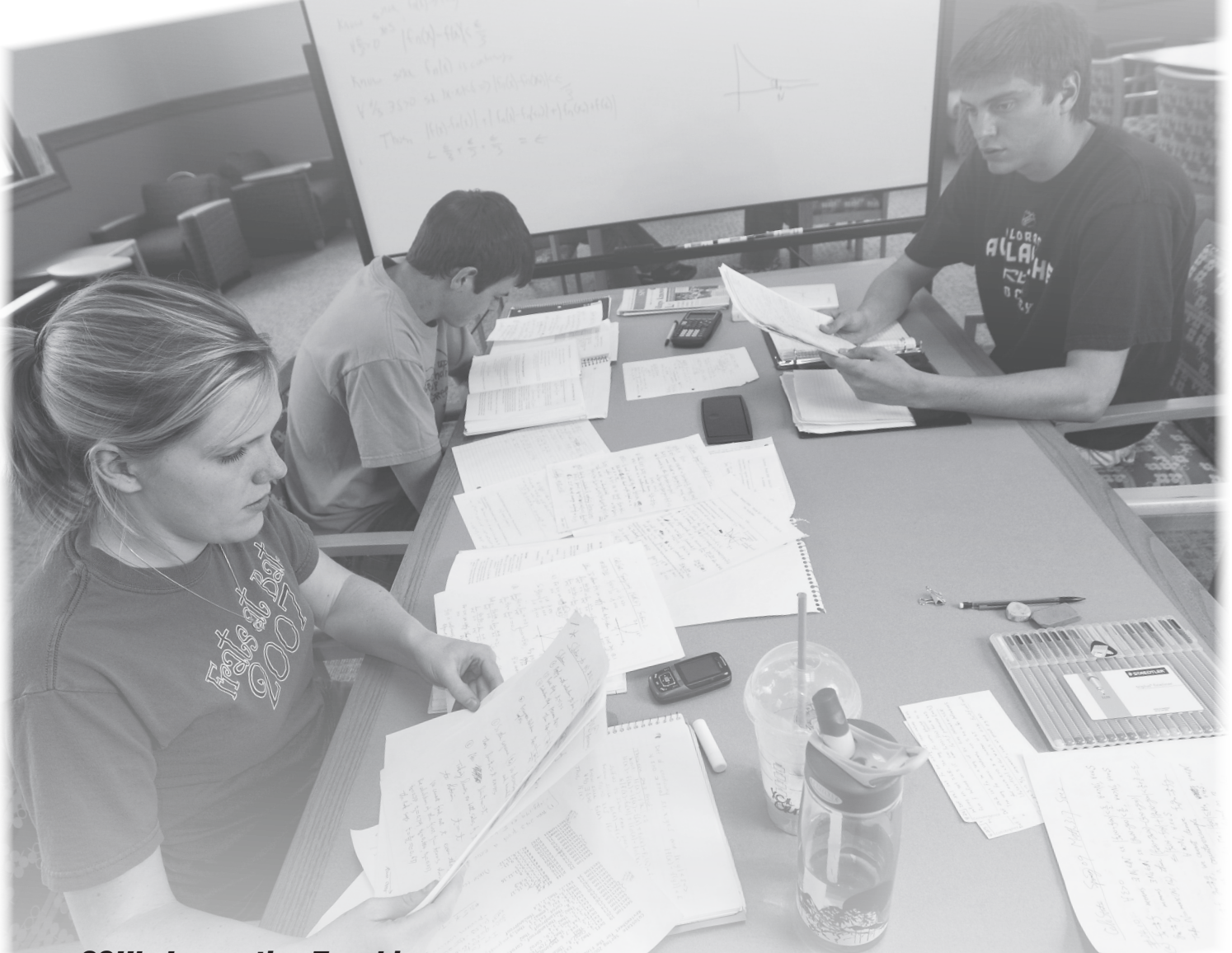


COMMENT

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

SUMMER 2010
ISSUE 7, VOL. 4



CSU's Innovative Teaching Institute Exceeds Expectations

ALSO INSIDE:

- MTI Coordinators Facilitate Teaching Excellence
- Bridging Generational Differences
- Aggies to Rams: Between the Pages
- The Alternative: Breaking from Spring Tradition

**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:

Summer on a university campus, while far busier than most people realize, is still a time to head out into the field or into the library, to take advantage of training and professional development opportunities, and to gear up to hit the ground running come fall. This summer edition of *Comment*, our occasional faculty-staff newsletter, offers some information and perspectives to help all of us as we focus on our summer pursuits.

At the end of a year in which Colorado State received high-profile awards for its groundbreaking research and green initiatives, we journey back to our roots – the origins that have shaped CSU’s global successes – our teaching. We highlight CSU’s Institute for Learning and Teaching, Master Teacher Initiative, and Millennial students, among other stories. We also bring you testimonials from difference-making CSU students who this year shunned traditional spring-break beaches and instead volunteered through the University’s Alternative Spring Break program.

Today, globalization, research discoveries, and technological advancements are shaping Colorado State University and the world in ways President Abraham Lincoln could not have imagined when he signed into law the act that created our nation’s system of Land-Grant Universities. When Colorado Territorial Gov. Edward McCook signed the Colorado Morrill Act in 1870, establishing the state’s land-grant agricultural college in Fort Collins, he likely didn’t realize the legacy that would evolve. As we celebrate our teaching roots, I am reminded that Colorado Agricultural College’s college-prep focus, with five students, two faculty members, and six course offerings in 1879, has evolved in 2010 into nationally recognized programs with hundreds of course offerings and 1,520 full-time faculty members who are focused on the most advanced research and academic challenges of our age.

Today’s 25,000-student-strong Colorado State University is a respected educational and research institution to which each of you contributes on a daily basis.

You have made Colorado State a thriving, world-class university that has stayed true to its land-grant mission.

You make this university work all year-round. Thanks for all you do – and enjoy your summer!

A handwritten signature in black ink, appearing to read "Tony Frank".

Dr. Tony Frank
President

EDITOR

Peg Kowalczyk

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COMMENT

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Anthony A. Frank, President

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CSU's Innovative Teaching Institute Exceeds Expectations

What began as a small educational ensemble has surpassed the optimistic expectations of Mike Palmquist, associate vice provost and director of The Institute for Learning and Teaching, or TILT, at CSU.

“It’s like directing an orchestra,” says Palmquist, of managing the countless contributors, exceptional growth, and campus-wide reach of the new Institute.

Comment reported on the launch of the endeavor in 2008 with the remark-turned-headline: “TILT is not an airport in Hawaii,” referring to the island-sounding working acronym of CPALI (Center for Pedagogical Advancement and Learning Inquiry), which was the original moniker of the new teaching institute that CSU was developing. The name “TILT” ultimately prevailed, and the creativity that accompanied such start-up wordplay is what drives the Institute today, now in its permanent home in the former Music Building on the Oval since spring 2009.

TILT, which aims to enhance learning, teaching, and student success across the University, is positioned as one of the most comprehensive organizations of its kind in the nation, says Palmquist, longtime English professor and University Distinguished Teaching Scholar.

“The ‘why’ of its success is somewhat of an accident,” says Palmquist, about the Institute’s popularity, cohesiveness, and breadth of services.

Nationally, undergraduate learning centers often take an “academic mall” approach, where offices function independently of each other and employees don’t necessarily collaborate, explains Palmquist. “At CSU, we had initially intended to create an undergraduate learning center that followed the standard model, but we wanted to include support for graduate students, faculty, and scholarly inquiry into teaching and learning as well,” he says. “We saw a real chance to go beyond the academic mall model and bring together programs and staff focusing on all aspects of learning and teaching so that we could benefit from the ‘multiplier effect.’”

The upshot of that proliferation has resulted in a multi-disciplinary approach to teaching and learning that involves not only programs within TILT itself but also programs from its key partners: the Center for Advising and Student Achievement (CASA) and the Transfer Student Center. TILT has also forged strong partnerships with other divisions across campus, such as ACNS, Admissions and Enrollment, Athletics, the Colleges, Continuing Education, the Graduate School, Morgan Library, and Student Affairs.

“The power of the multiplier effect doesn’t occur to people when they work in silos,” says Palmquist.

And TILT is no silo. In fact, to ensure the University community is directed to the appropriate campus resources, TILT employs academic concierges. “They’re like greeters at Wal-Mart on steroids,” says Palmquist with a laugh, referencing the TILT-trained student stewards. Even those services not formally a part of TILT – such as the algebra-to-calculus PACe Center in the Mathematics Department and the Campus Writing Center in Eddy Hall – are included in the information-dispensing repertoire of the academic concierges.

TILT harnesses the power of collaboration. When students, faculty, staff, and community partners dig into the Institute’s offerings, they can connect with thousands of opportunities for in-service learning, lectures, short courses, certificate programs, national scholarships, and tutoring – activities that join learners and teachers across the University to promote learning and teaching success.



Learning
Engagement

Advising
Academic
Integrity

Teaching
Course
Development

Scholarly
Inquiry

Learning
Engagement

Advising
Academic
Integrity

Teaching
Course
Development

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Integrity

Covering all things pedagogical, TILT's programs address such issues as academic integrity, the professional development of instructors, and curricular innovation. Support for faculty and staff includes professional development, scholarly inquiry, course design and development, and instructional technology.

The faculty mentoring program "Let's Talk Teaching" was launched in November, and 20 faculty members had registered within days of the announcement, according to Palmquist. Led by Emeritus Professor and University Distinguished Teaching Scholar Frank Vattano and a faculty advisory board, the program helps teachers improve their work in the classroom through mentoring relationships with more experienced colleagues. It's modeled on a program of the same name that CSU used to offer for faculty in the 1980s.

Honing the teaching skills of instructors helps to sharpen the learning skills of students. Through its partnerships with the tutoring programs in the colleges of Natural Sciences and Liberal Arts and the Academic Advancement Center, TILT provides class-specific tutoring in its Russell George Great Hall, an expansive learning space that once was the library reading room, with tall, arched windows facing out onto the CSU Oval. TILT also offers workshops in time management, effective note-taking, active-reading techniques, memory and concentration, and test-taking strategies. Specialized advising is available through CASA for undergraduates deciding on a major and planning to pursue careers in the health professions.

Through TILT, students also can connect with research opportunities, mentoring and transition programs, national scholarship and fellowship resources, and preparation programs for life after graduation, including both community engagement and applying to professional degree programs or graduate school.

More than 100 international and national undergraduate research and internship organizations, for example, are posted on TILT's website through the Office for Undergraduate Research and Artistry <<http://tilt.colostate.edu/oura/index.cfm>>. There, students can access opportunities with such diverse organizations as the Pasteur Foundation, Global Medical Training, Unite for Sight, the U.S. Department of Energy, National Wildlife Federation, and the National Radio Astronomy Observatory.

TILT's Office of Nationally Competitive Scholarship Programs assists students applying for such nationally competitive scholarships and fellowships as the Rhodes, Fulbright, and Goldwater.

Graduate students can pursue teaching certificates in college teaching, service learning, teaching with technology, and learning management systems. The program is surprisingly popular, says Palmquist. About 40 grad students were expected to enroll, but more than 200 students currently are pursuing certificates.

The Office of Service-Learning supports hands-on educational experiences that serve community needs. The office provides a listserv geared to students, faculty, and community agencies that posts on- and off-campus service-learning activities, conferences, training sessions, funding and publication opportunities, and research findings. (Access www.acns.colostate.edu/?page=listserv and subscribe to "Learnserv" under "Subscribe to a non-course related listserv.")

The campus community can connect with distinguished, world-renowned CSU faculty from diverse disciplines through the "My Favorite Lecture" series, which kicked off its inaugural season this fall with CSU professors Dr. B.E. Rollin, Dr. Bryan Wilson, and Dr. Diana Wall. (See Dr. Rollin's article "Animal Ethics and the Law," in the Talking Points section of this issue.) This spring, Dr. Robin Reid and Dr. Stephen Thompson gave lectures.

The Institute also brings scholars to campus, supports the preparation of grant proposals, and sponsors such working groups as teaching with technology and writing across the curriculum – groups that function like small research centers. The TILT website also provides links to scholarly and professional journals from anthropology to technical communications.



Learning and teaching resources

Access TILT's website at
<http://tilt.colostate.edu/>.

A digital library is posted on the TILT website, which provides annotations for books, articles, and websites that address teaching, publishing, and professional development. Links to CSU library-catalog records or full-text documents are provided.

On the drawing board are special-topic short courses for students in website construction, ePortfolio development, and information management, says Palmquist.

TILT is about educational relevancy. “Teaching During a Flu Outbreak” is one example of hot-topic relevancy, providing instructors with resources and tips to prepare for a significant outbreak of H1N1.

As for the campus-wide orchestra Palmquist is directing, every day a symphony concludes with performers working in concert – where educators have become better teachers and students have become better learners. *Comment*

► TRANSFORMATIONS

Grassroots Initiative Cultivates Master Teachers

A teaching initiative took root at Colorado State University with the help of a conference, a cocktail napkin, and a conversation, says Doug Hoffman, professor of marketing and University Distinguished Teaching Scholar.

CSU’s Master Teacher Initiative budded in 2005 after College of Business Dean Ajay Menon asked Hoffman to attend a weeklong teacher-training conference at Georgia State University and bring back ideas for the college.

psychic retirement *n.*

the intellectual and psychological stagnation resulting from the monotony of teaching the same courses repeatedly, in combination with economic-related cutbacks

“Funny, I’d been teaching for 20 years and never had a formal class on teaching,” says Hoffman, who, despite his modesty, is a master educator who has collected an impressive number of teaching awards over two decades. “We are trained in content within our respective fields, but we’re on our own to pick up the teaching techniques along the way.”

On the return flight to Colorado, Hoffman used his cocktail napkin to draft a teaching model for the College of Business.

Later, the cocktail-napkin template reappeared during a conversation with Mike Palmquist, the then-new director of CSU’s Institute for Learning and Teaching, with an idea to expand the initiative across campus. Palmquist and Hoffman pitched the plan to the deans of CSU’s eight colleges and libraries. “Within 18 months, everyone got on board,” reports Hoffman.

From conference, to cocktail napkin, to conversation, the Master Teacher Initiative, or MTI, has evolved into a University-wide program focused on quality teaching. By providing learning opportunities for faculty from all disciplines, the program addresses common teaching interests and concerns with a broad reach.

The program is now coordinated and financially supported through TILT, and Hoffman serves as the program coordinator, says Palmquist. An operating budget funds coordinator stipends, workshop lunches, and the development of weekly teaching tips.

“We’ve produced something on the order of 125 MTI teaching tips, all available through the TILT website <<http://tilt.colostate.edu/mti/>> as Web pages, downloadable PDF files, and podcasts, and we continue to develop more,” says Palmquist. “We’ve also recorded many of the MTI presentations and made them available through streaming video on the TILT website.”

Early on, Hoffman and Palmquist agreed they would not dictate teaching content for the colleges. Instead, they would provide the support and framework for success.

The MTI philosophy is that content and teaching techniques are unique to each college. “You can dissect a cow in the College of Agriculture. Do that in a business classroom and you’ll get a few double takes,” says Hoffman, with a laugh.

Case for faculty development

“Despite the fact that most doctoral students will be teachers for the next 20 to 40 years of their lives, doctoral programs are historically often dedicated to content knowledge, with little to no instruction on how to convey that content to others.”

–K. Douglas Hoffman (Colorado State University) and Susan Athey (University of Arizona),

“The Master Teacher Initiative: A Framework for Faculty Development,” *Marketing Education Review*, Volume 17, Number 3, Fall 2007

Hoffman naturally used his own expertise in services marketing to give campus-wide legs to the initiative. "I'm a branding guy," he says. "We simply started branding the concept under the MTI label."

Now, nine MTI leaders from each college and the libraries regularly champion enhanced teaching, tailoring and delivering programs to meet the distinctive needs and interests of their colleagues.

Hour-long Master Teacher Workshops are held monthly. Every Monday, professors and instructors across campus are reminded of the importance of teaching when they receive tips via e-mail from the MTI coordinators. The workshops and tips follow the semester schedule, notes Hoffman, providing such well-timed information as preparing course syllabi, developing exams, and motivating students.

The Institute for Learning and Teaching, or TILT, is the hub of the MTI and serves as teaching-central. Now Hoffman and Palmquist aren't the only missionaries in the crusade for quality teaching. "The program has taken on a life of its own," says Hoffman, "and the MTI coordinators are the apostles." *Comment*

Learn more about MTI
 Access the MTI website at
<http://tilt.colostate.edu/mti/>

CSU's MTI Coordinators Facilitate Teaching Excellence

Colorado State University faculty leaders from each college and the libraries distribute teaching tips and plan programs specific to the interests and needs of their colleagues. CSU's Master Teacher Initiative Coordinators are:



Agricultural Sciences
Ken Barbarick
 Soil and Crop Sciences



Business
Doug Hoffman
 Marketing



Liberal Arts
Pamela Coke
 English



University Libraries
Amy Hoseth
 Instructional Librarian



Warner College of Natural Resources
Sara Rathburn
 Department of Geosciences



Applied Human Sciences
Rod Lucero
 School of Teacher Education and Principal Preparation



Engineering
Darrell Fontane
 Civil Engineering



Natural Sciences
Patricia A. Bedinger
 Biology



Veterinary Medicine and Biomedical Sciences
Erica Lynn Suchman
 Department of Microbiology, Immunology, Pathology

Bridging Generational Differences

Educating educators about today's college students

Free speech was a campus rallying cry in the 1960s. “Never trust anyone over 30,” students asserted. Today, those activists are 65 – more than 30 years older than those they didn’t trust four decades ago. The adage (attributed to Berkeley free-speech activist Jack Weinberger in 1965) doesn’t quite fit the campus culture of 2010.

Who are Millennials?

- About 74 million
- 20% children of immigrants
- 35% non-white
- 16% Latino
- 14% black
- Generally healthy, but greater number diagnosed with asthma, obesity, and ADD
- Recipients of prosperity
- Children of workaholic parents, stressful home lives
- Overly optimistic about their futures
- Generally comfortable with issues of race and sexuality
- Involved with extended family, especially grandparents

General Expectations of Millennials

- Service, 24/7
- Immediacy
- Interactivity
- Group focus

Millennials and Greater Society

- Active voters, powerful political force
- Pragmatic, but less creative than previous generation
- Racially and ethnically tolerant
- Community-focused
- Influence discretionary purchases of parents

Who are today's students? Are they really that different than those of past decades?

Yes, says Barb Wallner, assistant professor in CSU’s School of Education, who along with colleagues Jean Radin (authority on brain-friendly learning) and Linda Kuk (generational-theory guru), is an expert on what makes students tick.

In fact, in contrast to the anti-establishment bent of the ‘60s, today’s students are more respectful of adults than any generation in recent memory, writes Paula Gleason of California State University-Long Beach.

“The consciousness revolution was ebbing when they came along,” says generational expert Neil Howe of this newest generation, called Millennials. “By the 1990s, society’s emphasis was on raising a better generation of kids, and there was a more positive depiction of kids in the media and movies,” states Howe in a speech for the Council of Independent Colleges Presidents Institute.

Why the disparity? Lifespan, says Wallner. “Six generations are trying to co-exist because of longer lives,” she says, of the generational mix of students, faculty, and staff learning and working together on U.S. campuses today.

Colleges and universities are populated with people born in different eras, influenced by different events, and operating with different core values. “We need to honor those generational differences,” says Wallner.

Every 20 to 22 years a new generation emerges, and a profound historical incident or event shapes each generation. To better understand Millennials, some stereotyping helps to raise our awareness about how these students might be different in the classroom, explains Wallner.

The Silent Generation (born between 1925 and 1944), influenced by the Depression, the New Deal, and World War II, learned to be adaptive, while Baby Boomers (1943-1964), defined by Vietnam, civil rights, and women’s liberation, grew up as idealists. Coming of age with Watergate, the Challenger explosion, and AIDS taught Generation Xers (1961-1981) to be reactive. Millennials (1980-2002) responded to the violence of the Oklahoma City bombing, 9/11, and the Gulf and Iraq Wars with a civic-minded tenacity that is surprisingly optimistic. While experts attribute slightly different names and birth years to these cohorts, the defining events and foundational values of each group remain consistent.

Subtle differences shape each cohort’s preferences and values. In addition to variances in life events, generational differences are in our circuitry, says Wallner. “Our brains are wired differently. It’s how we were socialized.” Boomers, for example, are proficient on the computer but didn’t grow up with the technology. These 45- to 65-years-olds actually prefer to extend their thoughts through the pen, contends Wallner. “Millennials, on the other hand, have always had the keyboard, and their preferences for learning dictate the use of the newest technology.”

The core values of students not only have implications in the classroom but affect how universities do business. “Millennial children have been sheltered, so colleges should expect in loco parentis to dethrone FERPA,” Howe told university presidents in 2003.

Wallner has noticed this trend at CSU. Millennial parents were demanding access to their students' grades, she says, but FERPA rules don't permit parental review of the records of students over 18 without permission. CSU and other universities met the needs of these "helicopter parents" (overly involved, hovering, and swooping in to fight their children's battles) by posting the grades online. If students wanted their parents to have access, they simply provided mom and dad with their passwords. Millennial-parent problem solved.

Using PDAs, iPods/MP3s, camera phones, digital cameras, and personal DVD players – high-tech, fast-paced, immediate – is second nature for today's students. "We received complaints by students in 2003 about too much assigned reading for courses. When we posted the material online, students didn't complain," says Wallner. "Podcasts, webcast simulations, blogs – students love these," says Wallner, of the many tools that can be incorporated into learning activities.

Differences in learning styles between this generation of students and previous generations are of particular interest to educators. Wallner, coordinator for CSU's Millennial Students Working Group through The Institute for Learning and Teaching, in January taught professional development sessions on understanding Millennial students and adding creativity and critical thinking to courses. More than 80 faculty members attended.

Wallner encourages teachers to incorporate "brain-friendly" learning in the classroom. Millennials grew up with Xbox and Nintendo, which provided trial-and-error-style discovery learning. These students want immediacy, 24/7 service, interactivity, group activities, and a technological-teaching focus.

In CSU classrooms, professors are working to bridge the generational gap. Soon enough, however, the Millennial Generation will be the core of the workplace – themselves wondering how to best connect with the next generation of students. *Comment*



Talkin' 'bout Your Generation

When We Are Born Shapes Who We Are

Generational differences have existed throughout history. The Lost Generation, the Greatest Generation, the Generation Gap. *My Generation* was the 1965 debut album – and a single – by English rock band The Who ("People try to put us down; Just because we get around; Things they do look awful cold; I hope I die before I get old."). When we are born and the defining events in our lives help shape our preferences for interacting in the world. Barbara K. Wallner, assistant professor in CSU's School of Education, details what we know about the various generational cohorts.

Silent Generation, Matures, Veterans

1925-1942 or 1900-1946 (*Combines two cohorts*)

Age	63 to 83-100
Stereotypical descriptor	Adaptive
Ideals/Emphasis	Patriotism, families
Defining Events/Trends	Depression, New Deal, World War II, Korean War
Communication/Incoming news or information	Radio, the "silver screen," labor unions
Core values or personality	Conformists, conservative spenders, past-oriented, belief in logic (not magic)



Baby Boomers

1943 - 1960 or 1946 - 1964

Age	45-65
Stereotypical descriptor	Idealists
Ideals/Emphasis	Prosperity, children
Defining Events/Trends	Vietnam, Cold War, assassinations, civil rights, women's liberation, the Space Race
Communication/Incoming news or information	Television, suburbia
Core values or personality	Driven, soul-searchers, willing to go the extra mile, love-hate relationship with authority (question authority)

Thirteenth/Gen-Xers/Generation X

1961 - 1981 or 1965 - 1980

Age	27-47
Stereotypical descriptor	Reactive
Ideals/Emphasis	Family, jobs
Defining Events/Trends	Watergate, Challenger, fall of the Berlin Wall, Wall Street frenzy, latch-key kids, AIDS, Interstate highways
Communication/Incoming news or information	Television, MTV
Core values or personality	Risk-takers, skeptical, bosses as colleagues, focus on job and not work hours

Millennials/Gen Y/Net Generation

1980 - 2000 or 1982 - 2002

Age	7-28
Stereotypical descriptor	Civic
Ideals/Emphasis	Intellect fostered with toys, sports, over-scheduled, helicopter parents
Defining Events/Trends	School violence, Oklahoma City bombing, Trade Center attacks, Gulf and Iraq Wars, 9/11
Communication/Incoming news or information	Internet chats, TV talk shows/reality shows, video games, iPod, Xbox, My Space, Facebook, texting, social media
Core values or personality	Optimistic, collective action, tenacious

Sources: Barbara K. Wallner, Colorado State University, 2008; N. Boyce Appel, Appel Associates, Practice Management Breakfast, reproduced in *AIA Practice Management Digest*, Dec. 5, 2005; Diana G. Oblinger and James L. Oblinger, 2005; Neil Howe William Strauss, 2000; U.S. Census 2000, and other references

► YESTERDAY AND TODAY

History of CSU Football Traces Evolution of University

When historian and 1993 CSU alumnus John Hirn wrote *Aggies to Rams: The History of Football at Colorado State University*, he was, in effect, tracing the story of the institution itself.

Hirn's recounting of 116 years of Colorado State football – 1893 through the 2008 New Mexico Bowl win – also charts the hiring of University presidents, institutional name changes, the impact of two world wars on higher education, the construction of new facilities, and intrastate rivalries.

The penchants and personalities of the University's administrators, students, coaches, and presidents (President Ellis banned football; President Aylesworth brought it back; and President Lory once cancelled classes so students could gather at the train station to see the team leave for the University of Chicago) tell the story of Colorado's land-grant university through the lens of intercollegiate football.

"My love affair with CSU history began 20 years ago," Hirn says. The author has warmed Section E, Row 57 of Hughes Stadium since 1994; missed only four football games in 17 years; prominently displayed green and gold at his wedding; and today proudly listens to his 3-year-old son sing the CSU fight song nightly before bed.

Over-zealous *Silver Spruce* editing and a spelling error inspired *Aggies to Rams*, explains Hirn. In 1992, when the yearbook layout-artist cut some of then-student Hirn's work on the 100th anniversary of CSU football, Hirn decided the narrative needed completing. "And he spelled my name wrong," says the former sports editor.

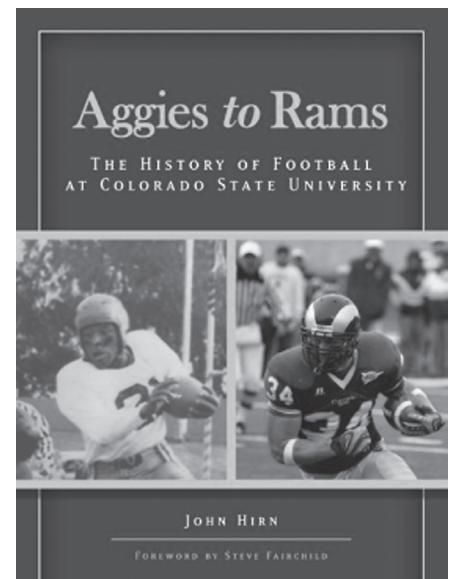
"I knew that I would have to someday write a full and complete history of football at CSU, something no one had attempted," says Hirn. The National Football Foundation Hall of Fame inspired more research, adds Hirn, who sought to nominate Harry Hughes, CSU's legendary coach from 1911 to 1941, to the illustrious football fraternity.

The 448-page *Aggies to Rams* contains the most comprehensive collection of CSU football photos ever assembled with more than 600 images, including a 16-page color section. Hirn collected most of the photos from the archives at Morgan Library (taking vacation days and lunch breaks for his research), found a rare 1902 Colorado Agricultural College football team photo on eBay (and donated it to the CSU Archives), and uncovered film footage from Universal Studios' 1949 motion picture *Yes, Sir, That's My Baby* (starring Donald O'Connor and Charles Coburn), which used the school's 1949 Raisin Bowl appearance against Occidental College as background for the film.

Hirn unearthed such lost facts as the tenures of coaches W.J. Forbes, Matt Rothwell, and George Cassidy; the 1924-1928 football program named as 13th-best team in the nation by *Liberty* magazine; and the first postseason game in program history – a 1931 charity game against the University of Nebraska, not the 1949 Raisin Bowl.

Last winter, Hirn discussed his book in a special presentation at the McGraw Athletic Center, telling the audience about Coach Harry Hughes and his signature triple pass, coined the "million-dollar play." In the back row, an older man in a wheelchair said, "I used to caddy for him," referring to the legendary Hughes, who died in 1953 at 65, just 26 days after his retirement from Colorado A&M. And more history is revealed. *Comment*

Hirn is donating 80 percent of net book sales to support scholarships for CSU Athletics. Aggies to Rams is available at the Colorado State University Bookstore or online at <http://books.sc.colostate.edu/MerchList.aspx?ID=11204>.



Aggies to Rams: Between the Pages

Colorado State University alumnus John Hirn has chronicled a first: the history of CSU football. He documents the sport through 116 years, 112 seasons, school presidents, two world wars, the Depression, losing streaks and championships, and hirings and firings. The 2009 *Aggies to Rams: The History of Football at Colorado State University* provides colorful details about the birth, banishment, and reemergence of football on the Fort Collins campus. In between the pages, Hirn also traces the transformation of Colorado Agricultural College to Colorado A&M to today's Colorado State University.

A few fun (and some scandalous) facts from *Aggies to Rams*:



Birth of College Football

- **Rugby roots.** Princeton and Rutgers played the first collegiate football game on Nov. 6, 1869, which resembled rugby. In 1880, the scrimmage line and a quarterback who handled the ball first on every play were introduced, and American football was born.
- **Colorado pigskin.** In Colorado, University of Denver formed its first team in 1885; the University of Colorado and the School of Mines formed teams by 1890.
- **CAC plays ball.** Colorado State University, then named Colorado Agricultural College, or CAC, formed its first team in December 1892. When Longmont Academy (a high school) challenged CAC, neither team had yet practiced as a team or played an official game. They played on Jan. 7, 1893, in Longmont, Colo., where the Academy won 12-8.
- **Home-field advantage.** Three weeks later, on Jan. 28, 1893, Longmont Academy came to Fort Collins. A crowd of 1,000 turned out to see the new team's first home game on College Avenue, between East Locust and East Plum Streets. The then orange and green CACs beat Longmont 24-16.
- **State rivalry begins.** CAC met the University of Colorado in Fort Collins on Feb. 11, 1893, for what is now the state's oldest football rivalry. CU had played football for three years; CAC had only played its third game ever. The official score was reported 70-6, in favor of the Boulder team. However, the writer for the *Collegian* noted that by the time CU had scored 70, he stopped his count.

Presidential Support

- **Banned.** The 1894 Colorado Agricultural College team only played one game – a loss to CU, 0-67 – before President Ellis deemed the game too brutal and banished football. “Football is more dangerous to those who participate in the game than prize-fighting and not half so interesting to the beholders,” Ellis said, quoting the *Denver Republican* in his December address to students and faculty. “The exercise of the football game is not needed by our students.”
- **Back.** In 1899, new President Barton O. Aylesworth encouraged more extracurricular activities and said it was time CAC brought back football. On Oct. 7, 1899, football officially returned to campus when the varsity team played the faculty in a scrimmage.
- **Support.** In 1923, the Aggies traveled to Chicago to play Big Ten powerhouse University of Chicago. The team took the Union Pacific out of the Fort Collins train station at Jefferson and Pine Streets. President Charles Lory not only accompanied the team on the trip, he dismissed classes early so the student body could see the team leave. “A world of favorable advertising comes to the Aggies,” said Lory about the team's efforts against one of the country's best football teams, realizing even then the marketing value of college athletics.

Facility Firsts

- **Swampy shore-up.** Plans were approved in May 1899 to build an athletic field at the site of what today is South College Gym along College Avenue. The site was less than ideal; the C & S train tracks crossed the swampy site, which filled with water during heavy rains. The college donated horses, and students and faculty cleared the trees and graded the land.

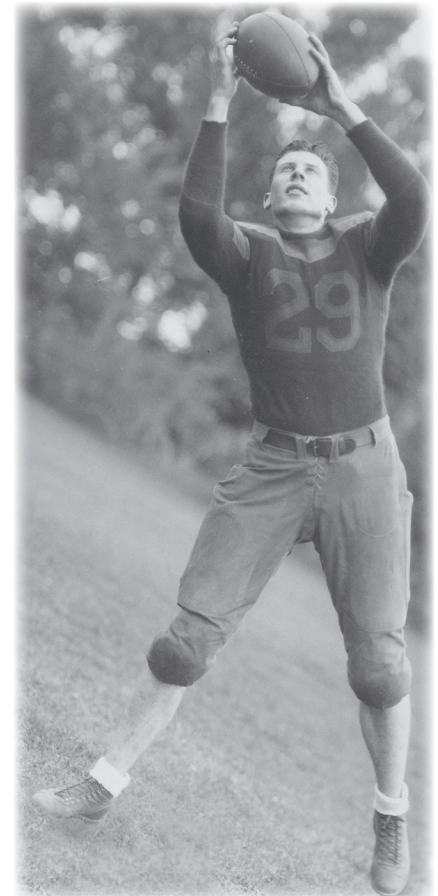
- **Faulty.** College engineers drained water from the low-lying area and built a drainage system that led to the Poudre River to keep the water off the field during wet weather. But the drainage system was poorly constructed and often filled with water. Today, the former stream can be found by the pedestrian tunnel under the railroad tracks (installed by the college in 1925) behind the South College Gym.
- **Double duty.** The Athletic and Drill Field was ready for the 1899 fall semester. When athletic teams were not on the field, the military ROTC cadets marched and even shot blanks from their cannons in the open space. During games, the cadets surrounded the field to keep non-players out and to block the views of “freeloaders,” who wanted to watch the game. Today, ROTC cadets work Ram Town during home games at Hughes Stadium, encouraging fans to come in, not stay out.
- **Championship game.** The Colorado Aggies and CU faced off for the Rocky Mountain Conference championship game on Nov. 28, 1923. The Aggie athletic department brought in railroad trestles and extra planks for the estimated 14,000 to 20,000 fans to stand on to watch the “game of the decade” at Colorado Field. Today, liability concerns and building codes would prohibit such makeshift accommodations.

Fiasco at Fort Collins

- **Dibble play.** A week before the first game of the season, Oct. 12, 1901, University of Colorado Coach Fred Folsom protested the presence of Aggie player Joseph Dibble on the Colorado Agricultural College roster, contending that Dibble was a “professional” and could not legally play. CAC Coach George Toomey and President Aylesworth “did not understand Folsom’s comment and ignored the request by the coach.” On game day, when it was clear Dibble would play, Folsom pulled his team from the field. Because CU had improperly protested Dibble’s eligibility, officials awarded the game to CAC by forfeit.
- **Curses and dashes.**irate with the officials’ decision, Folsom barged into President Aylesworth’s office and berated and swore at the president and his staff. Folsom and his team then dashed to the station outside of Old Main to catch the incoming train for their return trip to Boulder. CU’s abrupt departure for the train station, and the CAC students who followed and taunted the rival team, gave the impression that CAC had run CU off its campus.
- **Headline news.** “Fiasco at Fort Collins” was front-page headlines in the *Rocky Mountain News* and other dailies. Conference officials reprimanded Folsom for his harsh actions and foul language with Aylesworth.
- **\$35 professional.** An investigation revealed that Dibble indeed was paid \$35 for playing football in 1900 at the private Denver Wheel Club. Ironically, Folsom himself, through his affiliation with the Denver Wheel Club, ordered the payment to Dibble. Folsom had the inside scoop, acknowledging he had tried to get Dibble to play for CU.

Colors and Mascots

- **Alfalfa, pumpkin, and corn.** Colorado Agricultural College’s original school colors were established in 1893 as green and orange to signify alfalfa and pumpkin. In 1909, President Lory made green and gold the official school colors.
- **Peanuts.** Peanuts the Bulldog (so named because students fed him nuts as he roamed campus) was the first mascot of the Colorado Aggies and lived on campus from 1912 to 1918. In 1918, ROTC shipped Peanuts off to the war with Battery A. When the dog reached the east coast, he was shipped back to Fort Collins, where he died en route (poisoned, it was claimed, by CU students). CAC would not again seriously broach the subject of a mascot until 1945.
- **From nuts to sheep.** Students voted in fall 1945 to adopt the ram as the school’s mascot. A ram was first introduced at a January 1946 basketball game against the University of Denver, although the Rams nickname was not officially adopted until 1959. Today, eight student Ram Handlers commit two to three hours per week to CAM duties. (CAM’s name is the abbreviation of Colorado A&M.) *Comment*



CSU, Universities Nationwide Measure Learning Outcomes

Collegiate Learning Assessment provides baseline data to assess quality of undergraduate education

The results are in. In fall 2008, 133 Colorado State University freshmen agreed to take a test even before the first class of their college careers.

The intrepid freshmen sat for the Collegiate Learning Assessment, or CLA, a national initiative that evaluates the ability of students to think critically, reason analytically, solve problems, and communicate clearly and cogently.

While clearly an assessment tool, the CLA has an intrinsic pedagogical goal to provide data to improve teaching and learning within higher education. More than 400 institutions and 180,000 students have participated in the CLA to date, providing benchmarks for the educational improvement efforts of individual institutions.

Colorado State University's commitment to accountability and transparency began long before the 2008 CLA testing of entering freshmen. "The University began to make public our commitment to accountability with the creation of our strategic plan in 2004," says CSU President Tony Frank. "Our list of values associated with our vision and our mission begins with 'Be accountable.'"

In 2006, University administrators devised a readily reportable system of accountability measures for the campus that could be easily accessed by students and parents.

CSU become one of the first universities to join a national effort to provide straightforward cost and consumer information through the online pilot program College Portrait, part of the nationwide Voluntary System of Accountability, which provides accessible, transparent, and comparable information about educational institutions in the United States.

As institutions of higher learning become more competitive, says Frank, Colorado State aims to be known as much for its accountability as for its status as one of the nation's top research institutions.

The CLA presents realistic problems that require students to analyze complex materials and determine the relevance to the task. Scores are aggregated to the institutional level, providing information about how their students as a whole are performing.

The institution – not the student – is the initial primary unit of analysis. However, the assessment is not about ranking educational institutions, CLA administrators contend. The CLA aims to highlight the differences between colleges and universities that can lead to improvements in teaching and learning at the institutional level.

CLA provides both unadjusted and adjusted scores to give two perspectives on institutional performance and comparisons. Unadjusted scores report absolute performance and allow real comparisons across schools.

Although absolute measures, such as graduation or retention rates, are traditionally used in post-secondary outcomes and comparisons, a strong case exists to adjust scores to control for entering academic ability.

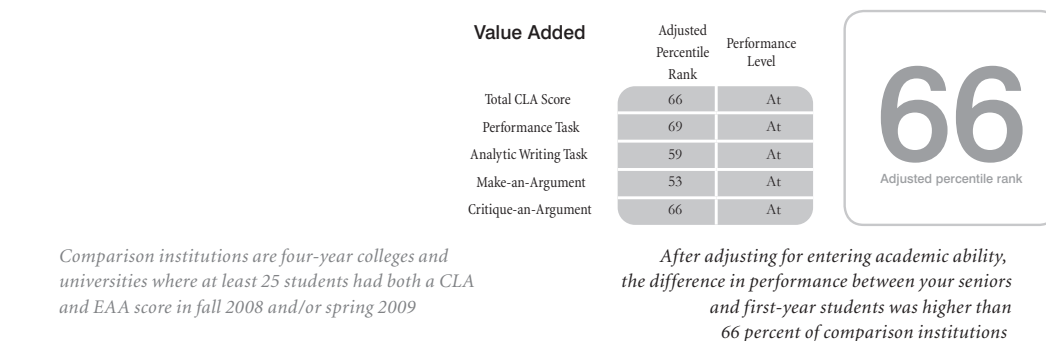
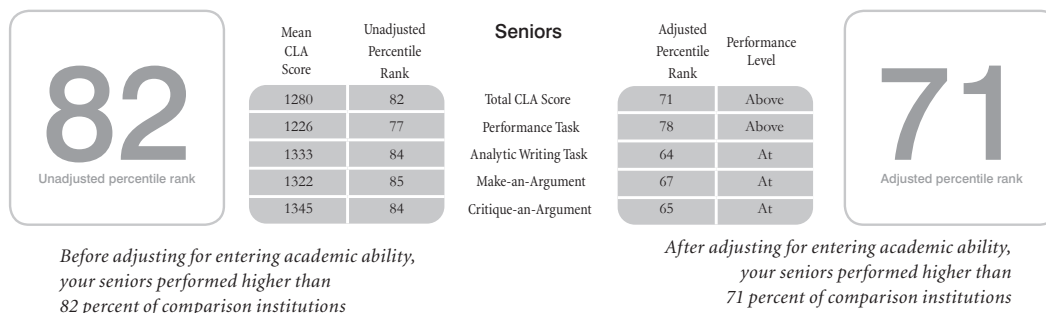
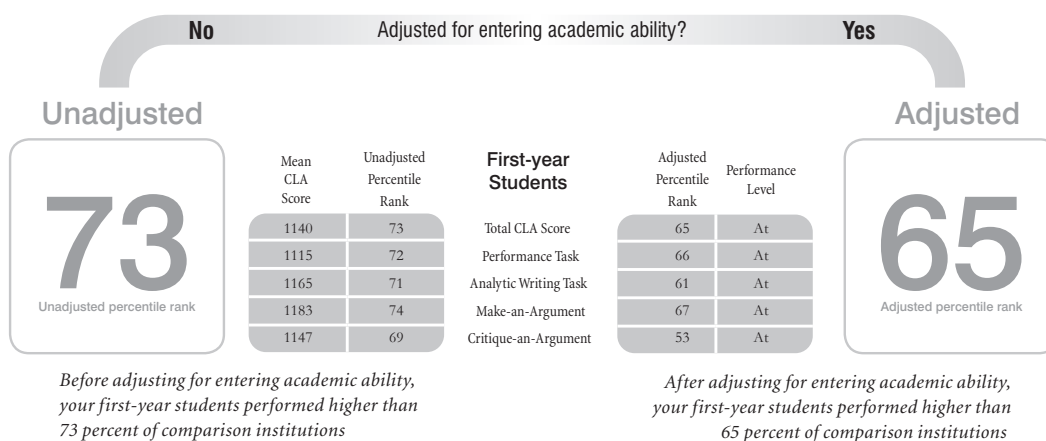
Adjusted scores level the playing field for schools with different admissions standards or imperfectly representative samples, maintain CLA administrators. To adjust scores, the CLA computes a score for each university's student sample.



The Council for Aid to Education, or CAE, built the Collegiate Learning Assessment with the participation of educational institutions nationwide. The national nonprofit CAE, based in New York City, was established in 1952 to advance corporate support of education and to conduct policy research on higher education. Today, the CAE also focuses on improving quality and access in higher education; addresses strategic planning for public university systems, states, and foreign nations; and conducts research on policy reforms in higher education. *Comment*

How Does CSU Fare? 2008-2009 CLA Report for Colorado State University

Colorado State University Results



1 Colorado State University Results

First-Year Students

	Performance Level	Adjusted Percentile Rank	Deviation Score	Unadjusted Percentile Rank	Observed Mean CLA Score	Expected Mean CLA Score	Mean EAA Score	Student Count
Total CLA Score	At	65	0.3	73	1140	1126	1105	133
Performance Task	At	66	0.4	72	1115	1099	1101	67
Analytic Writing Task	At	61	0.2	71	1165	1152	1109	66
Make-an-Argument	At	67	0.4	74	1183	1157	1109	66
Critique-an-Argument	At	53	0.0	69	1147	1146	1109	66

Seniors

	Performance Level	Adjusted Percentile Rank	Deviation Score	Unadjusted Percentile Rank	Observed Mean CLA Score	Expected Mean CLA Score	Mean EAA Score	Student Count
Total CLA Score	Above	71	0.6	82	1280	1249	1154	120
Performance Task	Above	78	0.8	77	1226	1191	1113	59
Analytic Writing Task	At	64	0.4	84	1333	1310	1195	61
Make-an-Argument	At	67	0.5	85	1322	1294	1195	61
Critique-an-Argument	At	65	0.4	84	1345	1326	1195	61

Value-Added Estimates

	Performance Level	Adjusted Percentile Rank	Difference Score
Total CLA Score	At	66	0.3
Performance Task	At	69	0.4
Analytic Writing Task	At	59	0.2
Make-an-Argument	At	53	0.1
Critique-an-Argument	At	66	0.4

Moving from right to left, Table 1 above shows how many students completed the CLA and their mean Entering Academic Ability (EAA) scores,* as well as their expected and observed mean CLA scores.**

Unadjusted percentile ranks show how your school's mean CLA scores compare to those at other schools BEFORE adjusting for ability.

Adjusted percentile ranks are based on deviation scores and are used to assign performance levels.***

Deviation scores control for ability and quantify the difference between observed and expected mean CLA scores in standard error units.

Difference scores represent estimates of value added. They are calculated by subtracting first-year deviation scores from senior deviation scores.

* – SAT Math + Verbal, ACT Composite or Scholastic Level Exam (SLE) scores on the SAT scale. Hereinafter referred to as Entering Academic Ability (EAA).

** – An "N/A" indicates that there were not enough students with both CLA and EAA scores to compute a result.

*** –
 90-99th Well Above Expected
 70-89th Above Expected
 30-69th At Expected
 10-29th Below Expected
 0-9th Well Below Expected

2 First-Year Students

	Student Count	25th Percentile	Mean	75th Percentile	Standard Deviation
Performance Task	67	996	1115	1233	151
Analytic Writing Task	66	1081	1165	1261	128
Make-an-Argument	66	1075	1183	1299	155
Critique-an-Argument	66	1035	1147	1274	159

Seniors

	Student Count	25th Percentile	Mean	75th Percentile	Standard Deviation
Performance Task	71	1119	1227	1316	192
Analytic Writing Task	70	1238	1320	1437	163
Make-an-Argument	70	1253	1303	1409	201
Critique-an-Argument	70	1196	1336	1478	183

The counts, means, percentiles, and standard deviations in Table 2 represent students with and without EAA scores.

As such, these data may differ from those in Table 1.

Committee Crafts Work-Life Recommendations for CSU Employees

Some people work to live, others live to work; Colorado State's Work-Life Committee recommends a balance between the two.

Colorado State took a formal look at work-life balance in 2007 when a committee focused on spousal accommodations, family-leave policies, and work transitions, explains Rick Miranda, CSU provost and executive vice president.

"The committee felt that the campus would benefit from a more comprehensive set of recommendations," Miranda says, about continuing the work begun in 2007. In fall 2008, the Work-Life II Committee was established, chaired by Dean of Engineering Sandy Woods, to develop recommendations that could improve the ever-present challenges of the dual work-life responsibilities affecting CSU faculty and staff.

Miranda, who served on the committee before his appointment as provost, charged CSU's associate provosts – first Alex Bernasek, then Irene Vernon – to consider the recommendations. "I asked them to make what progress we can, given the budget-cutting realities that we have," he says.

Committee members – which included 21 representatives from the administrative professional and state classified staffs – met weekly throughout fall semester 2008. Four subcommittees focused on issues particular to faculty and staff at various stages in their careers: early career, mid-career, and late career. A fourth subcommittee conducted research to support the larger committee's work.

Both the late-career and early-career subcommittees conducted multiple focus groups to gather information, determine the issues most important to various employee groups, and provide opportunities for input on committee recommendations.

The committee concluded that some recommendations will require a financial investment by CSU, but others can be implemented by coordinating existing resources and implementing current policies more uniformly across campus.

What's next? CSU has launched a work-life website <[http://www.provost.colostate.edu/index.asp?url=Family Friendly](http://www.provost.colostate.edu/index.asp?url=Family%20Friendly)> says Miranda. "The website is the result of Irene's efforts, building on Alex's work," he notes. "This website is our first attempt to bring together, in one place, a comprehensive set of links and information related to work-life issues, forming the focal point for further developments."

Miranda says family leave policies are the most urgent issue for the University to address. "The first task has been to clarify the current policies, which have not been well-understood across campus. We will continue to look for ways to find funding for the recommendations that require it, as part of our normal budget process."

Says Miranda, "Making good progress on many of these fronts will be a long-term project, but it also will be a long-term benefit to our campus."



Work-Life II Committee recommendations

Primary Recommendation

Fund a work-life balance center/office modeled after the office at the University of California-Davis, <www.hr.ucdavis.edu/Work_Life>, where staff would advocate for CSU faculty and staff. Center staff would communicate work-life resources and policies through a dedicated website and internal communications, work with existing units across campus to develop and deliver training to increase supervisor sensitivity to work-life issues, and continue to develop and coordinate programs and policies that would assist faculty and staff. As resources allow, the Work-Life Balance Center would be co-located with complimentary programs (such as child care services).

General Recommendations (proposed by multiple subcommittees)

- Implement strategies to allow faculty and staff to contribute unused sick and annual leave to other faculty and staff who may need it. Policies for this leave bank and the economic impact of these policies should be evaluated by appropriate committees and CSU administrative units.
- Increase the availability of HR professionals to facilitate a one-on-one overview and discussion of the CSU employee-benefits portfolio with each employee desiring this assistance.
- Develop a leadership academy to facilitate identifying and engaging new leaders across the University and various employment classifications.

Early Career Faculty and Staff

- Clarify, publicize, and enhance CSU policies that pertain to maternity and parental leave. Supervisors should be provided mandatory training to allow the institution to more equitably implement parental and maternity leave policies.
- Expand childcare options for faculty and staff. Provide a new physical location and develop additional programs (such as early childhood care options).
- Publicize and clarify promotion and tenure policies, including those policies that relate to extension of the probationary period. Supervisors should be trained and there should be written department-level requirements and expectations.
- Design and implement a formal mentoring program and mentoring assessment program for new faculty at the college level.
- Clarify and publicize policies regarding funding for spousal accommodations. Continue to increase funding for this purpose and broaden support available for dual-career couples to include partner placement assistance.

Mid-Career Faculty and Staff

- Institutionalize family-friendly policies that help employees balance life stages and family needs with job performance and career progression. Examples include dependent care, policies that provide additional paid leave to allow faculty and staff to deal with difficult emotional or financial issues (such as the death of a loved one), additional health insurance options, and expanded benefits.
- Develop and implement policies and programs that support mid-career faculty and staff. Examples include recognizing the increased role of University service by this group of faculty and staff, developing fractional appointments (including providing new standards for evaluation of faculty and staff on fractional appointments, implementation of new awards and recognition), and training for faculty and staff (e.g. assistance for mid-career workers to allow them to gain expertise with new technology).
- Charge appropriate committees or units with re-evaluating, and potentially expanding or revising, existing policies and programs such as sabbatical leave, CSU's study privilege, support for mid-career research shifts, and professional development.

Late Career Faculty and Staff

- Support long-term health care as a new benefit for CSU employees (including state classified staff).
- Provide employee workshops on financial planning for retirement, coping issues (such as death of a family member), stress management, and post-retirement career planning.
- Develop programs that will allow retirees to remain engaged within CSU and to make contributions to the University as desired. *Comment*

► TALKING POINTS

Animal Ethics and the Law

Anti-cruelty laws sufficed for most of human history, but recent decades demand a new ethic

By Bernard E. Rollin, Colorado State University Distinguished Professor, Professor of Philosophy, Professor of Animal Sciences, Professor of Biomedical Sciences, and University Bioethicist

Anyone attending to cultural history over the last three decades cannot have failed to note a crescendo of societal concern about animal treatment across the Western world. This is clearly evidenced in multiple ways – during that period, laws and regulations constraining the use of animals in a variety of areas including biomedical research and agriculture have proliferated worldwide.

In the U.S., two pieces of landmark laboratory animal laws passed in 1995, despite vigorous and powerful opposition from the research community, which also publicized the claim that such laws would threaten human health. In the EU, increasingly stringent regulations pertaining to both toxicological testing and animal agriculture have been promulgated (for example, that sow stalls must be abandoned within a decade and that in vitro cosmetic testing must replace animal testing). And, in Sweden in 1980, the Parliament passed, “virtually unopposed” according to the *New York Times* (October 25, 1988), a law eliminating confinement agriculture (what is colloquially known as “factory farming”).

Recent years in the U.S. have witnessed numerous examples of federal bills floated in Congress pertaining to animal welfare in areas as diverse as protecting marine mammals from tuna nets to preventing duplication in research, and in 2003, some 2,100 bills were introduced in state legislatures relevant to animal treatment. Most notable, perhaps, in dramatic terms, was the successful California law making shipping horses for slaughter or knowingly selling a horse to someone who will ship the animal to slaughter a felony, a bill now being pursued in Congress.

Historically, both the laws protecting animals and the societal ethic informing them were extremely minimalist, in essence forbidding deliberate, willful, sadistic, deviant, extraordinary, unnecessary cruelty not essential for “ministering to the necessities of man,” or outrageous neglect. This ethic is found in the Bible, and in the Middle Ages, when St. Thomas Aquinas, while affirming that although animals were not direct objects of moral concern, nevertheless presciently forbade cruelty to them, on the grounds that those who would be cruel to animals will inexorably “graduate” to people, an insight buttressed by decades of research. Beginning in roughly 1800, the anti-cruelty laws were codified in the legal systems of most Western societies.

The question naturally arises as to why, if the anti-cruelty ethic and laws sufficed for most of human history, did the past three decades call forth a demand for a new ethic and new laws. In contract research I undertook for USDA, I identified five factors:

- 1. Changing demographics and consequent changes in the paradigm for animals.** Whereas at the turn of the century, more than half the population was engaged in producing food for the rest, today only some 1.5 percent of the U.S. public is engaged in production agriculture. One hundred years ago, if one were to ask a person in the street,





Animal-ethics whisperer

Colorado State University Distinguished Professor Bernard Rollin.

Colorado State University Distinguished Professor Bernard E. Rollin is one of world's leading animal rights scholars. He taught the first-ever course in veterinary medical ethics and pioneered reform for the use of animals in veterinary teaching colleges.

Rollin has testified before Congress on animal experimentation and was a principal architect of 1985 federal legislation dealing with the welfare of experimental animals. He has served as an animal research consultant for government agencies in the United States, Canada, Australia, the Netherlands, New Zealand, and South Africa.

He is the author of more than 400 papers and 14 books, of which *Animal Rights and Human Morality* won an Outstanding Book of the Year Award from the American Association of University Libraries. His other books include *Veterinary Ethics: Theory and Cases*; *Complementary and Alternative Veterinary Medicine Considered*, with David Ramey; *The Well-Being of Farm Animals: Challenges and Solutions*, with John Benson; *Science and Ethics*; and *Philosophy*.

In September, Rollin presented "Animal Rights as a Mainstream Phenomenon" for Colorado State University's My Favorite Lecture series, which gives students the opportunity to interact with some of CSU's internationally recognized scholars.

urban or rural, to state the words that come into their mind when one said "animal," the answer would doubtless have been "horse," "cow," "food," "work," etc. Today, however, for the majority of the population, the answer is "dog," "cat," or "pet." Repeated studies show that almost 100 percent of the pet-owning population views their animals as "members of the family." And virtually no one views them as an income source. Divorce lawyers note that custody of the dog can be as thorny an issue as custody of the children!

- 2. We have lived through a long period of ethical soul-searching.** For almost 50 years, society has turned its "ethical searchlight" on humans traditionally ignored or even oppressed by the consensus ethic – blacks, women, the disabled, other minorities. The same ethical imperative has focused attention on our treatment of the nonhuman world: the environment and animals. Many leaders of the activist animal movement, in fact, have roots in earlier movements, such as civil rights, feminism, gay rights, children's rights, and labor.
- 3. The media has discovered that "animals sell papers."** One cannot channel-surf across normal television service without being bombarded with animal stories, real and fictional. (A *New York Times* reporter recently told me that more time on cable TV in New York City is devoted to animals than to any other subject.) Recall, for example, the extensive media coverage a decade ago of some whales trapped in an ice floe and freed by a Russian icebreaker. It seems someone in the Kremlin realized that liberating the whales was a cheap way to win credit with U.S. public opinion.
- 4. Strong and visible arguments have been advanced** in favor of raising the status of animals by philosophers, scientists, and celebrities.
- 5. The most significant reason, however, is the precipitous change in animal use occurring in the mid-twentieth century:**

Traditionally, society's major use of animals was agriculture – food, fiber, locomotion, and power. The key to agricultural success was, in turn, good husbandry, which meant taking great pains to put one's animals into the best possible environment one could find to meet their physical and psychological natures (which, following Aristotle, I call *telos*), and then augmenting their ability to survive and thrive by providing them with food during famine, protection from predation, water during drought, medical attention, help in birthing and so on. Thus, traditional agriculture was roughly a fair contract between humans and animals, with both sides being better off in virtue of the relationship. Husbandry agriculture was about placing square pegs into square holes, round pegs into round holes, and creating as little friction as possible in doing so.

Welfare was thus assured by the strongest of sanctions, self-interest, with the anti-cruelty ethic needed only to deal with sadists and psychopaths unmoved by self-interest.

The rise of confinement agriculture, based in applying industrial methods to animal production, broke this "ancient contract." With technological "sanders" – hormones, vaccines, antibiotics, air-handling systems, mechanization – we could force square pegs into round holes and place animals into environments where they suffered in ways irrelevant to productivity. If a 19th-century agriculturalist had tried to put 100,000 egg-laying hens in cages in a building, they all would have died of disease in a month; today, such systems dominate.

At the same historical moment, animals began to be used on a large scale in research and testing, again causing new and unprecedented degrees of suffering.

The amount of suffering arising from these sources far outweigh what is produced by deliberate cruelty. Further, the anti-cruelty laws do not cover these new uses, and cannot be twisted to fit anything like steel-jawed trapping, sow stalls, or toxicology, since these exemplify "ministering to human necessity."¹ Thus a demand was called forth for a new ethic.

In Western societies, human ethics balances utilitarian considerations – greatest good for the greatest number – against concern for individuals by building "protective fences" around essential features of human nature; these fences are called rights. Rights are a moral/legal notion designed to save essential features of individuals' human nature – e.g. the desire for free speech – from being submerged for the general welfare. The logic of this notion is being exported

to animals – society wishes to assure that their basic interests, flowing from their *telos*, are not submerged, and that farm animals live decent lives, and laboratory animals have pain controlled.

Direct rights for animals are of course legally impossible, given the legal status of animals as property, the changing of which would require a constitutional amendment. (Many legal scholars are working to elevate the legal status of animals.) But the same functional goal can be accomplished by restricting how animal property can be used. Thus, the laboratory animal laws require pain and distress control, forbid repeated invasive uses, require exercise for dogs, etc.² And some European laws have forbidden sow stalls. This mechanism is the root of what I have called “animal rights as a mainstream phenomenon.” This also explains the proliferation of laws pertaining to animals as an effort to ensure their welfare in the face of historically unprecedented uses.

1. Animal Legal Defense Fund v. The Department of Environment Conservation of the State of New York (1985), Index #6670/85

2. Public Law 99-198 Food Security Act of 1985, Subtitle F- Animal Welfare; Health Research Extension Act of 1985, Public Law 99-158.

The Alternative: Breaking from Spring Tradition

Traditionally, spring break provides college students nationwide a week-long respite from academics. While many students relax on sandy beaches, some CSU students opt instead for a philanthropic alternative: volunteer service and an immersion experience into diverse cultural, environmental, and socioeconomic communities across the nation.

Each year, about 200 students participate in CSU’s Alternative Spring Break, coordinated through the Office of Student Leadership, Involvement, and Civic Engagement, or SliCE. While “doing good,” students learn about the social and cultural issues affecting small towns in the United States and the world at large – and a little something about themselves in the process. Trips focus on such challenging social and cultural issues as hunger, AIDS/HIV, housing, homelessness, environmental conservation, and economic sustainability, and participants often say that the experiences are personally life-changing.

Colorado State University President Tony Frank invited students and a faculty adviser to write about their experiences as part of Alternative Spring Break 2010:

Fight AIDS

This was my second alternative spring break. Last year, I went to Washington, D.C., and worked at Community for Creative Non-Violence, which is the largest homeless shelter in the United States. This year, I traveled to New York City with 11 amazing individuals and worked at Gay Men’s Health Crisis, a center that reaches out to people infected by HIV and AIDS, providing outreach and education about the importance of safe sex. I can honestly say this trip changed my life. Prior to the trip, I thought of HIV and AIDS as just a disease. Through the week, I met numerous people with HIV and AIDS, heard their stories, and saw the physical toll the disease can take. The connections I made with the people at GMHC and the other participants on the trip will last a lifetime. GMHC’s slogan is “Love Life. Fight AIDS.” I plan on continuing to do whatever I can to fight AIDS and help people lead a healthy and happy life. Participating in alternative spring break is one of the best decisions I have made in my college experience so far.

– Savannah Svoboda, junior, Communication Studies

Man’s (and woman’s) best friend

I went on alternative break to Kanab, Utah, over spring break, and let me first say it was an experience I’ll never forget. I was the only guy on my trip, with eight girls. Naturally, I was quite nervous. However, by the time we loaded up the car, I knew this was going to be worth it. We worked with Best Friends Animal Society, a no-kill animal sanctuary that houses abused and neglected dogs and cats. The dogs seized from the Michael Vick dog-fighting incident were there – which provided a



turn to this adventure that I found so interesting. Volunteers often take home the animals to provide housebreak training. We took to our temporary home three dogs – and a 150-pound potbellied pig. The pig was actually pretty calm, didn't smell, didn't make a whole lot of noise, just kind of chilled out and enjoyed the company. I would definitely recommend this experience.

– David Polizzi, sophomore, undeclared



Little Shop of Physics

I led an alternative spring break trip to the Four Corners with Brian Jones, program director, and the Little Shop of Physics, which travels the region providing hands-on science experiments for schools and communities. It was an amazing experience. I learned cool things about physics and could apply my engineering knowledge to some of the projects. I also learned a ton about the Navajo culture – and patience, had some great life lessons, and met a whole crew of amazing people. Everyone should think of being involved in an alternative break at least once in their college career. While students enjoy going to Vegas, Mexico, or even skiing and easily spending \$1,000, these trips are cheaper and more memorable.

– Kelly Bergdolt, senior, Environmental Engineering

Environmental restoration

I traveled with 11 other students to Moab, Utah, where we worked with Plateau Restoration, a nonprofit environmental restoration agency. Not only did I learn about the impact recreational users make on the environment, but I gained lifelong friendships. I have participated in four alternative breaks and can honestly say they have been the best part of my CSU experience. Alternative breaks foster character development and leadership skills. I believe every person at CSU could benefit from such a rewarding experience.

– Jenni Sneden, senior, Biomedical Sciences

Give kids the world

We took a group of 10 to Kissimmee, Fla., to volunteer at Give Kids the World Village, an absolutely amazing place that provides a weeklong respite for children with terminal or life-threatening illnesses and their families. The children and families visit the area's theme parks and eat as much ice cream as they want. Give Kids the World provides a magical place where terminally-ill kids get to be just kids again. Our group served breakfast in the village Gingerbread House, painted nails, gave airbrush tattoos in the La Ti Da Spa, and participated in the weekly Christmas parade. It was an amazing experience. We learned a lot from the families, the other volunteers, and each other. Our hope is that we can continue to support the program in its wonderful mission to provide for hundreds of families each week. While the heart of our trip was about service, we also had a lot of fun while we were in Florida, such as meeting Orlando-area CSU alumni. It was nice to connect with other Rams and know that the CSU community extends beyond campus.

– Bonnie, senior, Liberal Arts, and Kati Ledall, junior, Human Development and Family Studies

Eco-leader

What a great group of students we had on the trip and what a terrific experience the break was for them, as well as for me. After a fascinating visit to Panama City we spent the week in a very rural area near the Caribbean, working with a group of communities that have decided on eco-tourism as their path to development. Our project for the week was to create a structure that would be used as a restaurant for tourists visiting on bird-watching tours. We split into two groups: one working at the construction site and the other observing the natural and cultural treasures of the area.

The students were a remarkable bunch who worked very hard and were unfailingly good-spirited representatives of CSU, even while digging what would be a septic tank in 97-degree heat and equal percentage humidity. I have always been a believer in experiential education, and it was an honor to participate as our students negotiated the realities of working in the developing world while relating it back to their areas of study.

CSU has been visiting this area of Panama for a number of years and in our visit we saw evidence of this partnership. Trails that had been constructed in the forest, a small museum highlighted local culture, and banners created as going away gifts by previous groups illustrated the strength and importance of this relationship between CSU and the Achote region of Panama. Perhaps even more than these physical indicators of the CSU-service relationship was the big hug that every member of our group received from the women who would be cooking for us and traveling with us during our week of service. That we were greeted as family was a reflection of the quality relationship between CSU and this community.

– Daniel Newell McLane, instructor, Department of Sociology, and faculty/staff adviser for Alternative Spring Break to Panama

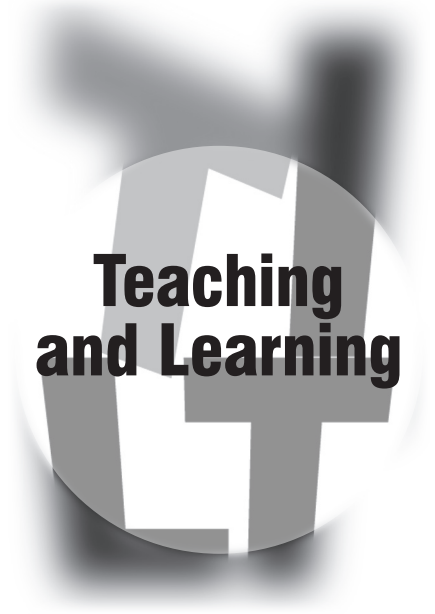
► NUMBERS

Creating a Focus on Teaching and Learning

The concept for an institute for learning and teaching had been percolating for years. Colorado State University set aside funds in 2005 for a new on-campus program dedicated to the advancement of learning and teaching, says Mike Palmquist, CSU associate vice provost and director of The Institute for Learning and Teaching, or TILT. Initially, the program was to provide faculty the support formerly offered by the Center for Teaching and Learning and the Office of Instructional Services (which since have been eliminated), explains Palmquist. The Institute’s mission was expanded in 2007 to include a focus on the direct support of student learning, engagement, and success. TILT began operating in its temporary quarters in the Clark Building. In spring 2009, the Institute moved into its permanent home in the campus’ original library building at 801 Oval Drive.

TILT today

78	Academic and study skills workshops offered in 2009-2010
862	Number of students who have attended these workshops
465	Participants attending five “My Favorite Lectures” in 2009-2010
900	Attendance at Master Teacher Initiative sessions in the past year, including repeat participants
1,400	Number of faculty members receiving electronic teaching tips on a weekly basis
40	Number of graduate students <i>expected</i> to enroll in the Graduate Teaching Certificate program
235	Number of graduate students <i>actually</i> enrolled in the Graduate Teaching Certificate program
2,300	Number of students involved in mentored undergraduate research
400	Number of faculty members and post-docs involved in student mentoring
814	Number of faculty, staff, and graduate students attending the 2010 Professional Development Institute
183	Number of instructors enrolled in the 2010 Summer Conference on Learning, Teaching, and Critical Thinking



▶ QUOTABLE

No ‘Yackity-Yacks’

“Who do you think made the first stone spear? It wasn’t the yackity-yacks around the campfire.”

- Temple Grandin, CSU professor of animal science, about the unlikely great innovators throughout history, in an interview about a movie of her life (HBO’s biographical film *Temple Grandin*, which stars Claire Danes as Grandin) as an animal scientist living with autism and overcoming great odds

(Cincinnati.com, “Stars align for ‘Temple Grandin’”)

Weathering Devastation

“It’s not even that it has to be a major hurricane.”

- Philip Klotzbach, CSU research scientist in the Atmospheric Science Department, about the new threat that 1.2 million earthquake-ravaged Haitian homeless are facing: the upcoming rainy season

(*The Boston Globe*/boston.com, “In devastated Haiti, a wary look to the sky”)

Some News is Good News

“People just want to hear something, even if it is bad news.”

- Prabha Unnithan, CSU sociology professor and director of the Center for the Study of Crime and Justice, about the needs of co-victims of cold murder cases, which are outlined in the new report *Forgotten Victims: What Cold Case Families Want from Law Enforcement*

(Colorado State University News Service, “Sociology of cold cases reveals continuing difficulties in relationships between victims’ families and law enforcement”)

Animal Economics

“Trickle-down economics is observed daily in the salvage cattle market.”

- Gary Smith, Colorado State University Distinguished Professor of Animal Sciences and Monfort Endowed Chair in Meat Sciences, about how packer-buyers pay more for higher-yield animals that will affect the bottom line

(World Dairy Business Blog, “Dairy BQA summary released”)

Fab Abs

“Unfortunately for men, the excess fat tends to accumulate in the abdomen due to a variety of genetic and hormonal factors.”

- Ryan Donovan, director of CSU’s adult fitness program in the Department of Health and Exercise Science, about aging and weight gain in men

(*The Denver Post*/denverpost.com, “In search of fabulous abs”)

Bitter Sweet

“Our research should also raise concerns about the widespread use of sweet flavor descriptors with other dangerous products including cigars, bidis, cloves, smokeless tobacco, vodka, wine coolers, and malt beverages.”

- Ken Manning, CSU marketing professor, about the study by Manning and colleague Kathleen Kelly that addresses the effects of flavor descriptors on cigarette packages and the brand perceptions of adolescents

(Tobacconews, Tobacco Facts and Cigarettes Information, “Colorado State marketing professors find high-sensation seeking teens have favorable brand impressions of flavored cigarettes”)

I, Robot

“Most people have a disclaimer saying their spherical robot can’t climb steep inclines or stairs.”

- Greg Schroll, CSU graduate student recognized as one of the Top 10 Innovators of 2009 by *Popular Mechanics* magazine, about his invention that climbs upwards, a feat unattainable by other moving spheres

(5280: *Denver’s Magazine*, “Innovator to watch”)