2009 semester, with input from the faculty of all the colleges through the approval channels required by the University Curriculum Committee and Faculty Council. New courses will be identified during this process and developed simultaneously.

"There will not be a degree by 2010," says Pickering, "but interdisciplinary certificate programs, certificates of completion, identified SoGES-related courses, and new courses should all be available by 2010 for students to take within the School." Four University-wide faculty workshops were offered this semester to flesh out the interdisciplinary sustainability framework and the courses that would meet each element of that framework, Pickering says.

**Colorado State University has long focused on environmental and sustainable education.** Colorado State's Engines and Energy Conversion Laboratory <<http://www.energy.colostate.edu/>>, where two-thirds of the student researchers are undergraduates, provides solutions for chronic health and environmental issues affecting billions of people in the developing world. Research at the engines lab routinely leads to new business spin-offs – and new jobs. As a result, students in the engines lab gain invaluable training and potential employment opportunities. The lab is known for developing the two-stroke engine retrofit technology that is significantly reducing air pollution in the developing world.

The technology developed in the lab evolved into Envirofit International Ltd., which in 2006 was named one of the top five environmental laureates by Silicon Valley's Tech Museum of Innovation – only one of 25 technological advancements recognized out of a pool of 647 from 80 countries. This spring, CSU Professor Bryan Willson, co-founder of Envirofit and Solix Biofuels, joined President Barack Obama, Microsoft mogul Bill Gates, and New York Mayor Michael Bloomberg on the "Scientific American 10" – an honor roll for innovations that benefit humanity. Engineering researchers in the engines lab work closely with the College of Business to create unique funding mechanisms to sell the products in the developing world.

## At a Glance: Campus Environment Report Card

*The Campus Environment 2008 Report Card*, the largest comprehensive, nationwide sustainability study to date, found that environmentally progressive and sustainable operations are now ranked among the highest priorities. Ironically, however, students are less likely to be environmentally literate when they graduate than their predecessors. Access the report at <<http://www.nwf.org/campusEcology/campusreportcard.cfm>>.

### Among the Findings

- The most prevalent environmental initiative: water conservation
- The most popular performance goal: conserving energy
- The biggest green opportunity colleges are missing: adequate education about sustainability for students
- The biggest obstacle to expanding environmental and sustainability programming: funding

### By the Numbers

- **50**  
Number of states participating in survey
- **1,068**  
Number of campuses participating
- **27%**  
Percentage of all U.S. colleges and universities responding
- **11**  
Number of Colorado colleges and universities participating (Colorado State was not a participant): Aims Community College, Colorado College, Colorado School of Mines, Naropa University, National Theatre Conservatory, Northeastern Junior College, Regis University, Rocky Mountain College of Art and Design, University of Colorado, University of Colorado and Health Sciences Center, University of Denver
- **334**  
Number of participating schools recognized for exemplary programs or a strong commitment to "do more"

Source: *Campus Environment 2008: A National Report Card on Sustainability in Higher Education*





### Green Positioning

"Few, if any, sectors of American society are better positioned than U.S. higher education – and perhaps none face the moral imperative – to lead on issues of environmental performance and sustainability. With less than 5 percent of the world's population, the U.S. uses almost 25 percent of the world's resources, and its universities are among the most numerous and well-to-do in the world. Endowed with excellent research facilities, libraries, inspirational educators leading a broad array of disciplines, energized students, and experienced staff, colleges and universities enjoy a unique mix of resources that, when harnessed with vision and persistence, can help lead society towards a more sustainable future."

– *Campus Environment 2008: A National Report Card on Sustainability in Higher Education*, National Wildlife Federation

CSU's College of Business emphasizes entrepreneurial, sustainable approaches to address the global challenges of poverty, environmental degradation, and poor health. In 2007, the college launched the 18-month master's degree program in Global Social and Sustainable Enterprise. Students take traditional master's level courses in marketing, finance, and entrepreneurship that also provide deeper coverage of environmental and social policy implications. The GSSE program teaches students how to create enterprises that have a global impact, empowering the new-energy generation to take business to an environmentally sustainable, socially responsible, and profitable level.

### Students and professors in Colorado State's Global Innovation Center for Energy, Health, and the Environment also pursue opportunities to make an impact throughout the world.

And CSU's Natural Resource Ecology Laboratory, which began as a grasslands lab and developed into a world class ecosystem research institute, enables researchers to penetrate the complexities of ecosystems by linking the dynamics of soil, plant, and animal life, and the atmosphere. Many of Colorado State University's scientists have worked with the Intergovernmental Panel on Climate Change, which shared the Nobel Peace Prize in 2007 – providing a unique mentoring opportunity for the students who work under these award-winning professors.

Changing Climates@Colorado State, a 2007 grassroots venture of CSU English professors John Calderazzo and SueEllen Campbell, helps faculty across the curriculum add climate content to their courses. The network offers an education series that attracts an average of 250 people in its monthly seminars, says Calderazzo. The series received early, crucial funding from College of Liberal Arts, the English Department, and the CSU President's Club and now is sponsored primarily by the Center for Multi-Scale Modeling of Atmospheric Processes, or CMMAP, a National Science Foundation Science and Technology Center that encourages interest in the atmospheric sciences at all educational levels.

The campus sessions offered in early 2009, for example, addressed solutions to the climate problem, the effects of climate change on people, and climate change politics and policy. Next year, Calderazzo and Campbell will take Changing Climates@CSU nationally. By creating Web texts and YouTube videos with climate change experts from a variety of disciplines, teachers here and at universities throughout the United States can use the resources in their classrooms.

### The issue doesn't belong strictly to the atmospheric scientists and biologists, contend Calderazzo and Campbell: "Climate change is everybody's business."

Like the broad issue of climate change, says Calderazzo, "Opportunities are in the challenges." Colorado State University is well-positioned to meet those challenges. *Comment*

Sources: National Wildlife Federation; *The Campus Environment 2008 Report Card*; *The Chronicle of Higher Education*, "Colleges Get Greener in Operations, but Not in Teaching," Aug. 21, 2008; Colorado State University

## Campus Commuters, Polluters?

Since 2001, the number of campuses nationally using clean renewable energy has grown significantly, and a new movement is focused on reducing emissions of carbon dioxide and other greenhouse gases. Little progress, however, has been made in reducing the congestion, pollution, and other environmental effects associated with campus commuting, reports the National Wildlife Federation in its *Campus Environment 2008 Report Card*.

The vast majority of 1,068 schools surveyed say faculty, staff, and students drive alone to campus – more than 60 percent. (Within this majority, 40 percent of schools report that more than 80 percent of faculty and staff drive solo to campus.) Although students are more likely to share transportation, a total of 39 percent of schools report that more than 60 percent of their students travel to campus by driving alone.

Colorado State employees and students seem to have out-greened the national average when commuting, according to the University's own commuter survey, published in December. More than half of all CSU faculty, staff, and students commute to campus using alternative forms of

transportation. Of the more than 8,500 CSU survey participants, 56 percent reportedly carpooled, biked, walked, or bused to campus, and 42 percent drove single-occupant vehicles. Nationally, according to 2007 figures from the U.S. Census Bureau, 76 percent of Americans commute by single-occupant vehicle.

The University's commuting survey was conducted by CSU's Department of Facilities Management and documents travel-to-work activity in spring, summer, and fall 2008. *Comment*

## New Public Safety Team Structure to Manage Campus Crisis Planning

"In recent years, colleges and universities have been beset by a wide variety of crises that, although not as devastating as Katrina and 9/11, have seriously damaged their infrastructures, reputations, and prestige," wrote professors Ian Mitroff, Michael Diamond, and C. Murat Alpasian in a 2006 report for *Change* magazine, "How Prepared Are America's Colleges and Universities for Major Crises?"

"Colleges and universities, if not necessarily their leaders, generally survive everything from earthquakes to grade scandals," the authors continued. "However, as the complexity of institutional operations, technology, and infrastructure increases, the risks facing universities and their leaders multiply as well, and wise leaders will plan accordingly."

**Over the last 20 years, Colorado State University has experienced firsthand the need for a well-coordinated public safety plan** to respond to disasters ranging from the natural (major snowstorms and the 1997 flood) and the not-so-natural (student riots, the occasional laboratory chemical spill). With the passage of the 1990 Campus Security Act – renamed in 1998 as the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act – higher education institutions also took on new responsibilities for making campus crime statistics and security policies available for public perusal, requiring campuses like CSU to pay greater attention to communicating with students, faculty, and staff about campus safety.

For many years, a CSU group called the Emergency Management Team managed institutional crisis-response efforts, pulling together the resources of the CSUPD, Environmental Health Services, Student Affairs, Public Relations, Housing, and many other campus units. When former CSU Police Chief Dexter Yarbrough was appointed last year to a new position – Associate Vice President for Public Safety – he took over leadership of the Emergency Management Team and formal responsibility for overseeing public safety activities on campus.

With Yarbrough's departure earlier this year, then-Interim President Tony Frank eliminated the Associate Vice President position and reassigned public-safety oversight responsibilities to his own office, under the direction of Chief of Staff Mark Gill. With this switch, the name of the Emergency Management Team was changed to the Public Safety Team, and it was restructured to more effectively coordinate campuswide safety activities, crisis planning, and communication.

In making the change, Frank said he wanted to make sure that public safety and crisis response activities at CSU are led by key central decision-makers with the authority to quickly deploy people and resources in an emergency. The Public Safety Team now has a broadened mission that includes the coordination of policies, prevention strategies, and education and training regarding crisis prevention and threat-assessment techniques, in addition to disaster preparedness, mitigation, response, and recovery.

### **The new Public Safety Team includes the following positions:**

- President's Chief of Staff – Committee Chair
- Provost
- Vice President for Administrative Services
- Vice President for Information Technology

### **CSU's Green Resources**

- **CSU's The Green University**  
<http://www.green.colostate.edu/>
- **CSU's green course list**  
<http://www.green.colostate.edu/courses.aspx>
- **CSU's School of Global Environmental Sustainability**  
<http://soges.colostate.edu/>
- **Changing Climates @ Colorado State**  
<http://changingclimates.colostate.edu/>
- **CSU's Clean Energy Superclusters**  
<http://www.energy.colostate.edu/>
- **CSU's Engines and Energy Conversion Laboratory**  
<http://www.eecl.colostate.edu/>

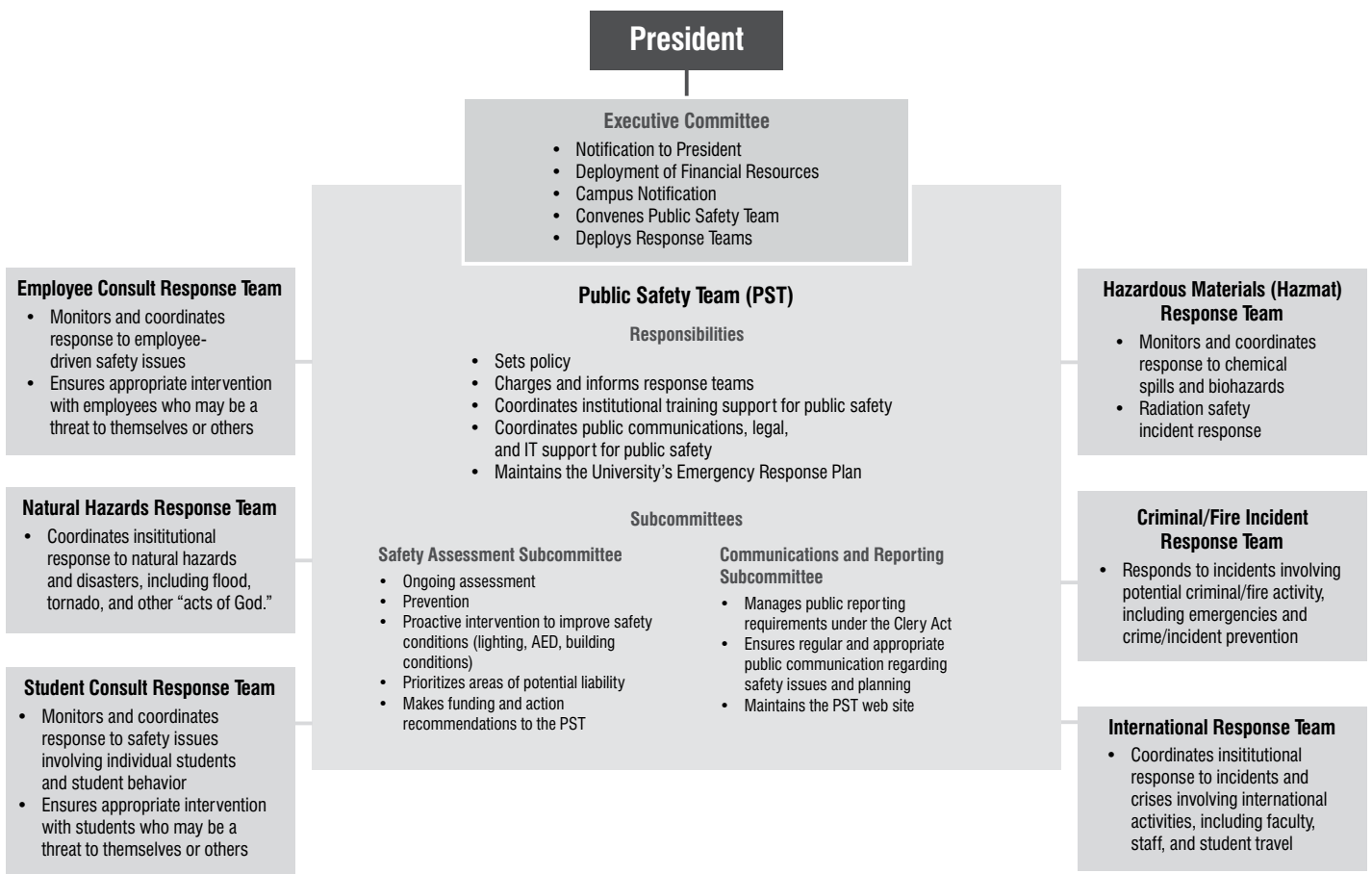


- Dean of Students
- Chief of the CSU Police Department
- Director of Environmental Health Services
- Deputy General Counsel
- CSUPD officer assigned to Student Consult Team
- Director of Public and Media Relations
- Director of Administrative Communications

In addition, there is an Executive Committee of the Public Safety Team consisting of the President’s Chief of Staff, the Provost, the Vice President for Administrative Services, and the Deputy General Counsel. This group meets on an as-needed basis and will be primarily responsible for communicating with the President, Cabinet, and other University leadership on matters related to public safety, particularly during an actual emergency.

**The Change study by Mitroff, Diamond, and Alpasian found that an ideal crisis-preparedness program for a college campus has four essential components:** “1) preparation for a broad range of crisis types; 2) mechanisms for picking up and amplifying the early

Organizational Structure for Public Safety Management





warning signals that accompany all crises and are generally perceptible far in advance of the event; 3) a well-trained, interdisciplinary crisis-management team; and 4) the inclusion of a wide variety of both internal and external stakeholders in crisis plans, policies, and procedures.”

The new structure for the Public Safety Team at CSU incorporates each of these components, in part through a series of nimble, integrated Response Teams that can be called up to manage specific responses to different types of crises. These Response Teams may meet routinely on their own or assemble only as needed during a crisis. The Response Teams will work regularly with the Public Safety Team on table-top exercises, training, and on particular issues requiring a specific area of expertise.

**“The new, streamlined team structure is more manageable,”** Gill says. “We now have a smaller number of people monitoring the administrative aspects of public safety, which allows our direct-responders to actually focus on the critical, on-the-ground work involved with maintaining a secure and healthy campus. Strong communication among the different response teams and with the entire campus community is the key, and so far, we seem to be heading in that direction and building a rational, workable model for safety at CSU.”

He adds that the new structure also ensures better coordination among divisions and departments in meeting critical reporting requirements and sharing information with students, faculty, and staff.

In addition to hammering out its new organizational structure this spring, the team worked to monitor the swine flu scare and ensure necessary coordination between CSU and state and local health authorities; evaluated some new technologies and systems for emergency communications; and established an emergency alert system to pull the team together at any time of the day or night in response to a crisis.

Current information about campus safety at CSU is available on the team’s website at <http://safety.colostate.edu/>. *Comment*

## How Will CSU Respond in a Disaster?

### **Colorado State emergency responders are put to the test**

*By Dell Rae Moellenberg, Colorado State University Public and Media Relations*

*Public safety planning and training is a year-round activity at Colorado State involving many different departments and staff members whose jobs include safety responsibilities. This spring, four of CSU’s emergency responders – Dell Rae Moellenberg from Public and Media Relations, Ken Quintana from Environmental Health Services and Housing and Dining Services, Chris Wolf from the Colorado State University Police Department, and Doug Max from Athletics – were asked to participate in a countywide disaster training scenario coordinated by the Federal Emergency Management Association, FEMA, in Maryland. Following is Moellenberg’s account of the experience.*

Imagine the devastation of a 500-year flood of the Big Thompson or Poudre Rivers. Now, imagine both rivers reaching 500-year flood levels at virtually the same moment, in the middle of an August day. Emergency responder resources would be spread thin, families would be separated, roads and bridges would be gone, and, tragically, lives would likely be lost.

**That’s the scenario facing 75 people from Larimer County** at a recent four-day training designed specifically for the region and sponsored by FEMA. Four people from Colorado State University participated in the disaster training, held in Emmitsburg, Md., in April. The training – funded entirely by FEMA – included government employees, emergency responders, and service providers from Fort Collins, Loveland, Estes Park, and the county.



The training, called the Integrated Emergency Management Course, involved classroom lectures and discussion and more than eight hours of realistic, simulated response to an emergency flood. The group attending the training arrived in Maryland with only the knowledge that a flood scenario for the community had been planned.

“Training of this caliber is critical for the safety and well being of all the community,” says Mike Gavin, emergency manager for the city of Fort Collins. Gavin coordinated the trip and training. “It was exciting to see this team of community partners come together and participate during a stressful situation in a very positive and successful manner.”

**To make the training realistic, FEMA visited the community for a week,** gathering flood plain data; taking photos and video of the area; locating important sites on flood maps such as bridges, water treatment plants and schools; and gathering information about typical community activities during August. The information was used to plan an extremely realistic, challenging scenario for the attendees.

During the actual exercise, FEMA trainers introduced about 250 detailed and realistic issues as the situation evolved for responders to address within a five-hour timeframe. The scenarios included digitally altered photos and breaking news reports depicting the devastation to the area for the use of the responders, as well as realistic news ‘coverage’ of how the emergency responders were addressing challenges based on the group’s responses during a scenario. Law enforcement officers, firefighters, Red Cross representatives, coroner investigators, facilities planners, water and wastewater officials, road and bridge managers, emergency dispatchers, public information officers, civil engineers, meteorologists, EMS responders, attorneys, and a local elected official – all who would be involved in responding to an actual emergency in Larimer County – attended the scenario.

A five-hour scenario of the response to flash flooding was followed the next day with instruction from national experts on long-term natural disaster recovery and several more hours of an exercise simulating how the community would address long-term community needs.

**The damage of two 500-year floods occurring simultaneously in the Larimer County community is staggering to comprehend.** Total property losses in the scenario, based on a realistic estimate, would tally around \$362 million. In our community, there would be 2,288 displaced households and 5,597 people needing short-term shelter. More than 29,900 tons of debris would need to be addressed – that’s 1,197 truckloads of about 25 tons per truck.

FEMA does not issue a formal evaluation of a community’s performance during training. However, at the conclusion of the training, the community received compliments from FEMA for its response.

The scenario gave community members an opportunity to ask questions about their response to such an emergency and to work out solutions to the obstacles that such an event places in front of responders and citizens.

**FEMA accepts only five community applications for a tailored training each year.** Top disaster response experts from around the nation provide classroom instruction and scenario planning and execution of the training.

The opportunity for CSU to participate in such training is invaluable. Each day held experiences for team members that ultimately strengthen the University and community’s response in the face of the next safety challenge. The training represented an opportunity to examine CSU’s responses and assumptions about what works and what doesn’t, share ideas and benefit from the ideas of others, and test the collaborative response of the community. It also provided an opportunity to strengthen relationships with others involved in addressing emergencies within the community, further ensuring our collective ability to come together to maximize resources and expertise for the benefit of the University and each community within the county. *Comment*

## Universities Tap Into Social Media to Recruit Prospective Students

Seeking an increasingly elusive admissions edge, colleges and universities nationally are posting promotional videos on YouTube, advertising on Facebook, creating podcasts for iTunes, and blogging on networking sites. “Gone are the days when universities courted prospective students solely through college fairs, direct mail campaigns, and high school visits,” reports the *San Diego Union-Tribune*.

**The use of such social media by higher education marketers has outpaced Fortune 500 companies**, says Nora Ganim Barnes, director for the Center for Marketing Research at the University of Massachusetts Dartmouth, in the first statistically significant, longitudinal study on the usage of the media in corporations. The new study compares corporate adoption of social media – consumer-generated media that integrates technology, telecommunications, and social interaction – between 2007 and 2008 by Inc. 500, in an annual list of the fastest-growing private U.S. companies. (Access the full study at <http://www.umassd.edu/cmrr/studiesresearch/blogstudy5.cfm>.) “Schools that don’t have an online presence in social media are going to be sidelined,” Ganim tells the *Union-Tribune*.

**Colorado State University’s Office of Admissions is well aware of social networking and media trends** and is integrating new marketing venues with caution. “Should you look up students on MySpace and Facebook? Should that impact their chances for admission?” posits Jim Rawlins, CSU’s executive director of admissions.

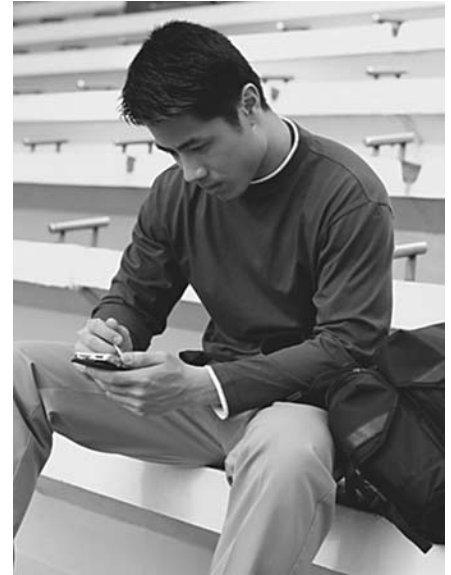
“Facebook and MySpace have the potential to provide a place for students to impress or fail to impress,” says Rawlins. While CSU has an active social media presence to build interest in everything from Homecoming to Cam the Ram, Admissions isn’t currently trying to build a presence on those sites to try to recruit students because prospective students haven’t indicated they want to receive information through those channels. Rawlins says the University does place a value in such generation-next communication vehicles, and Colorado State Admissions counselors are tapping into IM, or instant messaging, technology by providing students with their contact names. And while the staff members have received only a few hits as a result, the approach will provide a way to informally test the real-time response waters from prospective students, he notes.

**“We’re going to be there strategically,”** says Rawlins, about venturing into social networking channels to market the University. On a recent CSU recruiting trip, 150 students completed contact forms, which included a blank for an IM name. But only three students provided their IM information. “Just because we can, doesn’t mean we should,” says Rawlins. “Frankly, students aren’t wild about us being there,” he says, of the establishment stepping into what was once the social terrain of young people only. “Students blog, but they may not want to see our blogs. Blogs and Facebook pages actually are at the bottom of the list in terms of ways students want to be contacted.”

All students aren’t equally responsive. MIT, for example, boasts the most successful blog sites, contends Rawlins. “Those students care. Juilliard students, not so much.” A university Facebook presence might actually be more effective for the parents of prospective students, he notes. “We get funny looks from students when we intrude into their communication territory.”

**Today, admissions offices use e-mail more to communicate with parents than with students**, Rawlins explains. “E-mail is perceived as old-fashioned by students – it’s the way you talk with ‘old people.’ But students are also tactile; they still want one key print piece from a university.”

Although at this time CSU Admissions has opted not to establish a major presence within social media channels, the University is actively making appropriate and timely changes in its marketing, while keeping an eye on current trends. By cutting production on certain publications, eliminating



paper applications and maintaining an up-to-date online application process, and focusing on its printed “Unlimited Options” Viewbook, (which, says Rawlins, we could argue is more for parents than students), CSU is responding to the new, social media age. *Comment*

Sources: Colorado State University; *Inside Higher Education*, “Taking Facebook Back to Campus,” Oct. 24, 2008; *San Diego Union-Tribune*, “Universities turn to Web to Recruit New Generation,” Aug. 19, 2008

## University Admissions Offices Use Social Networking Sites

Colleges and universities are incorporating social media – consumer-generated media/ social networking sites that integrate technology, telecommunications, and social interaction – into their recruiting. Several national studies have tracked the use of this newest technology within university admissions offices.

**33%**

Blogged for recruitment purposes

**35%**

Used online chat rooms in 2006, a jump from 12% in 2002

**29%**

Used social networking sites such as Facebook and MySpace as a recruitment tool

**51%**

Viewed social media as very important to their marketing and recruitment strategy

Sources: *Social Media in the Inc. 500: The First Longitudinal Study*, conducted by Nora Ganim Barnes, Ph.D.; annual surveys by the National Association for College Admission Counseling

## Maturation Trumps Educational Experience in Development of College Students

How well college students learn and develop may be due more to the normal process of maturing than the college experience itself, according to researchers at Indiana State University. A new assessment instrument, University Learning Outcomes Assessment, or UniLOA, examines seven areas of a student’s life – critical thinking, self-awareness, communication, diversity, citizenship, membership and leadership, and relationships – as they relate to student development.

The UniLOA, which is administered in paper or electronic format and typically is completed in 20 minutes, is designed to measure actual behaviors, rather than students’ attitudes or beliefs.

Data was collected in a pilot program during a 24-month period from more than 3,000 students, representing 65 U.S. private and public institutions of higher education.

### Among the findings:

- Citizenship has a much lower score than any of the other areas measured in the survey.
- Students belonging to two or three formally organized organizations or activities, however, score higher on citizenship, membership and leadership, and relationships than those belonging to more or fewer organizations.
- Students holding two leadership positions score higher in citizenship, membership, and leadership than those holding fewer or more positions.
- Females engage in meaningful behaviors consistent with self-awareness and communication at a greater rate than males, while males engage in behaviors consistent with citizenship and membership/leadership at a rate greater than females.

- Students reporting membership in a fraternity or sorority score higher on critical thinking, diversity, citizenship, membership and leadership, and relationships than students not affiliated.
- Student ethnicity produces different score profiles for critical thinking, self awareness, communication, and membership and leadership.
- Scores in all areas correlate more with the educational level of the parents. However, socioeconomic status, as measured by receiving a Pell Grant, does not appear to be a factor affecting scores in any of the areas surveyed.
- Students with majors in humanities, pre-medicine/dentistry, and social sciences score higher in critical thinking, communication, and citizenship than students majoring in general studies, pre-law, and recreation/sports/leisure. Undeclared majors score the lowest. *Comment*

Source: *University Business*, Nov. 4, 2008; Indiana State University. Access a full report of the findings at [www.uniloo.org](http://www.uniloo.org).



## CSU Tracks Graduation, Persistence, Attrition Rates

*The Freshmen Retention Study* conducted by Institutional Research at Colorado State University tracks graduation, persistence, and attrition rates of new freshmen entering CSU. *The Transfer Student Profile and Retention Study*, also conducted by IR, looks at graduation, persistence, and attrition rates for undergraduate resident-instruction, or RI, students who transfer to CSU from another institution. Some highlights from the two most recent studies are excerpted below.

### Highlights of the 2008-09 Freshmen Retention Study

- Nearly 63% of Fall 2002, or FA02, freshmen (3,829 students) graduated within six years; about 58% graduated within five years, and 35% graduated within four years.
- The six-year persistence rate for the FA02 cohort is 65%.
- The six-year persistence rate for CSU's minority cohort entering FA02 (508 students) is approximately 61%; 31% graduated within four years.
- Almost 82% of FA02 freshmen who had GPAs of 3.5 or better graduated within six years; approximately 62% graduated within four years.
- New freshmen enrollment has steadily increased since 2005; FA08 has 13% more freshmen (4,404 students) than FA05 and is the largest freshman class thus far.
- 88% of new freshmen enrolling in FA08 had index scores of 101 or higher; nearly 60% had index scores of 110 or better.

### Highlights of the 2007-08 Transfer Profile and Retention Study

*Academic year 2008, or AY08, transfer cohort profile demographics*

- 13% minority (14% of the fall cohort and 11% of the spring cohort)



- 23% nonresident (22% of the fall cohort and 25% of the spring cohort)
- 46% female (46% of the fall cohort and 48% of the spring cohort)
- 13% of transfer students enroll for less than 12 RI credits in their first semester at CSU. As a point of reference, only about 1% of new freshmen attend part-time. Students who transfer and attend part-time their first semester have lower second-semester persistence and lower six-year graduation rates than those who attend full-time their first semester.
- 41% of transfers enter as sophomores (41% of the fall cohort and 40% of the spring cohort).
- 49% transfer from a four-year college/university (51% of the fall cohort and 45% of the spring cohort).
- Students who transfer from a two-year institution persist to their second-semester at a similar rate when compared to their four-year transfer counterparts. Second-semester persistence seems to be more related to fall or spring entrance than to transfer institution type.
- 28% of transfer students begin in the spring. However, as noted earlier, these students still tend to transfer to CSU with at least a full year of college credits.
- Regardless of entering in fall or spring, most transfer students take an additional three years to graduate.
- The graduation rate for transfer students does not increase greatly after five years. Transfers from four-year institutions graduate at a higher rate than the two-year transfers.
- The six-year persistence rate for transfer students is 65% for the AY02 cohort.
- About 9% of our fall transfer students do not persist to their second semester, and about 17% of our spring transfers do not persist to their second semester (three-year moving average). However, six-year persistence rates do not seem to be related to fall or spring entrance.
- Most students transfer with declared majors in the colleges of Applied Human Sciences or Liberal Arts or have an Intra-University major. The College of Business has the highest persistence rate for both fall and spring cohorts. *Comment*

Source: Institutional Research, Colorado State University; <http://www.ir.colostate.edu/degree-grad.html>.

## ► FINANCES

### Universities Move to Survival Mode in Market Meltdown

The global financial crisis has bullied its way into higher education. Suffering from declining state support, tightening credit, and losses on endowment earnings, some institutions of higher learning are taking radical steps to continue to do business in these tough economic times.

Wachovia Bank last October froze the accounts of nearly 1,000 colleges, leaving those institutions unable to access billions of dollars needed to pay salaries, campus construction, and debt payments, reports Kelly Field of *The Chronicle of Higher Education*. The Common Fund for Short Term Investments managed the approximately \$9.3 billion in assets for the institutions. Last September, Citigroup acquired Wachovia in the FDIC breakup of the corporation and forced sale, announced that it was resigning as trustee of the Common Fund Short Term Fund, and allowed plan participants to withdraw only 10 percent of their assets – the value of the securities that had reached maturity. That percentage was expected to reach 57 percent by the end of this year and 74 percent by the end of 2009, reports Field.

Ironically, higher education represents economic and social progress, but public investment in it is not keeping pace. “[S]tate investment per public-university student was at a 25-year low in 2005, and the gains of the last two years are likely to be wiped out by today’s weak economy,” writes Christopher Newfield in *The Chronicle of Higher Education*. State funding for Colorado’s colleges and universities continue to rank 48th in the nation.

Nationally, buyouts and layoffs are likely to be among the options if budgets continue to tighten, says Kirk Beyer, president of the board of directors of the College and University Professional Association for Human Resources. The University of Memphis in December announced a voluntary buyout plan for 115 positions, including administrators, professors, and staff members that will save the institution \$1.5 million. And Boston University will freeze hiring and place a moratorium on all construction projects not already underway, reports the *Boston Globe*.

## Cuts across the country

Universities nationally proposed ways to balance their budgets:

- California's state universities, the largest U.S. public network of colleges, would reportedly reduce its student body by 10,000 because of a drop in funding, reports *The Guardian*. In January, University of California officials proposed reducing freshman enrollment for fall by 2,300 students, or about 6 percent, to cope with insufficient state funding, reports California State University Northridge.
- In Arizona, state revenues were down again last year because of a sluggish economy, reports the *Arizona Republic*. Arizona State University officials anticipate \$25 million or more in state budget cuts – this on top of the \$30 million the university already has cut. ASU was prepared to lay off 200 or more faculty associates and dramatically increase some class sizes, from 300 to 1,000 students.
- Yale University reportedly will cut some non-faculty jobs and reduce the size of salary increases, among other budget measures, to make up for a \$6 million budget loss.
- The University of Florida in May 2008 announced plans to eliminate 430 faculty and staff positions – 290 already vacant – and cut student enrollment by 1,000 each year over the next four years, reports the *Gainesville Sun*.
- The University System of Maryland in November froze hiring, cut course offerings, and delayed maintenance work to absorb a \$30 million cut in state funding. This is in addition to paring \$94 million, begun in 2004, from the 11-campus system. Those cuts included increasing faculty course loads by about 10 percent on most campuses, and by 20 percent at research institutions. A tuition increase is likely if the recent cost-cutting measures affect enrollment.
- Harvard University suspended faculty hiring for 2009 and will freeze salaries for professors and non-union staff in fiscal 2010, reports the *Harvard Crimson*. The university announced in June that it is laying off 275 staff members and trimming the hours of another 40 workers, thanks to its tanking endowment. No faculty jobs will be cut.
- Washington State University will eliminate three academic programs and 360 positions as it tries to slice its budget by \$54 million over the next two years, reports the *Puget Sound Business Journal*. Of those due-to-be cut jobs, about 167 are vacant, while another 116 are currently occupied. Another 47 employees have opted to retire early and others will have their hours cut.
- The University of Nevada at Reno is slashing 279 positions in response to a 15 percent reduction in its state budget, according to the *Associated Press*. *Comment*



## Nationally, Universities Suffer Endowment Losses

### ***Wall Street's woes test higher education's, CSU's future***

University endowments have taken a beating in the global financial mess, and relief is not likely any time soon, experts warn. College endowments – which are invested heavily in stocks, bonds, and property assets – have been hit hard by the stock market's struggles and state funding crunches.

Moody's Investors Service, which provides credit ratings and assesses credit risk for 2,400 institutions around the world, estimated college endowments nationwide lost 5 to 7 percent on average last fiscal year, the first negative returns since 2002, reports the *Florida Times-Union*.

Universities and colleges across the United States are making cuts or delaying building plans because of shrinking endowments and reductions in state funding:

- Harvard University’s \$36.0 billion endowment, the largest of any university, suffered investment losses of at least 22 percent in the first four months of the school’s fiscal year, about \$8 billion, according to the *Financial Times*.
- Yale University reported a loss of about \$6 billion since June 30, 2008, from its endowment – valued at \$17 billion in December – creating a shortfall of \$100 million in next year’s budget.
- Trinity College’s endowment, which supports 16 percent of its annual operating budget, dropped from \$436 million at the end of 2007 to \$371 million on Sept. 30, 2008, a 14.9 percent drop, reports HartfordBusiness.com.
- Wesleyan University’s \$700 endowment shrank to \$580 million on Sept. 30, 2008, according to the school’s website.
- The University of North Florida’s endowment fell almost 12 percent in September 2008, writes the *Florida Times-Union* this past November.
- Stanford University, whose endowment fund was valued at \$17 billion last year, announced its own cost-cutting measures in December 2008, according to *The Guardian*.
- Rutgers’ \$548 million endowment was down 20 percent, to \$443 million, in October 2008, reports the *Philadelphia Inquirer*.

**Dipping Into Endowments?**

Falling revenue and dwindling student aid are causing some institutions of higher education to increase tuition or dip into their endowments. *The Chronicle of Higher Education* surveyed colleges around the country about their proposed cost-cutting measures. In addition to across-the-board budget cuts and hiring freezes, some institutions proposed the following creative approaches to maximize campus efficiency:

- Accept lower income thresholds to expand financial aid
- Consider a four-day work week
- Forgo raises in 2010
- Freeze executive salaries
- Limit overtime for campus police
- Postpone minor renovations and equipment purchases
- Prohibit staff purchases over \$5,000
- Reduce budget in each of the next two academic years
- Reduce hours at student centers, libraries
- Solicit cost-cutting ideas via website
- Trim landscaping budget
- Turn off air-conditioning on nights and weekends

**How is Colorado State University Foundation faring in the economic downturn?**

The Foundation had \$240 million in total investments as of June 30, 2008, slipping to \$211 million by June 30, 2009, according to Kathleen Henry, president and CEO of the Colorado State University Foundation. The Foundation’s investment losses for fiscal year 2008/2009 were -18.33 percent. The S&P 500 Index return for the same time was -26.23 percent, says Henry.

The not-for-profit Colorado State University Foundation receives, manages, and invests contributions, gifts, and bequests to provide support to CSU and to enhance the purchasing power of the University’s endowment. While considering the maximum total return consistent with the safety of the principal, the Foundation responds to changes in the economic environment, philosophy of the University and the Foundation, and market conditions.

The Foundation considers a wide range of assets, with a major portion of the portfolio consisting of recognized high-grade investments. The performance of the portfolio over time is expected to compare favorably with market indices as well as rank high in comparison with similar portfolios. Liquidity is considered and adequate provision is made in the invested funds of the Foundation to provide for anticipated withdrawals. Prudent diversification of asset classes is also an objective, notes Henry.

Colorado State University Foundation is well diversified across asset classes and managers, says Henry. During the past decade, the CSU Foundation has averaged returns of 7.25 percent, compared to 3.8 percent for the Standard & Poor’s index. *Comment*

CSU Foundation performance results for the fiscal year (ending June 30, 2009):

**Total Invested Assets and Total Return**

Fiscal Year	Invested Assets	Total Return
2008-2009	\$210,973,456	-18.33%
2007-2008	\$239,777,012	-3.85%
2006-2007	\$241,783,000	17.75%
2005-2006	\$200,290,000	11.25%
2004-2005	\$181,366,000	8.25%

Source: Colorado State University Foundation

## CSU Opens Financial Ledgers

In keeping with its commitment to fiscal transparency and accountability, Colorado State will release a new Financial Accountability Report each fall, after the annual financial audit has concluded, and will provide an overview of the University's financial position, revenue, and expenditures.

### 2008 CSU Financial Accountability Report

#### Key points:

- Over the past five years, CSU's revenue has increased from \$593 million to approximately \$750 million.
- Revenue provided by students through tuition and fees was 23 percent in 2004 and 23 percent 2008.
- Revenue from state support has remained consistent over the same five-year period.
- Expenditures for instruction and academic support have also remained consistent over the past five years at 31 percent of University's total expenditures. Likewise, expenditures for research have remained a consistent 23 percent of the University's overall expenditures.
- For FY 2008, students provided \$173.5 million of CSU's revenue through their share of tuition and fees. Also for FY 2008, the University expended \$230.9 million on instruction and academic support.

Financial Accountability Reports are available online at <http://busfin.colostate.edu/finstmt.aspx>. *Comment*

### Recovery Realities

*"If anyone tells you when we will recover, put your hand over your wallet and look for the door."*

– Paul H. O'Neill, first treasury secretary of the Bush Administration, in a speech at the Council of Independent Colleges' Presidents Institute in January, about how the current recession will be different from past ones, in both depth and length

## ▶ NUMBERS

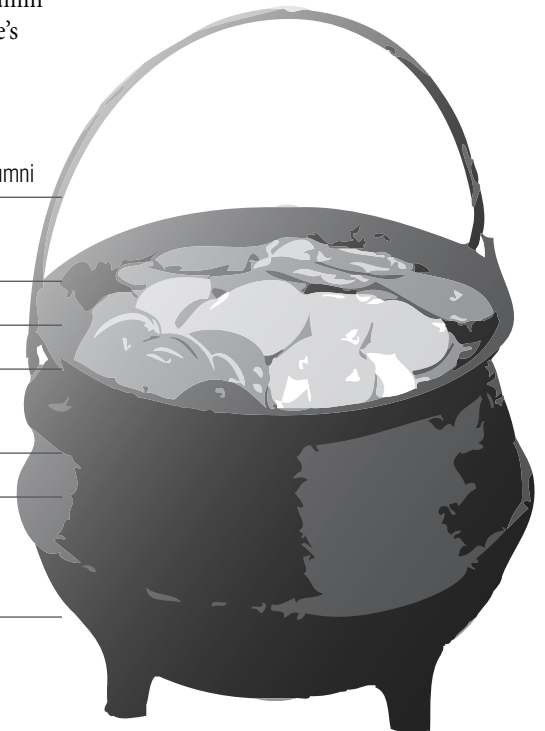
## CSU Provides Statewide Economic Impact

An economic report, *Created to Serve: Colorado State University's Impact on the State's Economy*, produced by CSU economists Martin Shields and Harvey Cutler, documents the economic impact of spending by Colorado State students and employees, the economic contributions of CSU alumni statewide, the innovations from CSU spin-off businesses that add jobs and revenue to the state's economy, and the impact on productivity for Colorado industries and businesses.

### Among the findings

<b>\$4.1 billion</b>	Household income generated by CSU and its 87,000-plus Colorado-based alumni
<b>3.1</b>	Percentage of Colorado's total household income generated by CSU and its Colorado alumni
<b>\$130.8 million</b>	Income tax revenue CSU-affiliated earnings generate at the state level
<b>\$50.2 million</b>	Sales tax revenue CSU-affiliated earnings generate
<b>550</b>	Private-sector jobs created in Colorado last year as a result of CSU spin-off companies
<b>\$79.7 million</b>	Annual productivity at Colorado firms as a result of CSU research
<b>9,700</b>	Number of workers that CSU, Front Range Community College, University of Northern Colorado, and Aims Community College together employ in Northern Colorado
<b>\$400 million+</b>	Annual payroll the region's 9,700 higher education workers represent

Source: *Created to Serve: Colorado State University's Impact on the State's Economy*. Access the full report at <http://www.president.colostate.edu/>.



## Guiding Colorado State University Through Challenging Times

### **CSU's foundation rests on four cornerstones**

*By Tony Frank, President, Colorado State University*

*Following are remarks Tony Frank made at the Colorado State University Board of Governors public session on May 26, at which he was named the finalist for President.*



Nearly 17 years ago, I turned down a reasonably attractive job offer in the pharmaceutical industry because we wanted to raise our family in the west and because, well, I didn't want a career in administration. But while my career path didn't unfold exactly as I pictured it then, I wouldn't change a thing because that decision provided me the opportunity to serve and fall in love with a great American university: Colorado State University.

You all know more than a little something about service to CSU – and you now face the task of selecting the University's next President – at a time of challenge to American public higher education the likes of which none of us has ever seen. So I'll begin by wishing you success, and thanking you – both for your service to CSU and for the opportunity to share my perspectives with you this afternoon.

Many of you have heard me say before that I think perhaps the ultimate question of any organization is whether or not its mission is relevant – compelling, able to attract the best people to the organization – because I believe people are what will make any organization succeed or fail. Colorado State's mission, recently re-articulated under your leadership and guidance, remains every bit as vibrant and alive today as it was nearly 150 years ago when, in the midst of the civil war and a devastated economy, Abraham Lincoln signed the Land Grant Act saying, in effect, we needed educated citizens to make the experiment in democracy work, we needed ideas and an educated workforce to fuel our economic engines, and that the benefits we'd all receive by chipping in to buy down the cost of offering a college degree to everyone with the ability to earn it would be worth far more to us than what we'd pay into the system as individuals.

**This concept of education both as a public good and as a meritocracy has made our public higher education system the model for the world** – a model being copied with massive national investments in other countries ironically at a time when our system is under economic pressure. These economic pressures are such that – despite the relevance of our mission – attention and focus are shifted to our financial future.

So let me begin with my thoughts on that aspect of CSU because, of the many challenges ahead of the next President of Colorado State University, I can see none more significant than working with the Governor, the leadership of both political parties, the Chancellor, the Board, other higher education leaders, K-12 leaders, the business community, alumni and friends of CSU, and the public to build a sustainable financial foundation for Colorado's public higher education system – a foundation capable of supporting the excellence one should expect in one of America's great universities.

**I see this foundation resting on four cornerstones:** (1) cost containment and the highest standard of accountability so there can be no question that we are good stewards of the public trust; (2) reasonable tuition for those families who can afford to pay; (3) sustainable public funding that recognizes the public good of access to world-class universities; and (4) an unrelenting drive toward excellence in what we do so that there is no question about the return on investment to the family that chooses Colorado State or to the broader public who we as a university exist to serve.



I believe that we have most of the elements needed to build this foundation – and what then rests upon it. Foremost among those elements are our people. We have an exceptional Council of Deans, a strong Cabinet, an outstanding faculty whom I consider it an honor to serve, staff who work hard every day to improve Colorado State, students whose passion and drive inspires all of us, alumni and supporters who want to help build what we know Colorado State should and can be. We have one of the finest research engines available – extraordinarily well-positioned for the demands of the 21st century. We do a better job of maintaining a focus on undergraduate educational excellence than any major research university I know. And we have a shared commitment and viable plans to move the teaching and research activities of the University outside the confines of our campus and broadly into Colorado and our world. In short, the vision for our University – embodied in the stretch goals articulated by all of you and codified by our campus in our strategic plan – is of a top 25 American university with all of the accomplishments that would come with such a position.

**But with this vision come some significant challenges.** Can a large university break the code of what it means to live and learn on a residential campus when the transfer of knowledge can occur 24/7 anywhere in the world? Can we demonstrate that our undergraduates directly benefit by attending one of the world’s leading research universities? Can a top university be built on a foundation of access and affordability? I’d argue this has never been fully accomplished to date. The financial foundation needed to support this vision is not fully built – and existing portions are under significant stress. Despite improvements, the University has never succeeded in development as we must. We must engage our alumni and we have relationships across our state that need to be rebuilt – and some relationships that need to be forged for the first time. We have seen some badly needed new facilities, but there is more work to be done and parts of our existing infrastructure are decaying as we speak. We need more students to select Colorado State, and when they arrive here we need to make sure they have the support needed to succeed. We need to grow the faculty and move our educational improvements from vision to reality.

And we face all of these challenges in the most challenging financial circumstances of our lifetimes and in a competitive environment where our peers – state, regional, national, global – will not be standing still.

**I think we are at a crossroads** where much about the future of American public higher education will be decided. I think the situation in Colorado places CSU under the spotlight on center stage of these crossroads – and the outcomes will, in my opinion, have significant national policy implications. You, as a Board, representing the citizens of Colorado, have a responsibility to put in place the very best leadership you can find for these times, and my advice to you is to hold an unwavering focus on the students and the faculty – because that interaction is fundamentally why universities exist – and their best interests.

Over the past six months, you’ve had the opportunity to give me a pretty thorough “interview.” You knew my management abilities, and now you’ve seen my leadership style; you’ve seen me handle PR, personnel, and financial challenges. You’ve seen how I communicate – with you, with the public, and with the University. You’ve had, I think, the chance to form some pretty solid opinions of my work ethic, my motivations, and how I respond to challenges. In short, you know my strengths and weaknesses pretty well.

I love Colorado State University, and I am passionate about her future. I think I can make some contributions to her success and to help guide the University through these times and challenges. I would consider it a great honor to be asked to serve as Colorado State’s next President, and I would approach the task with all the energy, effort, and commitment I possess. *Comment*



## A Faculty Member's Advice for CSU's New President

By Dr. John Straayer, Professor, Political Science



Perhaps because I've spent the past year splattering my bromides throughout the media, our *Comment* editor kindly asked me if I'd care to offer some advice to our newly selected President. How could I resist?

My first inclination was to do it in a single sentence, which would have been, "Do what Tony Frank would do." But that seemed a bit circular and far too brief, so I kept writing and here is my prescription for the President.

**Number One, in sequence and importance: Remind yourself daily of the purpose of an institution of higher education.** It is about nurturing the "life of the mind." Universities are not here, first and foremost, to draw research dollars, to win football games, to count faculty publications, to generate student credit hours, to keep the lawn mowed, and book shelves orderly. These are all important, to be sure, but they are means, not ends. The end, the goal, the purpose, is to develop the human mind and in doing so to prepare successive generations of young people for adaptive, productive, and rewarding lives in vibrant civil societies.

It is all too easy to fall into a pattern of counting and reporting. A former colleague once observed that "it is easier to count than to think," and he was correct. So when the governing board, or the media, ask, "What have we done? What progress have we made?" – and the answers come in numerical and tabular form – be sure to assert, over and over, that these data are indicators of means; they are not the ends.

**Number Two: Don't become stuck in the popular notion that "the students are our customers."** Customers come with demands, are in charge, decide what they want, and generally get it. The perspective of "students as customers" is a recipe for bad schooling – not just bad education, but a rejection of education.

Students are our charges. It is our responsibility to help them come to know what they did not know, to think about what they'd not thought about, and to do things they could not or would not do before they arrived. It is our responsibility to change our students, to make them better, to equip them for their future. This may mean giving students exactly what they do not want – marked-up papers, bad grades for bad performance, long and difficult reading assignments, harsh criticism of research and experimentation, discomforting perspectives. In academics as in athletics, disagreeable hard work may not be what the "customer" wants, but it is what the "customer" needs. The praise and rewards will come, when earned.

**Number Three: Wear out your shoes.** Walk the campus, drop in, say hello. Professors, staff members, students – we all like to see our leaders. We want to know that they know that we are here, and that they care. If we think they care, we smile more, bitch less, are more productive. Plus, it's a good career-maintenance technique.

And do the same beyond the campus. When members of our community, our alumni, and our political and business folk see our leaders and enjoy their company, they will likewise want to see and enjoy our University, and work with us and for us.

So, take a hike; take lots of them.

**Number Four: Have a Vice President for Heresy.** Or something like that. We all get caught up in routines that can insulate us from the concerns and needs of those beyond our immediate circle, and this can be dangerous and destructive – all the more so for those with overloaded agendas. We all remember circumstances in which naysayers and critics were shown the door. Better to have your critics in the role of canary in the coal mine – better for the President and, even more so, better for the University. The President will have to make choices, but the choices

will be improved and the University and public best served when these choices are honed by the experiences and wisdom of others.

**Number Five: Remember whose university this is.** Colorado State University is (1) a public institution, and (2) a land-grant university. We all work for the public. This is the people's place. As a public institution, we may expect public support, and we must remember for whom we work. It's been tough recently, with declining state support and an unfriendly economic environment. Insofar as we hope to see improvement in financial support for our University and higher education generally, we'll have to be ever-so respectful of our obligation to serve the Colorado public and let them know that we know that we work for them.

The President must be chief salesman – sell the campus on its responsibilities to serve the collective good, and sell the public on the wisdom and responsibility of providing adequate support.

**Number Six: Don't forget numbers one through five.** Keep our University focused. Growth can be good, and new ventures may sometimes make sense – but not always. The world is full of friends with grand new ideas, but grand new ideas may take our eye off the ball and come at the expense of core institutional functions. The intellectual foundation of the University is its academic faculty. Without its faculty, the University has no purpose. Students are our primary charge. Without them, we're a research and development branch of a non-existent company. A dedicated administration and staff are necessary support mechanisms. Without them, we're in largely empty buildings and without heat and light.

We are, collectively, in the game of a unique form of public service, which is to advance the life of the mind in the pursuit of a better future for the public for whom we work. Colorado State University has a new leader. Our future is bright. *Comment*

## Artful Admissions

### Q and A with CSU's New Admissions Chief

Colorado State University's Executive Director of Admissions, Jim Rawlins, came to CSU in August 2008 from the University of Washington in Seattle. Colorado State's reputation, student-centered focus, location in Fort Collins, and Vice President for Enrollment and Access Robin Brown helped seal the job deal, says Rawlins. The new admissions chief confesses a "secret past life" as a musician (a former freelance orchestra percussionist and closet classical pianist), which explains his artistic credentials – Bachelor of Music from Florida State University and Master of Music from Southern Methodist University – for his higher-education profession.

Rawlins works with VP Brown to set admissions policies and strategies to achieve enrollment goals, serving as the chief admissions officer leading a 65-member staff. He interacts with the entire University community to build effective relationships to communicate those strategies. "Strong relationships across campus enable us to better address recruitment issues, retention, and success," says Rawlins.

Rawlins takes *Comment's* questions.

#### What are your goals and priorities for the department?

**JR:** We plan to keep building on our successes in bringing diverse and high-ability students to campus, enhancing cultural diversity. We've adopted an increasingly assessment-based approach to admissions and scholarships, where all students are reviewed using metrics that show both their performance and potential. This year, for the first time, every complete freshman applicant received such a review, and we used this review to inform our admissions and scholarships decisions, our strategies for communicating with admitted students, and our long-term understanding of how these factors help predict and inform student retention and success.

We've also initiated a paperless admissions process, in which all incoming documents and materials are reviewed online, and even remotely, when needed.

## Faculty Council Update

Following are highlights of Faculty Council accomplishments during 2008-09:

- Significant changes to the policy for discipline of tenured faculty, with particular emphasis on streamlining the process. Created multiple levels of possible discipline and addressed discipline for behavioral problems.
- Changes to the guidelines for performance evaluations to acknowledge that outreach/engagement activities can be part of the research and teaching categories, as well as the service category.
- Extended the possibility of transitional retirement to part-time tenured faculty.
- Changes to the requirements for updating department and college codes.

On the Council's agenda for 2009-10:

- Changes to the Grievance process.
- Changes to the Consensual Relations policy.
- Examine the Research Misconduct policy.
- Consider allowing units other than departments and colleges to be in charge of degree programs.
- Increase the participation of special and temporary faculty in the process of shared governance.
- Consider more restrictive criteria for who can serve as an outside member on a graduate committee.

For more information on Faculty Council, visit <http://facultycouncil.colostate.edu/>



*Jim Rawlins, Executive Director  
of Admissions*



### 'Summer melt'

*n. a reduction in the number of students who enroll at a specific college or university in the fall, as compared to those who earlier in the year confirmed they would attend.*

Every year, admitted students change their minds about attending a school, forfeiting their deposits before fall classes begin. This reduction in admissions during the summer months is called "summer melt," within the Admissions profession. The uncertainty in the nation's economy suggests that the summer melt will be higher than normal.

Another priority is to complete the relocation of our office. Admissions currently is located among three buildings – Ammons, Routt, and Spruce. We're centralizing staff in Ammons Hall, a project that will conclude this summer and provide a better opportunity for staff to work more collaboratively and efficiently. One exception: Several staff members have recently moved into the TILT building (formerly Music) to open the Transfer Center, which will serve the growing number of students who transfer to CSU.

### How has the economy affected admissions at CSU and nationally?

**JR:** The economic situation is now a piece of the admissions puzzle, and planning has become difficult for colleges and universities across the country. Admissions officers are looking closely at the incoming pipeline of students, where this fall school choice is based more on the family budget. Prospective students who might have picked a private option are finding that CSU (where freshman applications are up 30 percent) is a more affordable choice. Community colleges also have become a bigger part of the mix. Students increasingly are attending less expensive community colleges, then planning to transfer to four-year institutions.

### How many prospective students typically are in the CSU applicant pool?

**JR:** This year, the pool was 15,000 freshman applicants and 3,000 transfer applicants. A total of 25,000 applications come through, which includes graduate school candidates.

### What are the admissions projections this fall for CSU?

**JR:** Right now, admissions projections are like reading tea leaves in this economy. We won't have final counts until October. Students are asking institutions to hold a space, but 'summer melt' – which refers to the total number of applicants who say they are coming to an institution compared to those who actually enroll in the fall – is a reality. Last year 6,223 Colorado residents were offered admission to CSU. This year 6,501 Colorado residents were invited to CSU, but fewer students are accepting our offer. At Colorado State, however, we have developed very good packages for tuition, financial aid, and scholarships, which has helped increase confirmations from diverse students, both in- and out-of state. We would like to see those numbers increase.

### The Admissions Office is using a 'holistic approach' to admissions decisions. What does this mean?

**JR:** A 3.7 student is not necessarily better than a 3.5 student. We're getting past using only a couple of numbers to see if a prospective student is ready for college. We don't want to over-reward students who have high GPAs. Rather, we want to ensure that students with lower numbers don't get missed. CSU has a fairly high percentage admit rate, and we want to benefit from that. We consider who we admit and how to go about talking with those prospective students. For example, we want to applaud a student who is engaged in student service and leadership and help that student see the connection between those activities and how to fit in at CSU.

### Nationally, what are the admissions trends? On what issues are admissions offices most focused?

**JR:** Because of the economy, which I addressed earlier, admissions are 'placing out' strangely across the country, and our question is, 'What are these 17-year-olds thinking?' Schools, however, are not sharing data or yields. Members of the Association of Chief Admissions Officers of Public Universities, to which I belong, share information among each other, but only informally.

How students are selected continues to engage Admissions professionals. Colorado State is maintaining the more traditional admissions methods, such as standardized tests, while considering the bigger picture. At CSU, test scores are required but don't play the definitive role in selections. We also value educating our applicants. Scores aren't used unilaterally. At CSU, standardized test scores can help students more than hurt them.

### What else should the campus community know about CSU's Office of Admissions?

**JR:** The Office is staffed with amazing people, who are thoughtful about what CSU has to offer. The Admissions staff has a forward-thinking way of considering which students we should bring to CSU, assessing what they have accomplished and what they are capable of accomplishing. *Comment*



## Osher Seeks Intellectually Curious for ‘Unique Learning Community’

Retired Colorado State University faculty members are helping to build a rich and diverse curriculum for the University’s Osher Lifelong Learning Institute – a curriculum absent tests and prerequisites and tailored to an audience of students driven solely by intellectual curiosity and a desire to meet new people.

“We’ve established a close connection with CSU’s Society of Senior Scholars, and they’ve become by far our biggest teaching group,” says Kevin Oltjenbruns, retired professor of human development and families studies and current co-director of Osher.

**Among the prominent emeritus faculty members teaching in the program this fall** are Bob Hoffert, Dean Emeritus of the College of Liberal Arts; David Freeman of Sociology; Howard Nornes of Anatomy and Neurobiology; Frank Ethridge of Geology; and Carol Mitchell of English. Jointly teaching a course on “The Silk Road: Confluence of Cultures” this fall are Emeritus Philosophy Professor and University Distinguished Teaching Scholar James Boyd; William Griswold of History, a renowned expert on the Middle East and Islamic history; Franklin Harold of Biochemistry, a longtime resident of the Middle East; and Loren Crabtree, CSU’s Provost Emeritus and former Chancellor of the University of Tennessee.

“The opportunity to be in a classroom with teachers like Jim Boyd and Loren Crabtree is truly extraordinary,” Oltjenbruns says, noting that several regular Osher faculty members now have “groupies” who sign up for almost every course they teach.

The experiences of retired faculty who teach the classes helps provide depth to the content area, says Robert Zimdahl, a Professor Emeritus of Weed Science who has served on Osher’s board as well as in a leadership role with the Society of Senior Scholars. In return, instructors are able to stay connected with the education community, and perhaps teach in an area that has always been of interest to them but hasn’t dovetailed neatly into their academic specialty.

**“It is very valuable for faculty members who would like to continue their intellectual life,”** Zimdahl says. “These retirees, quite simply, know a lot of stuff. They are very capable people and can contribute many years of perspective.”

Managed through Continuing Education and funded through a grant from the Bernard Osher Foundation, Osher at Colorado State University was established in 2006 as one of 119 such institutions in the country. The institute’s goal is to promote lifelong learning that “challenges the mind and builds community,” Oltjenbruns says.

It does so by offering a series of non-credit short courses on topics ranging from world religions, Colorado geology, and current cinema to financial management and Facebook. Annual membership in Osher is \$35 a year, which includes invitations to special Monday afternoon events, tours, and lectures. There is an additional tuition charge for short-courses, ranging from \$30 to \$160, depending on the length of the course. (Most courses average between \$65 and \$85.)

**“Memberships are an investment in the future of the program,”** Oltjenbruns says. Continued funding from the Bernard Osher Foundation hinges on CSU’s ability to meet specific membership goals during its first four years. While CSU’s program has exceeded its targets in each of the first three years, it has yet to reach its goal of 500 members, which must be done by February 2010. If the Institute meets this goal, the community will qualify for a million dollar endowment to help insure the ongoing life of the Institute. Surprisingly, Oltjenbruns says, members of the CSU community are not as well-represented among Osher’s members as they are among its faculty. “We hope to change that!”

While Osher is designed as a series for those age 50 and above, membership and participation are open to people of all ages. “We’re supporting lifelong learning – we had a 14-year-old take a Spanish class with us,” she adds. “We welcome anyone with a desire to learn.” *Comment*



While courses are offered at many different times during the day, many of Osher’s short courses are offered from 6–8 p.m. to make it possible for working people to participate. To learn more about the program and membership, call (970) 491-7753 or visit [www.learn.colostate.edu](http://www.learn.colostate.edu).

To learn more about the Society of Senior Scholars, visit [www.learn.colostate.edu/seniorscholars/](http://www.learn.colostate.edu/seniorscholars/).



## ► CSU QUOTABLE

### Puckish

*“We’re skating to where the puck is going to be.”*

- Bryan Willson, CSU mechanical engineering professor and founder of the Engines and Energy Conversion Laboratory, about preparing students and commercializing products for the new energy economy (*Denver Post*, “Colo. colleges face changing economy”)

### New Peter Principle

*“As a society, we need the Peters of the world. We need to do a better job of throwing out more lifelines.”*

- Mary Ontiveros, CSU associate vice president for Enrollment and Access, about the Alliance Partnership, a program that supports a CSU education for at-risk high school students (Channel 9 News, “CSU seeks at-risk students to get them to college”)

### Growth Spurt

*“Early events occur earlier and later events later and there is less overlap.”*

- Heidi Steltzer, research scientist in the CSU Natural Resource Ecological Laboratory, about the expanded growing season, which is a result of the spring thaw coming earlier and the winter frost arriving later (*Denver Post*, “The growing growing season”)

### Earthly Reciprocity

*“Last time I checked, we weren’t getting natural resources from other planets.”*

- Linda Stanley, CSU research scientist in psychology, on the world’s treatment of the Earth’s resources, the current recession, green jobs, and solutions for the future (*Fort Collins Coloradoan*, “Green jobs’ won’t fix environmental problems”)

### Patent Pending

*“The pendulum may have swung too far.”*

- Gregory D. Graff, CSU assistant professor of agriculture and resource economics, regarding the movement toward private research and away from open, academic research (*Los Angeles Times*, “Investor-funded research could bring march of science to a standstill”)

### Mining the Middle Ground

*“I think he’s a middle-of-the-roader by instinct on this.”*

- Charles Davis, CSU political scientist professor who has studied mine regulations under the past two presidents, about the Obama Administration’s approach to surface mine regulation, which recognizes that more than 50 percent of all the power plants are powered by coal and that coal has to be part of the solution (*Climate Ark*, “Obama’s mining approach leaves industry wondering”)

### Seed Library

*“What we have is a walk-in freezer, minus 18 degrees centigrade, 0 degrees Fahrenheit, and ... about 700,000 different samples of plant material.”*

- Dave Ellis, curator of CSU-based National Center for Genetic Resources Preservation, about the frozen, high-security seed library – which recently celebrated 50 years of operation – that aims to keep the seeds alive for hundreds of years to protect the world’s the food supply (CBS 4)

### Uncovered

*“By walking over the entire island we were able to document 2,000 years of continuous occupation, climate change, and a highly engineered environment.”*

- Christopher Fisher, CSU archaeology professor, about the discovery on a Mexican island in the Lake Pátzcuaro Basin of an ancient imperial ritual complex from the Purepecha Empire, dating from the 16th century (CSU News and Information)

### Digit Disorder

*“Consumers should be aware of the subconscious tendency to focus on the leftmost digits of prices and how this tendency might bias their decision-making.”*

- Kenneth Manning, CSU marketing professor, about his recent study finding that the leftmost digit of price makes a big difference to consumers (*Chicago Tribune*, “Train yourself to spend smarter”)