Avery Martin: Welcome to Health and Human Science Matters, a podcast by Colorado State University's College of Health and Human Sciences. I'm Avery Martin, co-host and digital media strategist.

Matt Hickey: And I'm Matt Hickey, associate dean for Research and Graduate Studies. In our college, we make it our mission to optimize human health and wellbeing through discovery and innovation. Don't just take our word for it. Each episode, we sit down with people who fulfill that mission, our college faculty and staff.

Avery Martin: Today, we're sitting down with Dr. Susana Muñoz, associate professor and coordinator of the Higher Education Leadership Doctoral program in the School of Education at Colorado State University.

Matt Hickey: Susanna, welcome.

Dr. Susana Muño...: Thank you. Glad to be here.

Matt Hickey: Well, we're happy to have you join us. It's our first episode of season five. And as we were talking about before we got on the air, we can't believe it's season five. These days, we're going to get the hang of this thing. Right?

Avery Martin: [inaudible 00:00:49].

Dr. Susana Muño...: Congratulations.

Avery Martin: Thank you.

Matt Hickey: It's been so much fun and we're looking forward to the conversation. In terms of big problems that your research addresses, we're interested in you sharing what you pursue and why.

Dr. Susana Muño...: Yeah. My main goal is to create humanizing spaces for minoritized college students on our campuses. In particular, the students that are undocumented or have DACA.

This really stems from my practitioner days. Before becoming a faculty member, I was a student affairs practitioner for 13 years. And I worked in programs like Minority Student Affairs, leadership development, housing, trying to remember all the things, diversity and equity issues, and TRIO programs, which is for students that are first gen, low income, or have a disability.

And so, my research stems from working in those programs, but not being able to serve undocumented students. And so it really got me on a pathway to then, "Where do they get support from? Who are the people that provide the support? What services that they able to access?" And this was back in time, I would say, where there was very little research on this issue. And so I feel like I was actually doing something pretty new for our field, and we were only talking about it on a national scale.

And I remember my dissertation advisor saying, "Oh, I don't know. This is such a politicized issue. I'm afraid you're not going to get published." And I was like, "I don't care. I want to do this."

Matt Hickey: Good for you.

Dr. Susana Muño...: And so that got me on that pathway. The other thing is that I'm also an immigrant. I was born in Mérida, Yucatán, Mexico. And I came to the United States when I was six years old on my mother's fiance visa. She met my stepfather in Mexico, and so that's how we got to the United States.

And it took about four years for us to get our citizenship. And I don't remember a struggle like I think individuals do now. I think partly because of my father's citizenship, but also it was a different era. Ronald Reagan had an Amnesty Bill at that time as well.

And so I started to also unpack my own immigrant identity and what that meant, and the fact that we didn't have status. And there wasn't necessarily any indicators that we didn't have status, other than the fact that my mother's sister passed away when we're in the States and she couldn't go back for the funeral.

Matt Hickey: Oh my goodness. Yeah.

Dr. Susana Muño...: And that's something that many undocumented immigrants face, that they're not able to physically connect with a family that they left behind. That's in a nutshell that it got me really interested in creating humanizing spaces for immigrants on our college campuses, and really having these important discussions around how do we move our practice? How do we engage in teaching practices that are really humane to folks that are in your classrooms that may not have status? And so that's what I've been living and also learning alongside and working alongside these brilliant, magnificent student leaders and student activists across the country. Yeah.

Matt Hickey: And this aligns really nicely with our access mission, this alignment of values we profess and actions we take to make sure that they're not pointed in different directions. Or maybe we say values and there is no underlying action, right? I think bringing the two of those together is important. We're a land grant and we ought to take that responsibility seriously.

Dr. Susana Muño...: Yeah. I think the action is super key. We can have the awareness, we can... just think about why it's happening, but if we don't have the action and accountability, then we're not going to move the needle in how we create humanizing spaces for students across, all students, right?

Matt Hickey: Well said. Hear, hear.

Avery Martin: Speaking about that action, tell us an impact story, if you can. What is a time where you saw your research and the research of your collaborators truly make an impact in someone's life?

Dr. Susana Muño...: Well, I think when the elections happened in 2016, and shortly after that, 2017, in September, Jeff Sessions rescinded DACA. And so I got so emotional and angry and I wanted institutions to take action.

I wrote an op-ed as an open letter to college presidents, and I laid out, "This is what's happening on your campus. Your students are hurting. Here's some things that you can do, and here's the things that you need to continue to do." And regardless of what happens, college presidents need to be really privy that there's students on their campus that are not able to access certain services or disclose their status because of fear. And it's up to us to really create a campus climate that's welcoming, whether it's in our classroom, in our residence halls, that's conducive for students to be their authentic selves.

And so college presidents need to be privy about those issues, but they are also instrumental in pushing policy. They have access to these governmental liaisons on a state level, and they need to be saying, "Look, we need to live out our mission, and this is one of the ways that we need to be doing that, is looking at the needs and wants of our undocumented and DACA students."

I've heard stories where presidents brought that to their meeting that op-ed and said, "Okay, we have a scholar here who's actually calling us to action, and how are we doing and what are we doing to impact these actions on our campus?" So, that was a moment where I was like, "Okay, somebody's actually reading my work."

And I like writing those op-eds, and I actually have probably the same number of op-eds as I have publications, like peer-reviewed stuff, because I feel op-eds really deliver a clear plan of action. They're asking folks to think in different ways, but also to behave and act in different ways by asking different questions.

But also, what are the consequences if we don't act? What is that going to look like, not only for folks that identify as undocumented or DACA, but for other minoritized folks or all students? When we don't create humanizing spaces and act as humanizing individuals, we're also not allowing others to be their authentic selves, right?

Avery Martin: Right. That's powerful.

Matt Hickey: It sure is.

Avery Martin: Yeah.

Matt Hickey: Now, I'm going to touch on something that you've already alluded to. Maybe we can just develop it a little bit further. I want our listeners to follow your journey about this discovery of a passion for research that can have the kind of impact that we've been talking about so far. Talk to us a little bit more about that.

Dr. Susana Muño...: The research part, and again, it was a phone call that I got in my office, and somebody that when I was working in the TRIO program said, "Hey, I have this student and I know you do these amazing workshops on academic success. Can I send this student over?" I said, "Absolutely. Send the student over."

They said, "The student's undocumented." I was like, "Well, here's what I'm going to do. I'm going to do this in my lunch hour. Let's meet with the student over my lunch hour. I will go over some of the skill sets that I can teach, and just let them know that they have a resource person."

Well, the student didn't feel comfortable. Here I am, I speak Spanish, I'm a Mexican immigrant, and I thought I had all these qualities and skills, and they still felt afraid. And so that really led me to try to understand the services, but also I didn't really set out to be a faculty member. That was not in my trajectory.

I was set out to continue being a student affairs administrator, and to eventually be a community college president at some point. And so my advisor was the person across the nation known as cultivating the most of the community college presidents in this nation. And so their research is what got me.

And so I looked at the state context, we call the New Latino Diaspora. These are states where they have relatively new newcomers of Latinx folks. And so my research was really situated in the ski resort and very affluent... housing was outstanding. I don't understand where folks that work there, how they live, because the cost of living and the cost of housing is so pricey, but they do.

And so I wanted to understand how individuals that come from this New Latino Diaspora and this community, this newcomer community, how do they access college? What are the resources there? What happens in the high school? Who's talking to them and how they're talking about them? And how are they talking about not having legal status in their pursuit to accessing higher education?

So, what I found out was that there were people there that they were able to lean on that understood. And when you have a community that's really highly resourced, there's some resources there for immigrants to access in terms of college scholarships or just even resources, the library resources of how they get there.

I worked along with four women who told me their story about how they were able to access... not only their story of accessing college, but also how they got from their small town community in Mexico and their journey story to this resort area. It was fascinating how the network of people that were really propelled them to come along, but also that there were also people that were available to support them. So, they had this community and network already there.

For me, I saw that it was really... there was a lot of assets that existed, right? And their home community was such an asset. It was really fascinating for me in terms of developing this passion. But I think too, as an undergrad, I wrote a senior thesis and I wrote it on child labor as a political science major. And so I wrote my senior thesis on child labor. And then a backstory to that, my undergraduate major was political science, and I did an internship with Senator Harkin, the senator of Iowa at the time. I worked on his Child Labor Foreign Affairs Desk. And so I did the child labor-

Matt Hickey: What experience.

Avery Martin: Yeah.

Dr. Susana Muño...: ... laws, and so I was able to really connect, "Okay, the passion for research is really about unveiling these questions that we live with. Why is this happening? What does this mean for us? How does this impact us?" And I think it took that same inquisitive mind that I have to my dissertation, and I think that's why I became a faculty member. It's because I left my dissertation process with more questions than answers, and I didn't want to stop. I was like, "Sorry, Dr. Ebbers, I'm going to pursue the faculty route."

Which has worked out really great. But I still think, having been a practitioner for many, many years, I am able to really see, okay, the research is one thing when you put theory into it and then recommendations. But it's another thing where it's like, "Okay, how does this work with folks that are working in the front lines with advisors, with dean of students, with college presidents and provosts? How does this work translate into what they do in their everyday lives?" So, that's the, I think, asset that I bring into my research is I see that there has to be a practitioner alignment.

Matt Hickey: There's a nice synergy between the scholarship and the policy, that I'm hearing. And it goes, now we discover, all the way back to your undergraduate days, right?

Dr. Susana Muño...: Yes.

Matt Hickey: So, your opportunities to work with Senator Harkin. I want you to talk to us a little bit about mentors' influences, and this can go as far back as you like. We've had stories that go all the way back to second grade teachers on occasion. But folks whose fingerprints you still carry with you in terms of your day-to-day business.

Dr. Susana Muño...: I like that. The fingerprints that I take with me, because I think they've really impacted not only my scholarship, but also my life, my heart. When I went to college, so my undergraduate years, Dr. Himar Hernandez was a person that was working in minority student affairs, and he was just very lovely. He was from Mexico too, spoke Spanish.

The cool thing is that he really connected to my mom. I saw that he was like... Because I'm the oldest of my siblings, I was the first one to go to college. And so of course, everyone's going to have their feelings around leaving home.

And to be clear, in Mexico, where my mom's family is from, they all also went to college, but they all lived at home. My cousins. My cousins that are my generation, most of them did attend college, but they lived at home. I feel like my mom was like, "Don't you want to stay home?" I was like, "No, I think I'm okay. Let me..."

And so Himar Hernandez was one of the first individuals that I just sat in his office and just detailed like, "I don't know if I can do this. Iowa State University is in a very small community and predominantly white institution, and it's hard. It was really hard." And so he just gave me such good advice and that, "Yes, you belong here." And just the words just traveled with me throughout my undergrad.

I became this, and I think this stems from my practitioner identity, is that as an undergraduate student, I was an activist. And so I knew that there was injustices happening. I knew that there was scarcity of resources for minoritized groups. And so I was always pushing and pushing and pushing. I was one of these undergraduates that protested. But also I was in meetings with Provost as an undergraduate saying, "We want Latino studies. When are we going to get Latinx studies? And here's why."

And so because of our activism, we got Latino studies in Iowa State University.

Avery Martin: That is awesome.

Dr. Susana Muño...: I was part of the first class, but I would say Himar Hernandez, one of the first individuals that taught me about advocacy, "Let's fight together on things that you need." And so having that support was really important to me.

But also individuals in my doctorate career, Dr. Laura Rendón, who I got the opportunity to be her postdoc for a couple of years at Iowa State, and I took a class from her called College Student Persistence, and it was all about Latinx students. And it made me realize, "Oh, faculty can really have that freedom to cultivate what is in the curriculum and the power that they have."

And that's the first time I was seen in the curriculum. And that was super powerful for me because it allowed me to feel not only empowered, but it just modeled for me that I can put the voices of people that have maybe been at the margins historically in my syllabi, in my curriculum. She was super powerful and post-docing with her. She was a Michigan grad in the early '80s, and so she would tell me lots of adventures in getting her doctorate.

Matt Hickey: I'll bet.

Avery Martin: Yeah.

Dr. Susana Muño...: And it also opened up a lot of doors for me in terms of the connection that she had with Michigan. I was part of a lot of the Michigan dialogues and immigration at that time.

And also Dr. Ebbers, who is my dissertation advisor. And I didn't think a PhD was possible until a friend of mine says, "You should just really call Larry Ebbers and see what he says." And I called Dr. Ebbers and he's like, "You have too much potential not to get this degree. I'm going to do whatever in my power it is to get you to come to Iowa State and just get this doctorate." And so I did.

Matt Hickey: Thank God for little nudges like that.

Dr. Susana Muño...: Yeah. I know. I know. And sometimes, I would struggle a little bit financially and then there would be the Barb and Larry Ebbers Scholarship in my account. And so...

Matt Hickey: Wow.

Dr. Susana Muño...: Just little things like that, I think, were super powerful. And I think I stand on the shoulders of these giants who I think helped me not only believe in myself, but believed in the impact that I could make. Yeah.

Avery Martin: We've talked the incredible business that you take care of, but what are you up to off campus? What are some of the things that you're passionate about, and how do your passions intertwine between your professional and personal lives?

Dr. Susana Muño...: My passions. I appreciate this question because I don't really think about them as passions other than they just make me who I am.

Avery Martin: I like that.

Dr. Susana Muño...: So, a lot of times, I have a wonderful group of Latina women in my life, and we're scattered around the nation, and we're the Sister Scholars. And the Sister Scholars, we meet on a yearly basis, sometimes a few times, to do writing retreats, but also to come together and just be in community with one another.

Avery Martin: That's great.

Dr. Susana Muño...: They're so nourishing to me. And so we met when we were getting our doctorates at different institutions. We are always conference roommates. We're in the same field. My passion is these relationships and people that I have in my life that really sustain me, and that we're all yoga people.

Matt Hickey: Oh, really?

Dr. Susana Muño...: Yeah. We went on a wonderful yoga retreat last year to celebrate our birthdays, and oh, it was so nourishing. It was exactly what we needed. And I love hot yoga. Who doesn't love being in a 100-degree room, sweating and doing the same poses over and over?

But it is something that really mentally sustains me because I like to see progress. It's the same poses every time. I like to see, "Oh, I'm able to do this with my body today." So, I am motivated by progress. I'm a Capricorn in that way, but my passion is really rooted in my community. Not only as Sister Scholars, but in communities of color in which I feel like I can be my authentic self, but also have a pulse on what is happening in our communities, what is needed.

When I think about my passions, I think about the work that I do, not only the relationships that I have with my Sister Scholars, but in community groups as well.

I do consulting on the side as well. I do a lot of equity and diversity consulting to different organizations outside of my wheelhouse. That really pushes me to think about, "Oh, I've never thought about what does it mean to be in dev-ed reform, and how do we center equity there? What does it mean to be in a community college system and how do we center equity there? Or how do we get more adult learners that are Indigenous, Black and Hispanic into community colleges?" So I've been kind of-

Matt Hickey: Busy.

Dr. Susana Muño...: Yes, busy, but also trying to be the learner in these areas. I don't know much about this, but I'm really interested in how I'm connected to it. Because I think we're all connected to it in some ways. That's really what drives my passions is that I like to learn. I learn new things and grow. I think when I'm not growing, that's when I get worried about, "Okay, I need to figure out some pathways for me to expand myself."

Avery Martin: That's great.

Matt Hickey: I love this posture as a lifelong learner. It's such a valuable lesson. I want you to talk to us about how we managed to recruit you here. When did you arrive and what was it about CSU that appealed to you?

Dr. Susana Muño...: Yeah. I'm ACSU grad.

Matt Hickey: Okay.

Dr. Susana Muño...: I came to CSU in 1998, right after the floods. When I was at Iowa State, I worked in minority student affairs as a full-time professional, and then wanted to get my master's degree in student affairs. And it was my dean of student who was also like, "You can actually get a degree in this." I was like, "Oh, I didn't even know it existed."

And so she's an Indiana grad, so I applied to schools where she either worked at, graduated from, or knew people from, so it was between Indiana and Colorado State. And Indiana was very much similar to Iowa.

Avery Martin: Yeah.

Matt Hickey: [inaudible 00:22:39].

Avery Martin: Wanted to switch it up a little.

Dr. Susana Muño...: I wanted to switch it up a little bit. So, ended up at Colorado State University and graduated in 2000 and worked in Westfall as the hall director and worked in leadership development, which is now Slice.

Matt Hickey: Sure, yeah.

Dr. Susana Muño...: And so got some great experiences here and really enjoyed my time. Met some phenomenal people in my cohort. And then, later on in my pathway, after my doctorate, I did the postdoc with Dr. Rendón, and then started a faculty position in the University of Wisconsin, Milwaukee.

That was 2011. And so I loved my time as a faculty member at UWM. It had an urban mission, so it served a lot of students that were first gen. And so I saw the calling, it was the cluster hire for social justice and education. And I was like, "This is pretty bold to have." And I was really intrigued about how people got hired in a cluster.

I was like, "Well, let me see what happens." And so I applied and interviewed, and it just felt like the right place. A new faculty member who's on the tenured clock worries about, "Am I going to lose time?" And I did, but not much. I was just pretty amazed that the same people that were in my master's program were still here. And I was like, "Wow, nobody leaves CSU."

Avery Martin: That's got to say something.

Dr. Susana Muño...: Right?

Matt Hickey: Yes, indeed.

Dr. Susana Muño...: And so it was really nice to be in community again with folks that really were instrumental in my early professional career to just also serve as a support system and as a faculty member in a really different capacity. It just felt right. And so I think that was one of the things that I think attracted me to CSU is that it felt like I was coming home.

I felt like it was a homecoming for me. It felt very familiar and it felt familiar in a ways that I was going to grow and make an impact. Yeah, so that's why I came back home and decided to come back to CSU.

And being hired in a cluster hire, I have to say, we need to do that more often because it allowed me to have a cohort of colleagues that when we demanded, we wanted things to go different ways, we as a collective said, "Okay, on behalf of the cluster hire, here's the things that we'd like to see happen in our school." Or we had support with writing. And so it was just a really positive experience being hired in the cluster hire. And in fact, I was thinking about what other cluster hires can we do here? I was like, "Why don't we do an HSI cluster hire?" Right?

Avery Martin: Yes. Yeah.

Dr. Susana Muño...: Because I just saw advertisement for that at UCLA, and I was like, "Why not? I think that would be phenomenal." Yeah. Yeah, let's do it.

Avery Martin: Awesome. Yeah. Real quick, I want to lean into that a little bit. Referring to HSI as Hispanic Serving Institutions, what advice would you have? Because I know CSU is in the talks for that. What advice would you have for an institution that wants to become that?

Dr. Susana Muño...: Well, I had the privilege and honor of working at the University of Arizona for my sabbatical for law last year. I got to learn such great initiatives and structural ways in which we can situate ourselves within an institution to become a premier HSI, and learning from that. And a lot of it became about branding, about the messaging. And so I learned about how that happened, how that was... So, they have a blueprint flip for us. I think here we need to think about what is the framework that we're operating under?

When we say HSI, what does it mean? I think we need to develop a common language or a shared language around, "Okay, for CSU, here's the pillars of what we mean when we talk about HSI, and what does that entail." The other thing that we need to really be strategic about, not only the enrollment component of it, but the graduation component of it.

Matt Hickey: Exactly. Yeah.

Dr. Susana Muño...: Because I feel like that's where we are lagging behind. It's like, "Okay, why are folks not graduating?" And also, we need to look at our institution. I think a lot of us like, "How can we fix the student?" I don't think it's the fixing of the student. It's more like, "What is it about our environment? What is it about our classrooms? What are about the opportunities that are here or not here that makes students choose somewhere around Denver or other places?"

We really need to be mindful about how we are not only the recruitment part, but how we're inviting folks in that part. That's one piece of advice. And the other component that I've been looking at, with undocumented students, is they're counted in that number if they identify as Latinx, but how are they being served as well?

And so I think that unpacking the servingness. And I've looked at community colleges, I've looked at different institutions, and what I found is that a lot of the labor that falls on individuals to serve undocumented students is not even written in their job description. I think we need to change that.

But also, senior leadership needs to perhaps have a racialized lens or racial consciousness or equity consciousness around what do we mean when we're inviting students into our institutions? And if we understand that racism is an everyday occurrence, how do we then unpack that for not only our faculty and staff, but our senior administrators to get an understanding of how that shows up not only in our policies, but how we practice what we do here?

Avery Martin: Right.

Dr. Susana Muño...: Yeah.

Avery Martin: I love that.

Matt Hickey: Isn't it great?

Avery Martin: Yes, absolutely. What's a typical day in the life for you and your collaborators? And if you have a direct research team, who is that team compiled of?

Dr. Susana Muño...: Yeah. I like working with students. And so I do have a research team, and all of them hold the identities of either being DACA or undocumented. And that's been a very clear trajectory in my scholarship is that if I got to know you in a study that you participated in, I try to invite folks that have been integral in the scholarship to be a co-collaborator in the writing.

And so that's like the tenor, the vibe of a lot of my scholarship. And so I teach, and right now I'm teaching dissertation proposal. I have a number of students are embarking in our dissertation journey. I also have quite a few advisees, so about 18 doctoral advisees.

Matt Hickey: I didn't know that.

Dr. Susana Muño...: Which is, I know, is a lot. But I think one of the things that I really enjoy about being a faculty member in my program, it's the doctoral program that I'm involved with, so is to really making sure that that pathway is humanizing for them.

Because you're a doctoral student, you're working on your research and dissertation, but you also need to take care of yourselves. And so I am really mindful of asking questions as like, "What did you do to take care of yourself this week? How are you prioritizing things that are important to you?"

We try really hard to make sure our doctoral students don't come away from this program broken. And so we make sure that they're intact, we make sure that they're taking care of themselves, and we make sure that this doctoral program will always be here, even if you need to take a step away. My concern is better that you are whole, and you're right on yourself, you're getting yourself healthy, not only physically, but mentally. That's more important to me. The doctorate will always be there, and they can come in and enter in and out of it any way they please.

But that's one of the things that's important to me is to make sure that this is a humanizing process, and that all of our faculty are on board with making sure, and we're cultivating humanizing spaces for them. That makes creating an environment that they show up as their authentic selves, but making sure that they... This has a purpose. Your doctoral degree has a purpose, but we also need to make sure we're taking care of ourselves in this process.

That's what it looks like to be in HEL, the higher education leadership program. That's what the conversations look like with my students. And I also need to remind myself that I need to practice what I preach because every class I end with, "Be kind to yourself." And so there's times where I was like, "Okay, I need to remember to be kind to myself." Right?

Avery Martin: Yeah. Listen to your own doctrine, right?

Dr. Susana Muño...: Yes. Yes.

Avery Martin: That's incredible. To wrap up, we talked about the impact that you've seen your work have. Let's forecast five to 10 years from now. What do you see your research and the research of all of your advisees? What are you all doing?

Dr. Susana Muño...: I hope for comprehensive immigration reform. I hope that we get to a point where we embrace the fact that immigrants are here to stay, and they are our the future astronauts, the future college presidents, the future Bill Gates, whatever. These are individuals that are going to continue to make our country better.

And so I feel like we need to really embrace our immigrants in ways that allows them to have a life that is not rooted in fear and that they can create stable lives for themselves. And so, that requires Congress to really work together and pass immigration reform that really speaks to the needs of the people that have been here, working and living a life, being educated in our schools and succeeding in our colleges and universities.

We just need to create a pathway to citizenship for those individuals that are here and want to contribute to the United States in any way that they can. I hope that in 10 years, it's going to be more about not an issue of legality, like whether undocumented students or whether there's DACA students, but there's immigrant students that we also center that lived experience of being an immigrant and how we center that, more so in who we are as colleges and universities.

That is my hope that we'll get to that place because that's what we're asking for. That's what we're fighting for. I see students time and time again, put their lives on the line to protest, to speak about these matters in their community. And it is far time for us to really lean in and have an awakening moment of who exactly do we want to be in this country, and reckon with our violent racial history in this country in ways that begins the healing process. That's my hope. I hope we get there because what we're fighting for.

Avery Martin: That's incredible.

Dr. Susana Muño...: Yeah.

Avery Martin: And I believe that we will, thanks to your work.

Dr. Susana Muño...: Thank you.

Avery Martin: I really do.

Dr. Susana Muño...: I appreciate that. I appreciate that.

Avery Martin: Absolutely.

Matt Hickey: Susana, I just want to thank you on behalf of the whole college. Avery and I really enjoyed our conversation today. Got a chance to get to know you better, to learn about your pathway. You're such an example, I think, for faculty, colleagues, and students. And I really am moved by your vision for what a humane education looks like. It really speaks to me. Thank you for coming today. [inaudible 00:34:41].

Avery Martin: Thank you so much.

Dr. Susana Muño...: Yeah, thanks so much. Take care.

Matt Hickey: And that's the show. Thank you for listening to another episode of Health and Human Science Matters. If you want to learn more about our College of Health and Human Sciences, go to www.chhs.colostate.edu.

Avery Martin: And if you haven't already, add Health and Human Science Matters to your library of podcasts. Give us a rating and leave a review.