

BOARD OF GOVERNORS
May 7-8, 2015

Colorado State University, Lory Student Center, Fort Collins, Colorado

WEDNESDAY, May 6, 2015

Recognition Dinner for Chancellor Emeritus Michael V. Martin (*social event*) 6:00 p.m.
Jay's Bistro, 135 West Oak Street, Fort Collins

THURSDAY, May 7, 2015

Board of Governors Breakfast (*Room 300*) **7:30 a.m. – 8:00 a.m.**

COMMENCE BOARD MEETING – CALL TO ORDER (*Longs Peak, Room 302*) **8:00 a.m. – 4:00 p.m.**

1. **EVALUATION COMMITTEE** (William Mosher, Chair) (*executive session*) (1.5 hr.) 8:00 a.m. – 9:30 a.m.
2. **ELECTION OF OFFICERS** (10 min.) 9:30 a.m. – 9:40 a.m.
3. **PUBLIC COMMENT** (20 min.) 9:40 a.m. – 10:00 a.m.
4. **INTRODUCTION OF NEW ATHLETIC DIRECTOR JOE PARKER** (15 min.) 10:00 a.m. – 10:15 a.m.
 - Stadium Update
5. **AUDIT AND FINANCE COMMITTEE** (Joseph Zimlich, Chair) (2.75 hr.) (*working lunch*) 10:15 a.m. – 1:00 p.m.
 - Status of FY 2014-15 Audit Plan and Past Due Recommendations
 - Approval of FY 2015-16 Audit Plan (*action*)
 - Approval of 2015-16 E&G Budgets and Related Items (*action*)
 - Approval of CSU Parking Plan and Related Fee Increase (*action*)
 - Enterprise Revenue Bonds: Recent Sale and Approval of 10th Supplemental Bond Resolution (*action*)
 - Third Quarter Financial Reports
 - Approval of CSU System Foundation Appointments (*action*)
6. **4-H PRESENTATION** – Presented by Nicholas Ortner, State 4-H President 1:00 p.m. – 1:30 p.m.
and Jeff Goodwin, CSU Director of 4-H and Youth Development Programs (30 min.)
7. **ACADEMIC AND STUDENT AFFAIRS COMMITTEE** (Mark Gustafson, Chair) (2.5 hr.) 1:30 p.m. – 4:00 p.m.
 - CSU Faculty Manual Changes: Sections E.2.1.4, E.2.1.5, E.6, K (*consent*)
 - CSU Emeritus Rank Designations Summary AY 2014-2015
 - CSU Sabbatical Revisions Summary AY 2014-2015
 - CSU Posthumous Degree (*consent*)
 - CSU-Pueblo Accreditation Schedule for Coming Year
 - CSU-Pueblo Emeritus Rank Designations Summary AY 2014-2015
 - Campus Reports
 - Student Conduct Code (45 min.)
 - Research (1 hr.)

Board of Governors Dinner (*social event*), *Edwards House, 218 Magnolia Street, Fort Collins* 5:30 p.m.

FRIDAY, May 8, 2015

Board of Governors Breakfast with Non-Tenure Track Faculty Leadership (*Room 300*) 7:30 a.m. – 9:00 a.m.

RECONVENE BOARD MEETING (*Longs Peak, Room 302*) **9:00 a.m. – 2:30 p.m.**

8. **BOARD CHAIR'S AGENDA** (30 min.) 9:00 a.m. – 9:30 a.m.
 - Excellence in Undergraduate Teaching Awards
 - Colorado State University

Colorado State University System
Board of Governors Meeting Agenda
May 7-8, 2015

- Colorado State University-Global Campus
 - Strategic Plan Update
- 9. REAL ESTATE/FACILITIES COMMITTEE** (Nancy Tuor, Chair) (1 hr.) 9:30 a.m. – 10:30 a.m.
- Executive Session
 - Approval of Land Acquisition – 1417 South College (action)
 - Approval of Town of Wellington Easement for Water Line (action)
 - Approval of Naming Opportunities(action)
- 10. EXECUTIVE SESSION** (30 min.) 10:30 a.m. – 11:00 a.m.
- 11. APPROVAL OF CONSENT AGENDA** (5 min.) 11:00 a.m. – 11:05 a.m.
- A. Colorado State University System
- Minutes of the February 4-6, 2015 Board Retreat and Board and Committee Meetings
 - Minutes of the February 12, 2015 Special Board Meeting
- B. Colorado State University
- Faculty Manual Change – Section E.2.1.4
 - Faculty Manual Change – Section E.2.1.5
 - Faculty Manual Change – Section E.6
 - Faculty Manual Change – Section K
 - Posthumous Degree
 - Student Conduct Code
- 12. FACULTY AND STUDENT REPORTS** (1 hr.) 11:05 a.m. – 12:05 p.m.
- A. Faculty Reports
- CSU-Fort Collins – Presented by Alexandra Bernasek (10 min.)
 - CSU-Global Campus – Presented by Robert Deemer (10 min.)
 - CSU-Pueblo – Presented by Michael Mincic (10 min.)
- B. Student Reports
- CSU-Fort Collins – Presented by Samantha Guinn (10 min.)
 - CSU-Global Campus – Presented by Brad Schiffelbein (10 min.)
 - CSU-Pueblo – Presented by Timothy Zercher (10 min.)
- Lunch (25 min.) 12:05 p.m. – 12:30 p.m.
- 13. CHANCELLOR AND PRESIDENTS' REPORTS** (1.5 hrs.) 12:30 p.m. – 2:00 p.m.
- Interim Chancellor and CSU President's Reports – Presented by Tony Frank (40 min.)
 - CSU Sustainability Tracking, Assessment and Reporting System (STARS) (20 min.)
 - Colorado State University-Global Campus – Presented by Becky Takeda-Tinker (15 min.)
 - Colorado State University-Pueblo – Presented by Lesley Di Mare (15 min.)
- 14. SYSTEM WIDE REPORTS** (25 min.) 2:00 p.m. – 2:25 p.m.
- 2015 Legislative Report – Presented by Rich Schweigert
- 15. BOARD MEETING EVALUATION** (5 min.) 2:25 p.m. – 2:30 p.m.
- ADJOURNMENT** **2:30 p.m.**

Next Board of Governors Board Meeting and Retreat: June 17-19, 2015, CSU Mountain Campus

APPENDICES

- I. Board Correspondence
- II. Construction Status Reports
- III. Higher Education Readings

Section 1

Evaluation Committee

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Section 2

Election of Officers

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Section 3

Public Comment

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Dear C.S.U. Board of Governors, May 5, 2015

As a Colorado State University alum (B.S., M.S.), retired Colorado State University Budget Officer (24 yrs.), parent of a C.S.U. student, 44-year resident of Fort Collins, and Colorado taxpayer, I would like to draw your attention to a very grave concern that each of you needs to be fully aware of. In your capacity as a Board member, you are vested with a fiduciary responsibility to the residents of Colorado that is critical in overseeing the administration of the entire Colorado State University System. The responsibilities of your appointment involve uncovering any significant issues regarding administrative decision-making, procedures, and inappropriate management.

If you have not already had an opportunity to read an April 7, 2015 letter written to the CSU Faculty Council by the Faculty Representative to the Board of Governors, please read this extremely important document:

Report of the Faculty Representative to the BOG from CSU to Faculty Council

Respectfully submitted by Alexandra Bernasek

Statement to Faculty Council – April 7, 2015

I do not have my usual report today. The BOG has not met since February. The next BOG Meeting is at CSU on May 7-8, 2015. I do have something to report in my capacity as faculty representative to the BOG, however.

Over the last year a number of faculty members have approached Executive Committee members with concerns about administrative decisions being made without substantive faculty involvement. Their perception was that the administration has repeatedly not fulfilled its stated commitment to shared governance by not ensuring faculty involvement at the earliest stages in decision making processes, overturning faculty recommendations, and ignoring procedures set out in the *Faculty Manual*. Examples that were brought up include the contract with INTO, the decision to build an on-campus stadium, and the decisions to establish a teaching facility at Todos Santos and to join Unizin. They also include areas where the faculty has an especially important role to play in making recommendations to the administration: promotion and tenure decisions and grievances.

Over the last seven weeks, the members of Executive Committee have attempted to write a statement expressing faculty concerns with the current state of shared governance at CSU to provide a basis for discussion in Faculty Council. Due in large measure to structural problems with the way in which the Executive Committee is constituted, especially the inclusion of the Provost as a member, we have not been able to craft a statement to bring to Faculty Council. Although we have come very close to agreement at various times, we were not able to bring a statement forward to include on the agenda of today's Faculty Council meeting.

Last week, Iuliana Oprea, the representative from the College of Natural Sciences, resigned from Executive Committee because she did not believe she could continue as an effective representative of faculty in her college. Today, four others of us do the same. I, Steve Reising, Mary Van Buren and Tim Gallagher all offer our resignations from Executive Committee today. We do not believe we can be effective representatives of the faculty, given the current organization of that Committee.

We believe that it is legitimate to discuss concerns that decision-making by the administration shows little evidence of respect for shared governance. We further believe that the process for dealing with that in Executive Committee is problematic. We would like to make it clear that this is not a personal criticism of Faculty Council leadership.

It is clear that our views on important issues are not in accord with those of some of our colleagues on Executive Committee. We hope that by stepping down from Executive Committee the impasse on that Committee can be broken. We also hope that Faculty Council continues to do the important work of representing the faculty and continues to push for an active faculty role on campus.

As a Board of Governors member, this letter should be a huge “red flag” to you. The faculty of Colorado State University have for years been experiencing a situation where the current President of the University has been making unilateral decisions without involving the faculty as required by the procedures outlined in the *Faculty Manual*. Faculty have been experiencing a huge lack of respect as their recommendations regarding promotion, tenure, grievances, and decisions such as the one to build an inappropriate on-campus stadium are ignored or overturned.

Because the Provost (who reports directly to Tony Frank) is included in the Executive Committee of the Faculty Council, the concerns of the faculty at large through their representatives have been thwarted. For example, a survey of the faculty three years ago demonstrated that 90 percent were opposed to Tony Frank’s plan to build an on-campus stadium. And yet, there is strong evidence through personal contact with faculty and staff by many in the Fort Collins community that extortion is alive and well at C.S.U.

I realize that Dr. Tony Frank is an intelligent, articulate and charming administrator, but his unilateral decision-making and oligarchical leadership style of Colorado State University are outside of the boundary of what is legally mandated for anyone in the position of President of Colorado State University. He has been operating with very little regard for the requirement of shared governance. As a member of the Board of Governors, you are faced with a grave issue. The President of Colorado State University is not administering the affairs of this state institution according to the procedures required by law. Your responsibility is to investigate this situation thoroughly through an entirely unbiased process immediately.

Dr. Frank’s obsession with continuing to move forward with a desire to see a football stadium built on the main campus despite a plethora of significant issues surrounding this decision is perplexing. This decision poses a huge financial risk to CSU and state taxpayers/students, creates a \$24-50 million dollar burden on Fort Collins taxpayers, creates huge negative impacts upon surrounding neighborhoods and businesses, creates tremendous ill will with the Fort Collins community and students/alumni, creates unnecessary construction disruption while further depleting valuable land for academic and research activities, eliminates critical parking, creates a huge carbon footprint and problem for the community in attaining its air quality goals, and so forth.

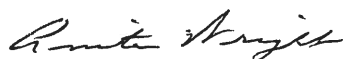
Thus far, Dr. Frank has not kept any of his ‘promises’, such as 1) his February 14, 2012 statement to the Fort Collins City Council that “if the city is not in support of this project, I will not go forward with it” (60-70% are opposed), 2) his promise to not build on green space, even though the Plant Environment Research Center is green, 3) to use only private donations, 4) to seriously plan to improve Hughes Stadium if half of the \$220 million donation goal was not met by the October, 2014 BOG meeting, etc. And despite that numerous unbiased nationally-recognized sports economists have studied the ICON Venue projections and found them to be exceedingly unrealistic, Dr. Frank has told you that he believes these projections are acceptable. These projections were

based upon an unscientific survey with a less than significant response rate and a built-in bias, performed by a company that has a conflict of interest. Building this stadium poses a tremendous financial risk to C.S.U. and legal “nuisance” to the community.

What I have learned from a very knowledgeable source is that Dr. Frank’s decision to continue to recommend an on-campus stadium is not an objective one. Dr. Frank has confided with a friend who works for the USDA by telling this man that “if I don’t recommend an on-campus stadium, I will lose my job.” There is an untold story that needs to be uncovered, as Dr. Frank is not in a position to make a decision that is in the best interests of Colorado State University, the students, Fort Collins, or state residents and taxpayers. Dr. Frank has not been involving the faculty in this decision and has completely circumvented the necessary procedures of shared governance. Faculty and staff have experienced extortion and the President is placing the institution in unnecessary financial and legal risk. Dr. Frank is not administering his position within the boundaries of proper procedures and legality. This is a very strong accusation, I realize, but one each of you needs to understand fully. Perhaps you will want to carefully re-read the letter from the Faculty Council representative to BOG.

Before allowing any further progress toward building an on-campus stadium, I implore each of you to understand the full extent of the dysfunctional administrative leadership of Colorado State University. Thank you, Mr. Zimlich, for your wisdom and willingness to oppose what could become a tremendous mistake for Colorado State University. I trust that each of you, as members of the Board of Governors of Colorado State University, will act according to your fiduciary responsibility by comprehensively investigating the serious issues outlined by the resigning members of the Faculty Council Executive Committee. Thank you.

Respectfully,



Anita Wright

Section 4

*Introduction of New
Athletic Director
and
Stadium Update*

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Section 5

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT and FINANCE COMMITTEE MEETING AGENDA
May 7, 2015**

Audit

1. *Discussion/Presentation* – Status of FY 2014-2015 Audit Plan 5 min
2. *Discussion/Presentation* – Status of past due recommendations 5 min
3. *Discussion/Presentation/Action* - Approval of FY 2015-16 Audit Plan 15 min

Finance

4. *Discussion/Presentation/Action* – Adoption of FY2015-16 E&G incremental budget, tuition, fees, and other schedules and policies as required by statute, the Board, and CCHE for CSU, CSU–Pueblo, CSU Global Campus, and the System office. 60 min
5. *Discussion/Presentation/Action* – Presentation on parking plan and related fee increase 15 min
6. *Discussion/Presentation/Action* – Report on outcome of most recent bond sale and adoption of the 10th supplemental bond financing resolution and all related documents for projects to be financed by revenue bonds. 20 min
7. *Discussion/Presentation* – Third quarter financials 10 min
8. *Discussion/Presentation/Action* – CSU System Foundation/Newco 20 min

Finance & Audit Committee Presentation

May 7, 2015

Agenda Item 1: Status of FY2014-15 Audit Plan

Discussion

**Colorado State University System
Department of Internal Audit
Status of FY 2014-2015 Audit Plan
As of April 24, 2015**

Institution	Area to be Audited	Reporting Area	Status
Carried Forward from FY 2013-2014			
CSU	Accounts Receivable	B&FS	Report 15-02
CSU	Housing	Student Affairs	Report 15-05
CSU	Data Centers	IT	Fieldwork
CSU	Institutional Research	IT/Provost	Report 15-04
CSU	Tuition Revenue	B&FS	In Review
CSU	Disaster Preparedness	IT	carryforward
CSUP	Tuition Revenue	VPFA	Report 15-06
CSUGC	Financial Aid/Accounts Receivable		Report 15-03
New for 2014-2015			
CSU	NCAA Compliance Areas	Athletics	Planning
CSU	OSP Cost Transfers	OVPR	Report 15-09
CSU	Social Media	External Relations	carryforward
CSU	Admissions	VPEA	Report 15-08
CSU	Accounts Payable	B&FS	Responses due 5-8-15
CSU	Ag Experiment Station	VP Engagement	Fieldwork
CSU	Equine Reproduction Lab	CVMB/Provost	
CSU	Extension Field Offices	VP Engagement	Exit conference scheduled
CSU	Center for Advising and Student Achievement	Student Affairs	Fieldwork
CSU	Continuous Auditing	Internal Audit	
CSU	Special Projects (all locations)		
CSUP	Athletics	President	Fieldwork
CSUP	Housing	Student Affairs	carryforward
CSUP	Cashier Operations	VPFA	carryforward



Audit of Extension Field Offices: Otero, Crowley, and Pueblo Counties – Colorado State University

EXECUTIVE SUMMARY

February 9, 2015

Background Information

County Extension Offices are the educational outreach arm of Colorado State University and provide non-credit educational programs for youth and adults within their areas. State Extension provides the salary for one or more Extension Agents while the county provides office and operating expense support for the office. The county may also provide funding for additional Extension Agents and generally provides salary funding for administrative office staff. County Extension Offices receive county appropriated funds each year and that portion of their financial activity is subject to county review, control, and audit.

In addition to the State and County financial support of County Extension Offices, each Extension Office has been authorized to establish outreach programs utilizing a local bank account to support their outreach efforts. County Extension Offices are involved in a variety of activities such as the sales of written materials, charging of fees for special programs and courses, sale of supporting goods, etc. These activities are identified as “non-appropriated account” functions. As of 12/31/2013, there are 46 non-appropriated accounts established statewide and the reported balances in the accounts total \$2.4 million. These account balances represent the accumulation of funds from activities mentioned above, and they generally do not include appropriated funds from either the County or the State. The CSU Extension Administration Office in Fort Collins has issued general guidelines for the financial management of the activities of these non-appropriated accounts.

Scope and Objectives

The audit encompassed the Otero, Crowley, and Pueblo County Extension non-appropriated accounts for the period January 2013 through October 2014. The audit objectives were to:

1. Determine the adequacy of internal controls.
2. Determine if office policies and procedures are in compliance with the Extension Administration Handbook.
3. Evaluate the non-appropriated account relative risk of fraud.

Results and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Based on the audit objectives listed above, we made the following recommendations, based on the audit findings:

1. To prevent concentration of duties in the County Extension Offices, all provisions of the current handbook should be followed. If possible, no one employee should have physical access to funds, record transactions and reconcile accounts. Authorized check signers should not record transactions. The County Office Director should review the monthly account reconciliation and document their approval of all reconciliations. If a proper segregation of duties cannot be achieved, the monthly bank statement should be delivered unopened to the County Director for review prior to reconciliation.
2. The annual financial reports should require: a) categories of expense and b) a positive statement by the County Director that provisions in the Handbook were followed, the only expenditures made were for program enrichment, there were no instances of unauthorized disbursement of funds, all accounts have been reconciled, and there are no unusual reconciling differences.
3. If excess funds are indicated in the annual financial reports filed by the County Offices, Extension Administration should work with the County Directors to come up with a plan for proper use of the money. In addition, consideration should be given to setting up a separate bank account to temporarily restrict access until the plan for disposition can be executed.
4. Extension Administration should either prohibit debit cards or allow them only if their use is well controlled. If the use of a debit card is to be allowed, rules should be developed to govern their use.

We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Details may be found in Audit Report 15-07 issued the same date as this Executive Summary.

We would like to express our appreciation to Extension management and staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing



Audit of the Office of Admissions – Colorado State University

EXECUTIVE SUMMARY

February 16, 2015

Background Information

The Office of Admissions reports to the CSU Division of Enrollment and Access. The purpose of the Office of Admissions is to recruit, admit and to help retain students that have enrolled at the University. This is accomplished through a year-round marketing and recruiting effort and by providing outreach programs and services to help students achieve their educational goals. The core values of this program are to embrace diversity, and to contribute to the intellectual and social vitality of the campus. This program provides access to CSU to all qualified students, regardless of income level. The market for new students is subject to rapid and frequent change, and intense competition with other universities and programs of higher education.

Scope and Objectives

The audit included a review of operational and financial activities and considered risks and controls relevant to the Office of Admissions. The objectives of this audit were to:

- Verify that mission, goals and objectives exist and whether they are measurable and continually evaluated.
- Evaluate risks pertaining to student growth, communications, student recruiting, visitor safety, and the admissions process.
- Determine if internal controls exist and are in practice for procurement cards, account reconciliations, and cash receipts.

Results and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we

concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Based on the audit objectives listed above, we made the following recommendations, based on the audit findings:

1. In order to track progress on the strategic plan, the Director of the Office of Admissions should integrate metric reporting with this plan.
2. The Business Officer should complete a formal record of the Office of Admissions documentation requirements for cash receipts and account reconciliations and implement these reconciliations as soon as possible. These documents and requirements should also be approved by the Assistant to the Vice President (the overall financial officer) for the Division of Enrollment and access.

We have discussed all findings and recommendations with management, and are satisfied that completion of the proposed actions will mitigate the issues noted. Follow-ups to implementation of recommendations will occur based on targeted completion dates.

Details of findings and recommendations may be found in Audit Report 15-08 issued the same date as this Executive Summary.

We would like to express our appreciation to CSU management and staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing



Audit of OSP Cost Transfers – Colorado State University

EXECUTIVE SUMMARY

February 18, 2015

Background Information

According to the most recent (Fiscal Year 2013) Accountability Report for Colorado State University, grants and contracts revenue administered through the Office of Sponsored Programs (OSP) was the largest funding source for the University at 32 percent of total revenues. This figure represents a critical funding source for the University that must be safe-guarded to ensure that it remains a continuous funding source. Principal investigators, in coordination with departmental staff and OSP, are primarily responsible for managing the post-award aspects of sponsored research funds.

Federal cost principles state that any costs allocable to a particular sponsored program agreement may not be shifted to other sponsored agreements in order to meet deficiencies caused by overruns or other fund considerations, to avoid restrictions imposed by law or by terms of the sponsored agreement, or for other means of convenience. The cost principles also require that costs charged to a sponsored agreement be allowable, allocable, and reasonable under the cost principles. Cost transfers, or transfers of expenses from one project to another, are highly scrutinized by federal sponsors, and the University has policies and procedures in place to ensure compliance with federal cost principles.

Scope and Objectives

The audit included cost transfers primarily for the period July 1, 2013 through June 30, 2014, although some cost transfers for Fiscal Year 2015 were selected based on identified risk. The audit objectives were as follows:

1. Determine if controls over cost transfers are adequate.
2. Determine if cost transfers are being processed in accordance with federal and University policies and procedures.

Results and Conclusions

The initial risk assessment process calculated this as HIGH risk operation. During the audit, we assessed controls, processes and procedures designed to mitigate risks. Based on the audit, we concluded that the risk mitigation activities provide a MEDIUM residual risk level.

Based on the audit objectives listed above, we made the following recommendation, based on the audit finding:

1. The Director for the Office of Sponsored Programs should work with the University Controller to facilitate the development of a training program for University staff to educate them on the importance of compliance with Federal Cost Principles including, but not limited to, proper justification, documentation, and timeliness of cost transfers.

We have discussed the finding and recommendation with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 15-09 issued the same date as this Executive Summary.

We would like to express our appreciation to Office of Sponsored Programs staff for their assistance and cooperation during the audit.

Allison A. Horn – Director, Internal Auditing

Agenda Item 2: Status of Past Due Recommendations

Discussion Item



All Overdue Recommendations

Audit Number	Audit Name	Rec No	Recommendation	Audit Report Response	Target Completion Date	Revised Target Completion Date	Current Response
13-07	Warner College of Natural Resources	1	Update the WCNR strategic plan.	Agree. WCNR will begin strategic planning in Fall 2013 and intend to have a plan completed by June 2014.	6/30/2014	6/30/2015	
13-07	Warner College of Natural Resources	2	Oversee and provide instruction to CEMML in regard to the preparation of account reconciliation documentation.	Agree. Assistant to the Dean for Finance has been meeting with CEMML including their Director, Financial Manager, staff and PIs to update their current systems, manuals and processes.	6/30/2014	6/30/2015	
13-07	Warner College of Natural Resources	3	Require the description of the reconciliation process to be consistent across all WCNR departments including accounts that do not require budgets, specification of documents for reconciliation, and analysis demonstrating whether accounts are in a deficit.	Agree. NREL/ESS has implemented changes already. COOP to be completed by July 1, 2013 and CEMML by June 30, 2014.	6/30/2014	6/30/2015	

Agenda Item 3: FY 2015-16 Audit Plan

Action Item

Colorado State University System
Department of Internal Audit
Proposed Audit Plan for FY 2015-2016

Institution	Area to be Audited	Reporting Area
Carried Forward from FY 2014-2015		
CSU	CASA (carryforward)	VP Student Affairs
CSU	Data Centers (IT) (carryforward)	VPIT
CSU	Social Media (IT) (carryforward)	VP External Relations
CSU	Disaster Preparedness (IT) (carryforward)	VPIT
CSU	Equine Reproduction Lab (carryforward)	CVMB/Provost
CSUP	Athletics	President
New for FY 2015-2016		
CSU	CEMML	WCNR/Provost
CSU	Risk Management Office	VP University Operations
CSU	Athletics	President
CSU	Recharge & Gen Opr Funds (21/22)	Business & Financial Svcs/VPUO
CSU	Colorado Water Institute	VP Engagement
CSU	Natural Resources Ecology Lab	WCNR/Provost
CSU	Occupational Therapy Dept	College Health & Human Sci/Provost
CSU	Electrical & Computer Engineering Dept	College of Engineering/Provost
CSU	Confucius Institute	VP International Affairs
CSU	Purchasing	VP University Operations
CSU	Conflict of Interest	Provost
CSU	College of Business - transition	COB/Provost
CSU	Project to be added mid-year	
CSU	Special Projects	
CSUP	Housing	Student Affairs
CSUP	Cashier Office	VPFA
CSUP	Special Projects	

MATTER FOR ACTION:

Approval of the FY 2014-2015 Audit Plan for the Colorado State University System

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed FY 2015-2016 Audit Plan, as presented to and approved by the Board's Audit and Finance Committee, for Colorado State University, Colorado State University Pueblo, and Colorado State University Global Campus.

EXPLANATION:

Presented by Allison Horn, Director, Internal Auditing, Colorado State University System.

Each year the Director of Internal Auditing proposes a plan for audits at the three institutions. The plan is based on an assessment of organizational risks considering such criteria as time since last audit, level of activity (financial activity, research activity, organizational and regulatory complexity and other appropriate measures of activity), and visibility of programs; and is informed by input from administrators at the institutions and the audit staff.

Audit resources available at the CSUS are: Audit Director, Information Technology Audit Manager, Audit Manager, Principal Auditor, and three Senior Auditors.

The approval of the FY 2015-2016 Audit Plan is in accordance with Bylaw VII of the Colorado State University System Board of Governors, as supplemented by Board Policy 111, and will provide the authority for the Department of Internal Auditing to address its charge to provide the Board of Governors and the Chancellor with an independent and objective evaluation of the internal controls necessary to accomplish System objectives in compliance with policies and procedures, regulatory requirements, and sound business practices.

Approved

Denied

Secretary

Board of Governors of the Colorado State University System

Date

Agenda Item 4:

Adoption of FY 2016 E&G Incremental Budget,
Tuition, Fees, and Other Schedules & Policies

Action Item CSU, CSU-Pueblo, CSU Global Campus &
System Office

Why is the Board Voting on Revenue and Budget Related Items²⁴

- Tuition and Tuition Differentials
 - By law, the Board is required to “set the amount of tuition “ annually. 23-30-112 and 23-2-130.5 Colorado Revised Statutes (C.R.S.)
- Education and General operating budget increases
 - Historically this is an item the Board has requested come before them.
 - No specific statutory or CCHE requirement for annual review although both sources reference the board’s authority and control over all funds. Delegation down of control has occurred over time.
 - Board Bylaws make reference that the budget process is handled by the campus Presidents.
 - Logical extension of voting on tuition and fees is to also review how the new revenue will be used.
- Student Fees (Including Parking Fees)
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning student fees. 23-1-123 C.R.S.
 - Those policies require “Each governing board shall annually review and approve ...fees”
 - Submission of an annual Institutional Plan on Student Fees is also required – due in September
 - Requirements around approval of student fees will change next year to SB11-1301 which establishes new processes
- Technology Fees and Manuals (part of Student Fees and applies to CSU only)
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning student fees. 23-1-123 C.R.S.
 - Those policies require “Each governing board shall annually review and approve ...fees”
- Capital Construction
 - Statute directs the Colorado Commission on Higher Education (CCHE) to develop policies concerning capital construction 23-1-106
- Housing and Dining rates and increases
 - Historically these are items the Board has requested come before them.
 - No specific statutory or CCHE requirement for annual review

Colorado State University
 FY 16 Budget Schedules
 Board of Governors Meeting
 May 7 and 8, 2015

Included in the following pages are the documents listed below. In brief, there are no substantive departures from the incremental E&G budget we have discussed since last August.

- tuition and fees increase summaries
- an enrollment summary
- tuition rate schedules
- residence hall rate proposals,
- proposed changes for technology charges and the Charges for Technology Manual (which the Board is required by XXX to approve annually)
- list of special course fees
- cost of attendance summary
- student fee schedule
- proposed changes to differential tuition
- final version of our incremental E&G budget for FY16

Tuition for resident undergraduates is proposed to increase at 5.5%. The tuition and fee increase is proposed to be in total 6.4% and the cost of attendance increase is proposed to be 4.5%. Differential tuition rates are increasing by a rate slightly less than that of tuition. Housing and dining rate changes are based on needs to maintain quality and facilities balanced against market rates in the private sector locally and at other public universities across Colorado. Mandatory student fees are considered over the year by the Student Fee Review Board, which votes them forward as a recommendation with the Student Senate voting to certify the SFRB process. Charges for technology are voted forward by representative student boards in each college or the University Technology Fee Advisory Board for campus wide technology fees. Facility fees are voted forward as a recommendation by the University Facility Fee Review Board. All fee board recommendations are also considered by SFRB. These recommendations are reviewed by my Cabinet and they are presented to you with my recommendation. I'd note that this level of student representation far exceeds proportional representation in places like state and federal government. Special course fees represent expenses related to a specific class. These fees follow Board guidelines and are recommended by the Special Course Fee Review Committee, chaired by the Vice Provost for Undergraduate Affairs. The net impact of these changes is slightly under \$200K (which in turn equates to less than .0002% of the total university budget).

In summary, all of these recommendations represent the culmination of more than a year's worth of discussion, including discussions with this Board at each meeting. I believe they strike a balance that recognizes affordability issues but also maintains quality and limits growth outside the academic core of the university. I think they are beneficial to Colorado State University, and the constituents we serve, and I recommend them to you.

Colorado State University
FY16 Budget Executive Summary

Rate Increases

Tuition:

- Resident Undergraduate 5.5%
- Non-Resident Undergraduate 4%
- Resident Graduate 3% and Resident PVM 6%
- Non-Resident Graduate 3%
- & Non-Resident PVM 1%

Fees/Increases:

- Mandatory Student Fees 10%
- Housing 2.9%
- Dining 2.9%
- Salaries: Faculty & Admin Pro 2% average;
- State Classified 2% average

RUG	FY15	FY16	Change	% Change
Tuition	7,868	8,301	433	5.5%
Fees ¹	1,939	2,133	194	10.0%
R&B	10,984	11,304	320	2.9%
Total	20,791	21,738	947	4.6%

NRUG³	FY15	FY16	Change	% Change
Tuition	24,048	25,010	962	4.0%
Fees ¹	1,939	2,133	194	10.0%
R&B	10,984	11,304	320	2.9%
Total	36,971	38,447	1,477	4.0%

RG	FY15	FY16	Change	% Change
Tuition	9,075	9,348	272	3.0%
Fees ¹	1,939	2,133	194	10.0%
R&B	10,984	11,304	320	2.9%
Total	21,998	22,785	787	3.6%

NRG³	FY15	FY16	Change	% Change
Tuition	22,248	22,916	667	3.0%
Fees ¹	1,939	2,133	194	10.0%
R&B	10,984	11,304	320	2.9%
Total	35,171	36,353	1,182	3.4%

RPVM²	FY15	FY16	Change	% Change
Tuition	25,919	27,474	1,555	6.0%
Fees ¹	2,209	2,506	298	13.5%
R&B	10,984	11,304	320	2.9%
Total	39,112	41,284	2,173	5.6%

NRPVM²	FY15	FY16	Change	% Change
Tuition	52,807	53,335	528	1.0%
Fees ¹	2,209	2,506	298	13.5%
R&B	10,984	11,304	320	2.9%
Total	66,000	67,145	1,146	1.7%

¹Based off 12 credit hours fall and spring/PVM based on 21 credits

²PVM Tuition does not include Nonresident/WICHE facilities and use charge assessments \$500.50 per term for non-sponsored students

³Non-Resident RI students will pay in-state tuition for up to 3 credits of online courses for Summer ONLY

Undergraduate Tuition Differential Rates			
	FY15		FY16
	Rate/SCH	Increase	Rate/SCH
Level I	\$ 47.00	\$ 2.00	\$ 49.00
Level II	\$ 62.00	\$ 3.00	\$ 65.00
Level III	\$ 83.00	\$ 4.00	\$ 87.00

Graduate Program Charges		
Program Name	Charges per	Assessed Per
MS Greenhouse Gas Management	\$ 1,250	semester
MS School of Ed Counseling and Career Development	\$ 100	credit hour

Special Course Fees		
Proposals for FY16	# of Proposals	Est. Revenue
New Fees	20	\$ 46,537
Changes to Existing Fees	48	\$ 161,291
Discontinued Fees	13	\$ (25,283)



Rate Increases

Tuition:

Resident Undergraduate 5.75%
 Non-Resident Undergraduate 5.75%
 Resident Graduate 5.75%
 Non-Resident Graduate 5.75%

Fee/Increases:

Mandatory Student Fees 5.6%
 Housing 3%
 Dining 3%
 Salaries: Faculty & Admin Pro 1%
 State Classified 2% average

RUG	FY15	FY16	Change	% Change
*Tuition	5,188	5,486	298	5.75%
*Fees	1,608	1,698	90	5.6%
R&B	9,016	9,124	108	1.2%
Total	15,812	16,308	496	3.14%

NRUG	FY15	FY16	Change	% Change
*Tuition	15,595	16,491	897	5.75%
*Fees	1,608	1,698	90	5.6%
R&B	9,016	9,124	108	1.2%
Total	26,219	27,313	1,095	4.18%

RG	FY15	FY16	Change	% Change
*Tuition	5,978	6,322	344	5.75%
*Fees	1,608	1,698	90	5.6%
R&B	9,016	9,124	108	1.2%
Total	16,602	17,144	542	3.26%

NRG	FY15	FY16	Change	% Change
*Tuition	17,773	18,795	1,022	5.75%
*Fees	1,608	1,698	90	5.6%
R&B	9,016	9,124	108	1.2%
Total	28,397	29,617	1,220	4.30%

*Based off of 24 credit hours fall and spring

Undergraduate Tuition Differential Rates			
	FY15 Rate/SCH	Increase	FY16 Rate/SCH
Business	26.50	1.52	28.02
CIS	26.50	1.52	28.02
Nursing	26.50	1.52	28.02
Engineering	26.50	1.52	28.02

Graduate Tuition Differential Rates			
	FY15 Rate/SCH	Increase	FY16 Rate/SCH
Business	120.00	6.90	126.90
CIS	120.00	6.90	126.90
Nursing	120.00	6.90	126.90
Engineering	120.00	6.90	126.90

Special Course & Program Fees				
Proposals for FY16			# of Proposals	Est. Revenue
New Fees			3	74,260
Changes to Existing Fees			4	2,895
Discontinued Fees			0	-

FY2016 Incremental E&G Budget Increases

Revenues	CSU	CSU-Pueblo	CSU Global Campus	System Office	Total
COF/FFS	\$10,800,000	\$1,550,000	\$0	\$331,701	\$12,681,701
Tuition	\$20,785,844	\$1,715,706	\$14,397,887	\$0	\$36,899,437
Reserves	\$0	\$0	\$0	\$0	\$0
Other	\$694,179	\$(820,713)	\$250,000	\$86,664	\$210,130
Total - Revenues	\$32,280,023	\$2,444,993	\$14,647,887	\$418,365	\$49,791,268
Expenditures	CSU	CSU-Pueblo	CSU Global Campus	System Office	Total
Instruction/Enrollment	\$7,218,677	\$0	\$3,684,035	\$0	\$10,902,712
Salaries/Benefits	\$9,461,600	\$694,570	\$286,596	\$33,269	\$10,476,035
Mandatory Costs	\$4,286,600	\$404,743	\$1,943,709	\$53,395	\$6,688,447
Quality Initiatives	\$8,826,146	\$1,283,337	\$4,665,540	\$0	\$14,775,023
Financial Aid	\$2,487,000	\$169,115	\$3,133,415	\$0	\$5,789,530
Other	\$0	\$(106,772)	\$0	\$0	\$(106,772)
Total - Expenditures	\$32,280,023	\$2,444,993	\$13,713,295	\$86,664	\$48,524,975

CSU – Fort Collins Tuition Rate Increases

Tuition	FY 2015 Rate	FY 2016 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$7,868	\$8,301	\$433	5.5%
Non-Resident, Undergraduate	\$24,048	\$25,010	\$962	4%
Resident, Graduate	\$9,075	\$9,348	\$272	3%
Non-Resident, Graduate	\$22,248	\$22,916	\$667	3%
Resident, PVM	\$25,919	\$27,474	\$1,555	6%
Non-Resident, PVM	\$52,807	\$53,335	\$528	1%

CSU – Fort Collins Differential Tuition Rates

Per Credit Hour Tuition Differential	FY 2014 Per Credit Hour Rate	FY 2015 Per Credit Hour Rate	FY 2016 Per Credit Hour Rate
Level I	\$45	\$47	\$49
Level II	\$60	\$62	\$65
Level III	\$80	\$83	\$87

CSU-Pueblo Tuition Rate Increases

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Tuition	FY 2015 Rate	FY 2016 Rate	\$ Increase	% Increase
Resident, Undergraduate	\$5,188	\$5,486	\$298	5.75%
Non-Resident, Undergraduate	\$15,595	\$16,491	\$896	5.75%
Western Undergraduate Exchange Tuition	\$10,224	\$10,812	\$588	5.75%
Resident, Graduate	\$5,978	\$6,322	\$344	5.75%
Teacher Education, Resident Graduate	\$5,443	\$5,756	\$313	5.75%
Non-Resident, Graduate	\$17,773	\$18,795	\$1,022	5.75%

CSU-Pueblo Tuition Rate Increases

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Tuition	FY 2015 Rate	FY 2016 Rate	\$ Increase	% Increase
Resident, Undergraduate Per Credit Hour Charge for 13-18 credits	\$106	\$112.10	\$6.10	5.75%
Non-Resident, Undergraduate Per Credit Hour Charge for 13-18 credits	\$195.04	\$206.25	\$11.21	5.75%
Resident, Graduate Per Credit Hour Charge for 13-18 credits	\$106	\$112.10	\$6.10	5.75%
Teacher Education, Resident Graduate Per Credit Hour Charge for 13-18 credits	\$106	\$112.10	\$6.10	5.75%
Non-Resident, Graduate Per Credit Hour Charge for 13-18 credits	\$125.08	\$132.27	\$7.19	5.75%
Western Undergraduate Exchange Per Credit Hour Charge for 13-18 Credits	\$260.76	\$275.75	\$14.99	5.75%

CSU-Pueblo Differential Tuition Rates ³³

Per Credit Hour Tuition Differential	FY 2016 Proposed Undergraduate	FY 2016 Proposed Graduate
Business	\$28.02	\$126.90
Computer Science	\$28.02	\$126.90
Engineering	\$28.02	\$126.90
Nursing	\$28.02	\$126.90

CSU – Global Tuition Rate Increases

Tuition	FY 2015 New Student Per Credit Hour Rate	FY 2016 New Student Per Credit Hour Rate	\$ Increase	% Increase
Undergraduate	\$350	\$350	\$0	0%
Graduate	\$500	\$500	\$0	0%

CSU – Fort Collins Tuition & Fee History³⁵

Resident, Undergraduate

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2015-2016	\$8,301	\$2,133	\$10,434	\$627	6.4%
FY 2014-2015	\$7,868	\$1,939	\$9,807	\$584	6.3%
FY 2013-2014	\$7,494	\$1,729	\$9,223	\$664	7.8%
FY 2012-2013	\$6,875	\$1,684	\$8,559	\$607	7.6%
FY 2011-2012	\$6,307	\$1,645	\$7,952	\$1,057	15.3%
FY 2010-2011	\$5,256	\$1,639	\$6,895	\$637	10.2%

CSU – Pueblo Tuition & Fee History

Resident, Undergraduate (24 Credits)

Fiscal Year	Tuition	Mandatory Student Fees	Total Tuition & Fee	\$ Increase	% Increase
FY 2015-2016	\$5,486	\$1,698	\$7,184	\$388	5.7%
FY 2014-2015	\$5,188	\$1,608	\$6,796	\$436	6.9%
FY 2013-2014	\$4,894	\$1,466	\$6,360	\$0	0%
FY 2012-2013	\$4,894	\$1,466	\$6,360	\$637	11.1%
FY 2011-2012	\$4,381	\$1,342	\$5,723	\$606	11.8%
FY 2010-2011	\$3,880	\$1,237	\$5,117		

Student Fees, Room & Board

- All proposed student fee changes and room and board rate changes are presented in the appendix.
- Board approval of the budget action item includes approval of proposed students fees and room and board rate changes.

Cost of Attendance

- Cost of attendance is the estimated amount it will cost a student living on campus to attend CSU-Fort Collins.
- Staff has developed a “Cost of Attendance” table that summarizes the recommended FY 2014-2015 rates for tuition, fees, room and board.

Cost of Attendance at CSU Fort Collins

Resident, Full Time Undergraduate Student
(12 credit hours, Fall & Spring semesters)

CSU Fort Collins	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2015-2016 Proposed	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%
FY 2014-2015	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
FY 2013-2014	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
FY 2012-2013	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
FY 2011-2012	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
FY 2010-2011	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%

Cost of Attendance at CSU-Pueblo

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU - Pueblo	Base Resident Tuition	Mandatory Student Fees	Room & Board	TOTAL	\$ Increase Over Prior Year	% Increase Over Prior Year
FY 2015-2016 Proposed	\$5,489	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%
FY 2011-2012	\$4,381	\$1,342	\$8,283	\$14,006	\$847	6.4%
FY 2010-2011	\$3,880	\$1,237	\$8,042	\$13,159		

*Room & Board assumes Belmont Residence Hall, Single Occupancy & 17 Meals + 50 per year.

MATTERS FOR ACTION:

Approval of the FY2015-2016 E&G operating budget incremental increases and expenditures along with approval of all tuition, tuition differentials, fees, fee policies and manuals, room and board, dining, and other rates and charges for Colorado State University, Colorado State University – Pueblo, Colorado State University Global Campus and the CSU System Office as appropriate to each unit.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve all proposed schedules, budgets, and rate/rate increases as listed in MATTERS FOR ACTION, and as presented in the Finance Committee presentation of the Board of Governors on May 7, 2015 for the 2015-2016 Fiscal Year.

EXPLANATION:

Presented by Richard Schweigert, Chief Financial Officer, Board of Governors Officer of the Colorado State University System.

This action item represents the culmination of a yearlong discussion with the Board of Governors about the upcoming FY 2015-2016 financial structure for Colorado State University, Colorado State University – Pueblo, Colorado State University Global Campus and the Colorado State University System. Adoption of the budgetary items are in accordance with past board policies and are required by various statutes or policies of the Colorado Commission on Higher Education (CCHE).

While the Board no longer has specific policies about what needs board approval, tradition dictates that the rates, fees, and other information have traditionally been approved and adopted by the board as shown in the Audit/Finance Committee packet.

This item is recommended by the Board of Governors Finance Committee.

Approved

Denied

Secretary

Board of Governors of the Colorado State University System

Date

Agenda Item 5: CSU Parking Plan and Fee Increase

Action Item

Exhibit A

Proposed Permit Fee Structure

	<i>Current</i>	<i>FY16</i>	<i>Increase</i>		<i>FY17</i>	<i>Increase</i>		<i>Projected</i>
			<i>Dollar</i>	<i>Percentage</i>		<i>Dollar</i>	<i>Percentage</i>	<i>FY17 Peer Prices</i>
Faculty/Staff								
Yearly	\$317	\$442	\$125	39%	\$565	\$123	28%	\$663
Monthly	\$44	\$61	\$17	39%	\$78	\$17	28%	
Student								
Yearly	\$292	\$407	\$115	39%	\$520	\$113	28%	\$551
Semester	\$181	\$224	\$43	24%	\$288	\$64	29%	
Monthly	\$40	\$56	\$16	40%	\$72	\$16	29%	
Resident Halls								
Yearly	\$354	\$476	\$122	34%	\$476	\$0	0%	\$476
Monthly	\$50	\$67	\$17	34%	\$67	\$0	0%	
Motorcycle								
Yearly	\$150	\$209	\$59	39%	\$268	\$59	28%	
Commercial Service								
Yearly	\$382	\$532	\$150	39%	\$682	\$150	28%	
Monthly	\$53	\$74	\$21	40%	\$95	\$21	28%	
Administrative Reserved								
Yearly	\$1,323	\$1,844	\$521	39%	\$2,357	\$513	28%	\$1,140
Visitor								
Monthly	\$60	\$84	\$24	40%	\$108	\$24	29%	
Daily	\$8	\$10	\$2	25%	\$12	\$2	20%	
Pay Stations								
Hourly	\$1.25	\$1.50	\$0.25	20%	\$1.75	\$0.25	17%	

MATTER FOR ACTION:

Fees: Colorado State University Parking

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the plan for increasing permit fees to become effective July 1, 2015.

EXPLANATION:

Presented by Amy Parsons, Vice President for University Operations:

Parking and Transportation Services at Colorado State University is requesting increases in parking permit fees for the next two fiscal years, in accordance with the attached schedule. These increases are necessary to generate sufficient revenue to fund new infrastructure projects in support of parking and transportation at CSU, including the construction of a 650-space parking garage and a new 900-space surface parking lot. The Board of Governors approved the program plans for these two projects at the February 2015 board meeting.

Approved

Denied

Board Secretary

Date

Agenda Item 6:
System Enterprise Revenue Bonds
Sale of Series 2015 A-F

Action Item

Stadium Bond Sale Outcome

Series 2015A-D

- On March 19th, the CSU System successfully sold \$173 million of revenue bonds (including premium bonds) to fund the new multi-purpose stadium and capitalized interest through construction at a true interest cost of 3.57%
- At the same time, the System successfully placed \$66.6 million of Floating Rate Notes (variable rate debt) with Royal Bank of Canada for \$66 million
- In total, the financings raised \$239 million to fund the new multi-purpose stadium and interest during construction
- In addition, the CSU System refunded \$75 million of its Series 2007, 2008, and 2009 Bonds saving over \$7.7 million in interest expense, achieving a true interest cost of 3.3%
- Both Standard & Poor's(A+) and Moody's (Aa3) maintained the System's current rating. S&P did change their outlook to negative but did not change the rating.

Series 2015 E-F Bonds Issuance Details

Financing Team:	<i>Underwriter</i> RFP to be issued in May to qualify underwriters
	<i>Financial Advisor</i> North Slope Capital Advisors
	<i>Bond Counsel</i> Sole source justification for Kutak Rock LLP underway
	<i>Paying Agent</i> Wells Fargo
Bond Maturity:	32 years (with the exception of surface parking at 20 years)
Rate:	Tax-Exempt with fixed rate not to exceed 5%
	Taxable (amount to be determined) with a rate not to exceed 6%
Debt Service:	Level debt service for each project
Capitalized Interest:	Included for most projects
Reserve Fund:	None required
Pledged Revenues:	System Enterprise pledged revenues
Ratings:	Anticipate affirmation of underlying ratings from Moody's (Aa3) and S&P (A+)
Bond Insurance:	None - Will use State Intercept Program in lieu of bond insurance to provide for a Aa2 market rating.

Tenth Supplemental Bond Resolution - Summary Series 2015E-F Bonds

- Authorizes the Chief Financial Officer to sell the 2015E-F Bonds on behalf of the Board with a maximum principal amount of \$181,600,000, a maximum true interest cost not to exceed 5.0% and 6.0% (tax-exempt and taxable) and a maturity not later than March 1, 2047 (collectively, the “parameters”).
- Approves and authorizes the use of the Preliminary Official Statement (POS) in connection with the sale of the Bonds.
- Authorizes the Chair of the Board and/or the Chancellor of the System to determine when the POS is deemed final and to execute and deliver the Official Statement; and
- Authorizes the Chief Financial Officer to accept and execute the Transaction Documents.

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

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Series 2015E-F Bonds

Bond Issuance Timeline

May 2015 Board of Governor's Meeting:

Present Tenth Supplemental Resolution (defining the parameters within which the bond sale may be conducted).

Make Preliminary Official Statement (POS) available to the Board for review.

Make additional legal documents necessary to complete the financing available for Board review.

June/July (tentative):

Conduct bond sale.

July (tentative):

Close transaction and receive proceeds.

April 29, 2015

TO: The Board of Governors of the Colorado State University System

FROM: Tony Frank, President and Interim Chancellor

RE: Next Bond Issuance

At our February meeting, we agreed to bring a plan of finance forward to the Board regarding the next set of academic bonds. Below is a list of the projects and fund sources to be included in that bond issuance, totaling about \$182M. The program plans and state approvals are in place for all of these, and the rating agencies were aware of these plans when they upheld our last bond rating.

Description	Estimated Costs	Source of Funds
Biology Building	\$ 70,000,000	Student Facility Fee, General Fund
Medical Center Building	\$ 59,000,000	CSU Health Network Revenue, Rental Income, Donations, General Fund
Plant Environmental Research Center	\$ 7,500,000	General Fund
Academic Space Expansion	\$ 18,200,000	General Fund
University Square Parking Structure	\$ 21,500,000	Parking Fees
South Campus Parking Lot	\$ 5,400,000	Parking Fees
TOTAL	\$ 181,600,000	

Biology Building – This project will construct a new, five-story, 152,000 gsf research and teaching building on CSU's Main Campus. The building will provide teaching and research labs, faculty/staff offices, a large auditorium and classrooms, computer labs, student study spaces, and an academic advising center. The project has been developed with a combination of fully furnished space and core and shell space to manage current construction and building market volatility. The University Facility Fee Advisory Board (UFFAB – Student Board) approved an increase to the Student Facility Fee in FY14 – with assessment to begin in FY16 – to cover debt service on \$57M of the \$70M cost. The remaining debt service component will be provided through the College/Department and the General Fund.

Program Plan approved May 2014.

Medical Center Building – The CSU Health Network is currently housed in two locations: Hartshorn Health Center and Aylesworth Hall. Both facilities are outdated and inadequate for the current use. This project will construct a four-story, 105,000 gsf medical office building at the corner of Prospect Road and College Avenue. The project will house the CSU Health Network (CSUHN), a UC Health clinic, and the Columbine Center for Healthy Aging. The project has been developed with a combination of fully furnished space and core and shell space to manage current construction and building market volatility. Insurance billing revenue and

fees for ancillary services such as pharmacy and X-ray, along with minimal General Fund resources, will be used to cover the debt service for CSUHN; rental income, donations and General Fund support will cover the remaining portion of the debt service.

Program Plan approved February 2015.

Plant Environmental Research Center Relocation Project (“PERC”) – This program is currently spread over six structures on 2.8 acres consisting of two Quonsets constructed in 1954, a headhouse/greenhouse remodeled in 1980, and three other greenhouses. All buildings are outdated with inefficient use of space. A new 30,000 gsf facility will locate all the functions into one efficient building, allowing the staff to improve their teaching, research, and outreach capacity. The site at Centre Avenue and Bay Drive will locate this facility east of the USDA’s Crops Research Laboratory and north of the City of Fort Collins Gardens on Spring Creek. This location will provide an opportunity for more collaboration between CSU, USDA, and Fort Collins. Support for the debt service relating to this project will be provided through the General Fund.

Program Plan approved August 2013.

Academic Space Expansion, Multipurpose Stadium – As hard bids have come back from the contractor on the stadium it has become apparent that the addition of approximately 85,000 gsf of academic and office space to be located on the east side of the new stadium is possible at very competitive construction prices. Academic programming for the space is currently yet to be determined.

Program Plan approval in June.

University Square Parking Structure – This project will construct a four-story parking structure on an existing parking lot at the corner of Pitkin and Mason Streets. The project will accommodate approximately 640 cars. Increased parking fees will be used to cover the debt service relating to the structure, with the cost of the underpass being split between increased parking fees and the General Fund.

Program Plan approved February 2015.

South Campus Parking Lot – This project will construct a large surface parking lot with appropriate landscaping near the Tennis Complex on South Campus. It will accommodate approximately 900 spaces and will be linked to CSU’s Main Campus via transit service. Increased parking fees will be used to cover the debt service.

Program Plan approved February 2015.

These all are projects that we have reviewed and discussed with the Board at various times, in the context of our University Master Plan. Each of these will allow CSU to better address current demand while also providing critical infrastructure support for anticipated growth over the next 10-15 years.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM**

TENTH SUPPLEMENTAL RESOLUTION

Authorizing the issuance of one or more series of:

Board of Governors of the Colorado State University System
System Enterprise Revenue Bonds
Series 2015

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TENTH SUPPLEMENTAL RESOLUTION

WITNESSETH:

WHEREAS, the Board of Governors of the Colorado State University System (the “Board”) has adopted a Master System Enterprise Bond Resolution on June 20, 2007, as previously supplemented (the “Master Resolution”); and

WHEREAS, this Tenth Supplemental Resolution is proposed for adoption pursuant to and in accordance with the Master Resolution; and

WHEREAS, the Board has determined to authorize hereby the issuance of Bonds, in one or more series, to be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015” (referred to herein as the “Series 2015 Bonds”) for the purposes of (a) defraying a portion of the cost of financing certain 2015 Improvement Projects as further described herein; (b) paying capitalized interest on the Series 2015 Bonds, as provided herein; and (c) paying certain costs relating to the issuance thereof, in accordance with and as provided by the Master Resolution and this Tenth Supplemental Resolution;

NOW, THEREFORE, BE IT RESOLVED by the Board of Governors of the Colorado State University System:

ARTICLE I

DEFINITIONS

Section 1.01. Definitions. Except as provided below in this Section, all terms which are defined in Section 1.01 of the Master Resolution shall have the same meanings, respectively, in this Tenth Supplemental Resolution as such terms are given in the Master Resolution. In addition, the following terms shall have the following respective meanings:

“*Authorized Denomination*” shall have the meaning set forth in the Pricing Certificate.

“*Board Representative*” means the Chief Financial Officer of the System and any other officer of the System subsequently designated by the Board or the Chief Financial Officer to be the Board Representative with respect to all matters affecting the Bonds.

“*Bond Insurance Policy*” means the municipal bond new issue insurance policy issued by the Bond Insurer, if any, that guarantees payment of principal of and interest on all or a portion of the Series 2015 Bonds.

“*Bond Insurer*” means such municipal bond insurance company, if any, as shall be selected to provide credit enhancement with respect to all or any portion of the Series 2015 Bonds, as designated in the Pricing Certificate.

“*Continuing Disclosure Undertaking*” means the Continuing Disclosure Undertaking of the Board with respect to the Series 2015 Bonds authorized in Section 2.06 hereof; provided, however, that the Continuing Disclosure Undertaking may refer to multiple undertakings in the event the Series 2015 Bonds are issued in more than one series.

“*Financial Consultant*” means, with respect to the Series 2015 Bonds, North Slope Capital Advisors, Denver, Colorado, and any successor thereto.

“*Interest Payment Date*” means (a) each March 1 and September 1, commencing on the date or dates set forth in the Pricing Certificate with respect to the Series 2015 Bonds; and (b) the final maturity date of or any redemption date of each Series 2015 Bond.

“*Issue Date*” means the date or dates (in the event the Series 2015 Bonds are issued in more than one series) on which the Series 2015 Bonds are first delivered to the initial purchasers thereof against payment therefor.

“*Master Resolution*” means the Master Resolution adopted by the Board on June 20, 2007, as previously amended and supplemented and as may be further amended and supplemented from time-to-time.

“*Official Statement*” means the final Official Statement relating to the Series 2015 Bonds, including any supplements thereto; provided, however, that the Official Statement may refer to multiple Official Statements in the event the Series 2015 Bonds are issued in more than one series.

“*Preliminary Official Statement*” means the Preliminary Official Statement relating to the Series 2015 Bonds, including any supplements thereto; provided, however, that the Preliminary Official Statement may refer to multiple Preliminary Official Statements in the event the Series 2015 Bonds are issued in more than one series.

“*Pricing Certificate*” means a certificate executed by the Board Representative and evidencing the determinations made pursuant to Section 3.03(b) of this Tenth Supplemental Resolution; provided, however, that the Pricing Certificate may refer to multiple certificates, including but not limited to in the event the Series 2015 Bonds are issued in more than one series, and provided further that the provisions of any Pricing Certificate shall be deemed to be incorporated into this Tenth Supplemental Resolution.

“*Purchase Contract*” means any Purchase Contract relating to the Series 2015 Bonds between the Board and the Underwriters; provided, however, that the Purchase Contract may refer to multiple contracts in the event the Series 2015 Bonds are issued in more than one series.

“*Regular Record Date*” means the close of business on the fifteenth day (whether or not a Business Day) of the calendar month next preceding each regularly scheduled Interest Payment Date for the Series 2015 Bonds.

“*Resolution*” means the Master Resolution as supplemented by this Tenth Supplemental Resolution.

“*Series 2015 Bonds*” means the Bonds issued in one or more series hereunder and designated as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015,” and as more particularly designated in the Pricing Certificate.

“*State Intercept Act*” means Section 23-5-139, Colorado Revised Statutes, as amended.

“*State Intercept Program*” means the Higher Education Revenue Bond Intercept Program, established pursuant to the State Intercept Act.

“*Taxable Obligation*” means any Series 2015 Bonds the interest on which is not excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2015 Bonds, shall be determined by the Board Representative, in accordance with the Article VII hereof titled “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tax Exempt Obligation*” means any Series 2015 Bonds the interest on which is excludable from gross income of the holder thereof for federal income tax purposes, which, with respect to the Series 2015 Bonds, shall be determined by the Board Representative, in accordance with Article VII hereof title “FEDERAL TAX LAW MATTERS” and set forth in the Pricing Certificate.

“*Tenth Supplemental Resolution*” means this Tenth Supplemental Resolution adopted by the Board on May 7, 2015.

“*Underwriters*” means, in the determination of the Board, any institution selected by the Board, acting as underwriters or as direct purchasers in connection with the sale of the Series 2015 Bonds.

“*2015 Expense Account*” means the account created in Section 5.02(b) hereof.

“*2015 Improvement Projects*” means the financing of certain Improvement Projects as determined by the Board, including but not limited to: (a) the construction, acquisition, improvement and equipping of (i) an approximately 152,000 gross square foot (“gsf”) biology building for research and teaching on the Main Campus in Fort Collins, Colorado, (ii) an approximately 105,000 gsf medical office building to be located at the corner of Prospect Road and College Avenue in Fort Collins, Colorado, (iii) an approximately 30,000 gsf plant environmental research center to be used for teaching, research and outreach, (iv) a new 4-story parking structure at the corner of Pitkin and Mason Streets, and (v) a new surface parking lot on South Campus in Fort Collins, Colorado; (b) any other improvements to any of the campuses for which the Board has spending authority; and (c) such other capital projects as may be designated by the Board.

“*2015 Improvement Projects Fund*” means the fund created in Section 5.02(a) hereof, including any accounts and subaccounts therein.

“*2015 Paying Agency Agreement*” means the Paying Agency, Transfer Agency and Bond Registrar Agreement between the Board and the 2015 Paying Agent relating to the Series 2015

Bonds; provided, however, that the 2015 Paying Agent Agreement may refer to multiple agreements in the event the Series 2015 Bonds are issued in more than one series.

“*2015 Paying Agent*” means Wells Fargo Bank, National Association, Denver, Colorado, acting as agent of the Board for the payment of the principal of, premium, if any, and interest on the Series 2015 Bonds, and any successor thereto.

“*2015 Registrar*” means the 2015 Paying Agent acting as agent of the Board for the registration of the Series 2015 Bonds, and any successor thereto.

“*2015 Tax Certificate*” means the Tax Certificate relating to the Series 2015 Bonds, executed by the Board on the date of issuance of the Series 2015 Bonds; provided, however, that the 2015 Tax Certificate may refer to multiple tax compliance certificates executed in connection with the Series 2015 Bonds.

Section 1.02. Construction. This Tenth Supplemental Resolution shall be construed as follows:

(a) The captions herein are for convenience only and in no way define, limit or describe the scope or intent of any provisions hereof.

(b) Any Series 2015 Bond held by the Board shall not be deemed to be Outstanding for the purpose of redemption, for the purpose of consents hereunder or for any other purpose.

Section 1.03. Successors. All of the covenants, stipulations, obligations and agreements by or on behalf of and any other provisions for the benefit of the System or the Board set forth in the Resolution shall bind and inure to the benefit of any successors thereof and shall bind and inure to the benefit of any officer, board, district, commission, authority, agent, enterprise or instrumentality to whom or to which there shall be transferred by or in accordance with law any right, power or duty of the System or the Board or of their respective successors, if any, the possession of which is necessary or appropriate in order to comply with any such covenants, stipulations, obligations, agreements, or other provisions hereof.

Section 1.04. Parties Interested Herein. Except as otherwise expressly provided in the Resolution, nothing expressed or implied in the Resolution is intended or shall be construed to confer upon or to give to any Person, other than the System, the Board, the 2015 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2015 Bonds, any right, remedy or claim under or by reason hereof or any covenant, condition or stipulation hereof. All the covenants, stipulations, promises and agreements set forth herein by and on behalf of the System shall be for the sole and exclusive benefit of the System, the Board, the 2015 Paying Agent, the Bond Insurer, if any, and the owners from time-to-time of the Series 2015 Bonds.

Section 1.05. Ratification. All action heretofore taken (not inconsistent with the provisions of the Resolution) by the officers of the Board, the officers of the System, the Financial Consultant, and otherwise by the Board directed toward the 2015 Improvement Projects and the issuance, sale and delivery of the Series 2015 Bonds for such purposes, be, and the same hereby is, ratified, approved and confirmed, including, without limitation, the sale of

the Series 2015 Bonds as provided in the Purchase Contract and the preparation and distribution of the Preliminary Official Statement and final Official Statement in connection therewith.

Section 1.06. Resolution Irrepealable. After any Series 2015 Bonds are issued, the Resolution shall constitute an irrevocable contract between the Board and owners of the Series 2015 Bonds; and the Resolution shall be and remain irrepealable until the Series 2015 Bonds and the interest thereon shall be fully paid, as herein provided.

Section 1.07. Repealer. All bylaws, orders and resolutions, or parts thereof, inconsistent herewith are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any bylaw, order, resolution or part thereof, heretofore repealed.

Section 1.08. Severability. If any provision of the Resolution shall be held invalid or unenforceable, such holding shall not affect any other provisions hereof.

Section 1.09. Effective Date. This Tenth Supplemental Resolution shall become effective immediately upon its passage.

ARTICLE II

AUTHORIZATION OF 2015 IMPROVEMENT PROJECTS AND CERTAIN RELATED DOCUMENTS

Section 2.01. Authority for Resolution. The Resolution is adopted by virtue of the plenary powers of the Board as a constitutionally established body corporate under Article VIII, Section 5 of the Constitution of the State and under the particular authority of the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act and the Supplemental Public Securities Act. The Board has ascertained and hereby determines that each matter and thing as to which provision is made herein is necessary in order to carry out and effectuate the purposes of the Board in accordance with such powers and authority.

Section 2.02. Necessity of the 2015 Improvement Projects and Series 2015 Bonds. It is necessary and for the best interests of the Board and the System that the Board undertake the 2015 Improvement Projects as herein authorized and obtain funds therefor by issuing the Series 2015 Bonds; and the Board hereby so determines and declares.

Section 2.03. Authorization of the 2015 Improvement Projects. The Board hereby determines to undertake the 2015 Improvement Projects pursuant to the Auxiliary Facilities Enterprise Act, the Institutional Enterprise Statute, the Research Building Fund Act, the Supplemental Public Securities Act, and applicable provisions of the Code, and further determines that all requirements and limitations of such statutes have been met.

In addition, the Board hereby determines that (a) the limitations and requirements imposed by the Resolution for the issuance of Bonds have been met and (b) the 2015 Improvement Projects are hereby authorized.

Section 2.04. Provision for Sale of Series 2015 Bonds. The Board Representative and the officers of the Board, or any of them, are hereby authorized, for and on behalf of the Board,

to accept and execute the Purchase Contract submitted by the Underwriters for the purchase of the Series 2015 Bonds, in substantially the form filed with the Board on the date of adoption of this Tenth Supplemental Resolution, bearing interest at the rates therein designated and otherwise upon the terms and conditions provided in this Tenth Supplemental Resolution, the Pricing Certificate and such Purchase Contract.

Section 2.05. Execution of 2015 Paying Agency Agreement. The appropriate officers of the Board, as designated in the 2015 Paying Agency Agreement, are hereby authorized to complete and execute the 2015 Paying Agency Agreement on behalf of and in the name of the Board, in substantially the form filed with the Board following the date of adoption of this Tenth Supplemental Resolution.

Section 2.06. Approval and Use of Preliminary Official Statement and Official Statement; Rule 15c2-12; Continuing Disclosure Undertaking. The distribution and use of a Preliminary Official Statement relating to the Series 2015 Bonds, in substantially the form filed with the Board on or following the date of adoption of this Tenth Supplemental Resolution, is hereby approved with such changes as may be necessary for the sale of the Series 2015 Bonds. The Chair of the Board and/or the Chancellor of the System is each hereby authorized, directed and empowered to determine when such Preliminary Official Statement may be deemed final within the meaning of Securities and Exchange Rule 15c2-12, subject to permitted omissions, and thereupon to give a certificate to such effect. The Chair of the Board and/or the Chancellor of the System is each hereby authorized to execute and deliver the final Official Statement relating to the Series 2015 Bonds and the Underwriters may thereafter distribute the same. The appropriate officers of the Board and the System are hereby authorized to complete and execute the Continuing Disclosure Undertaking on behalf of and in the name of the Board, in substantially the form attached to the Preliminary Official Statement.

Section 2.07. Bond Insurance. In the event that it is determined to obtain a municipal bond insurance policy insuring the payment when due of the principal of and interest on all or a portion of the Series 2015 Bonds, as provided in Section 3.03(b)(ii) hereof and the Pricing Certificate, the completion, execution and delivery of all documents relating to and required or necessary in connection with such municipal bond insurance policy by the appropriate officers of the Board and the System are hereby authorized and approved. To the extent provided therein, the provisions of any agreement between the Board and the Bond Insurer, as contemplated in this Section 2.08, shall be deemed to be incorporated in this Tenth Supplemental Resolution and shall be enforceable as if set forth herein.

Section 2.08. Execution of Documents. The following individuals, namely: the Chair of the Board, the Secretary of the Board, General Counsel to the System, the Chief Financial Officer of the System and the Treasurer of the System (and any other officers authorized by law to act on their behalf in their absence) are hereby authorized to execute and deliver, this Tenth Supplemental Resolution, and, as appropriate in connection with each series of Series 2015 Bonds issued hereunder, the Purchase Contract, the Pricing Certificate, the 2015 Paying Agency Agreement, the Escrow Agreement, the Continuing Disclosure Undertaking, the Official Statement, any documents required in connection with any credit enhancement, and any other documents or certificates necessary or appropriate to close the sale of the Series 2015 Bonds and

documents or certificates necessary or appropriate to close the sale of the Series 2015 Bonds and all related transactions and to take any action with respect to any matter required to accomplish the same.

ARTICLE III

AUTHORIZATION AND TERMS OF SERIES 2015 BONDS

Section 3.01. Authorization of Series 2015 Bonds. Pursuant to the provisions of the Master Resolution, there is hereby authorized the borrowing of funds, and to evidence such borrowing there are hereby authorized one or more series Bonds of the Board designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015,” or as more particularly designated in the Pricing Certificate, including the year of issuance. If, in accordance with the Article VII titled “FEDERAL TAX LAW MATTERS,” the Board Representative shall determine that any series of Series 2015 Bonds shall constitute a Taxable Obligation, the title of such series shall further include the following: “Taxable.” The full title of any and all series of bonds issued hereunder shall be determined by the Board Representative in accordance with the foregoing, and shall be set forth in the Pricing Certificate.

Section 3.02. Purposes. The Series 2015 Bonds are authorized for the purposes of funding the 2015 Improvement Projects, paying a portion of the interest on the Series 2015 Bonds and paying certain costs of issuance relating to the Series 2015 Bonds, all as more specifically provided in Article V hereof.

Section 3.03. Terms of Series 2015 Bonds, Generally.

(a) **Registered Form; Numbers and Date.** The Series 2015 Bonds shall be issued in fully registered form and shall be numbered from one upward in consecutive numerical order preceded by the letter “R.” The registered Owner of all Series 2015 Bonds shall be a Securities Depository in accordance with the Master Resolution. The Series 2015 Bonds shall be dated the Issue Date.

(b) **Principal Amounts; Maturities; Interest Rates.** The Series 2015 Bonds shall mature, subject to the right of prior redemption as provided in Article IV hereof, on the dates and in the aggregate principal amounts, and shall bear interest, payable on each Interest Payment Date, as provided below:

(i) **Parameters.** Any Series 2015 Bonds, issued in one or more series, shall be issued in an aggregate principal amount not to exceed \$181,600,000 for purposes of financing the 2015 Improvement Projects. Any Series 2015 Bonds, issued in one or more series, shall bear interest at rates and taxable and/or tax exempt rate or rates resulting in a true interest cost not exceeding 6% with respect to any debt. Any Series 2015 Bonds may mature as term bonds or serial bonds, or both, not later than March 1, 2050 with respect to bonds issued for the 2015 Improvement Projects.

Section 11-57-205(1), Colorado Revised Statutes, as amended, provided such determinations are not inconsistent with the standards set forth in this Tenth Supplemental Resolution. In furtherance thereof, the Board Representative is hereby authorized, without further approval of the Board, to determine in conformity with the standards set forth in this Tenth Supplemental Resolution and after the Series 2015 Bonds have been priced in the market: (A) the final designation of one or more series or subseries of the Series 2015 Bonds; (B) the principal amount of each series or subseries of the Series 2015 Bonds; (C) the coupon interest rate or rates (whether fixed or variable) on the Series 2015 Bonds; (D) the maturity or maturities of the Series 2015 Bonds (any of which may include Series 2015 Bonds bearing different interest rates) and the amount and date of any mandatory sinking fund redemption; (E) provisions for the optional, mandatory or extraordinary redemption of any or all of the Series 2015 Bonds prior to maturity; (F) the purchase price of the Series 2015 Bonds; (G) whether the Series 2015 Bonds will constitute Tax Exempt Obligations, Taxable Obligations, and the other matters set forth in Article VII hereof entitled “FEDERAL TAX LAW MATTERS”; (H) whether or not to utilize bond insurance or a debt service reserve policy for the Series 2015 Bonds and the execution of all agreements, documents and certificates in connection therewith; (I) the final determination of which Series 2015 Bonds are subject to the State Intercept Program and which Series 2015 Bonds are not subject to the State Intercept Program; and (J) whether or not the Series 2015 Bonds will be sold pursuant to a negotiated sale, a competitive sale or direct placement; all as may be necessary to effect the 2015 Improvement Projects and in a manner consistent with this Tenth Supplemental Resolution; including the estimated true interest cost of the Series 2015 Bonds and the Underwriter’s or Purchaser’s discount relating to the Series 2015 Bonds. The determinations described herein shall be evidenced by a Pricing Certificate filed with the Board, and except as otherwise expressly provided herein or in the Master Resolution, the terms of the Series 2015 Bonds shall be as set forth in the Pricing Certificate and incorporated by reference into this Tenth Supplemental Resolution.

(c) ***Authorized Denominations.*** The Series 2015 Bonds shall be issued in Authorized Denominations.

(d) ***Computation of Interest.*** Each Series 2015 Bond shall bear interest at the applicable rate in accordance with Section 3.03(b) hereof, (i) from the date of authentication, if authenticated on an Interest Payment Date to which interest has been paid or duly provided for; or (ii) from the last preceding Interest Payment Date to which interest has been paid or duly provided for (or the Issue Date if no interest thereon has been paid or duly provided for) in all other cases. The amount of interest so payable on Series 2015 Bonds on any Interest Payment Date shall be computed on the basis of a 360-day year of twelve 30-day months.

(e) ***Appointment of 2015 Paying Agent and 2015 Registrar.*** Wells Fargo Bank, National Association, is hereby appointed the 2015 Paying Agent and 2015 Registrar.

Section 3.04. Payment of Bond Requirements.

(a) ***Principal and Final Interest.*** The principal or Redemption Price of and the final interest payment on any Series 2015 Bond shall be payable to the owner thereof as shown on the registration books maintained by the 2015 Registrar upon maturity or prior redemption thereof and upon presentation and surrender at the principal office of the 2015 Paying Agent. If any Series 2015 Bond shall not be paid upon such presentation and surrender at or after maturity, it shall continue to draw interest (but without compounding of interest) at the rate borne by it until the principal thereof is paid in full.

(b) ***Interest.*** The interest due on any Series 2015 Bond on any Interest Payment Date shall be paid to the owner thereof, as shown on the registration books kept by the 2015 Registrar at the close of business on the Regular Record Date. Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the owner of such Series 2015 Bond on the Regular Record Date and shall be payable to the person who is the owner of such Series 2015 Bond at the close of business on a Special Record Date for the payment of any such defaulted interest. Such Special Record Date shall be fixed in accordance with Section 3.10 of the Master Resolution.

(c) ***Payment of Interest.*** All payments of interest on any Series 2015 Bond shall be paid to the person entitled thereto pursuant to Section 3.04(b) above by check mailed on the Interest Payment Date to his or her address as it appears on the registration books kept by the 2015 Registrar (or, in the case of defaulted interest, the date selected by the 2015 Registrar for the payment of such defaulted interest), or, at the option of any owner of \$1,000,000 or more in principal amount of Series 2015 Bonds, by wire transfer on such date to a bank within the continental United States as directed by such owner.

(d) ***State Intercept Program.*** The payment of the principal of and interest on the Series 2015 Bonds is also payable as provided under the State Intercept Program. The Board hereby represents that the Series 2015 Bonds issued to finance the 2015 Improvements Project qualify for the State Intercept Program because such Series 2015 Bonds satisfy the following provisions of the State Intercept Program:

(i) The Board has: (A) a credit rating in one of the three highest categories, without regard to modifiers within a category, from at least one nationally recognized statistical rating organization and, if more than one such organization has rated an institution, no credit rating that is in a category below the three highest categories, without regard to modifiers within a category; and (B) a debt service coverage ratio of at least one and one-half to one, measured by dividing the Board's net revenue available for annual debt service over the total amount of annual debt service subject to this article and the annual debt service to be issued pursuant to this article; and

(ii) the pledged revenues for the Series 2015 Bonds include not less than:

(A) the net revenues of auxiliaries;

- (B) 10% of tuition if the institution is an enterprise, as defined in Section 24-77-102(3), Colorado Revised Statutes, as amended;
- (C) indirect cost recovery revenues, if any;
- (D) facility construction fees designated for bond repayment, if any; and
- (E) student fees and ancillary revenues currently pledged to existing bondholders.

In accordance with the State Intercept Program, whenever the 2015 Paying Agent has not received a payment on Series 2015 Bonds on the business day immediately prior to the date on which such payment is due, the 2015 Paying Agent is required to notify the State Treasurer and the Board. The State Treasurer is then required to contact the Board to determine whether the Board will make the payment by the date on which it is due. If the Board indicates to the State Treasurer that it will not make the payment on the Series 2015 Bonds by the date on which it is due, or if the State Treasurer cannot contact the Board, the State Treasurer is required to forward to the 2015 Paying Agent, in immediately available funds of the State, the amount necessary to make the payment of the principal of and interest on the Series 2015 Bonds.

If the State Treasurer makes a payment on Series 2015 Bonds under the State Intercept Program, he or she is to recover the amount forwarded by withholding amounts from the Board's payments of the State's fee-for-service contract with the Board or the System, from any other state support for the Board or the System and from any unpledged tuition moneys collected by the Board or the System. The total amount withheld in a month cannot exceed one-twelfth of the annual amount due from the State's fee-for-service contract with the Board or the System for each occasion on which the State Treasurer forwards money to the 2015 Paying Agent. With respect to each payment on the Series 2015 Bonds made by the State Treasurer, the State Treasurer cannot withhold for more than 12 consecutive months for each occasion on which the State Treasurer forwards amounts pursuant to the State Intercept Act. While the withholding of fee-for-service payments is limited to 12 consecutive months, the State Intercept Act does not correspondingly limit the State's contingent obligation to pay the Series 2015 Bonds. The Board has the option of making early repayment of all or any portion of an amount forwarded by the State Treasurer for payment on the Series 2015 Bonds.

The State Treasurer is required to notify the State's Department of Higher Education and General Assembly of amounts withheld and payments made pursuant to the State Intercept Act. Institutions that have a debt service payment forwarded to the paying agent by the State Treasurer shall not request a supplemental general fund appropriation or budget amendment for the amount forwarded in order to replace withheld fee-for-service revenue.

If the State Treasurer is required to make a payment on the higher education bonds of an institution, the State Department of Education is required to initiate an audit

of the institution to determine the reason for the nonpayment of the bonds and to assist the institution, if necessary, in developing and implementing measures to ensure that future payments will be made when due.

The State has covenanted that it will not repeal, revoke or rescind the provisions of the State Intercept Act or modify or amend the State Intercept Act so as to limit or impair the rights and remedies granted under the State Intercept Act to purchasers of the bonds payable under the State Intercept Act. The State Intercept Act provides, however, that it will not be deemed or construed to require the State to continue the payment of State assistance to any institution or to limit or prohibit the State from repealing, amending or modifying any law relating to the amount of State assistance to institutions or the manner of payment or the timing thereof. The State Intercept Act further provides that it will not be deemed or construed to create a debt of the State with respect to any bonds payable under the State Intercept Act within the meaning of any State constitutional provision or to create any liability except to the extent provided in the State Intercept Act.

An institution may adopt a resolution stating that it will not accept on behalf of the institution payment of principal and interest as provided in the State Intercept Act. If an institution adopts such a resolution, it must be adopted prior to issuance or incurrence of the bonds to which it applies. Following adoption of such a resolution, the institution is to provide written notice to the State Treasurer of its refusal to accept payment. An institution may rescind its refusal to accept payment by written notice of such rescission to the State Treasurer.

The Board has not adopted a resolution stating that it will not accept payment from the State Treasurer under the State Intercept Program with respect to the Series 2015 Bonds; consequently, the State Intercept Program applies to the payment of the Series 2015 Bonds, and the State Treasurer is required by statute to make payment of the principal and interest on the Series 2015 Bonds, if necessary, as described above.

The Board is hereby directed to file with the State Treasurer a copy of this Tenth Supplemental Resolution, a copy of the Pricing Certificate, a copy of the Official Statement and the name, address and telephone number of the 2015 Paying Agent.

(e) ***Application of Excess Net Revenues.*** In the event that payments of the principal of and interest on the Series 2015 Bonds are made by the State Treasurer pursuant to the provisions of the State Intercept Program, the Board hereby agrees that, to the extent such amounts paid by the State Treasurer have not been recovered by the State Treasurer from the sources set forth in Section 23-5-139(3) of the State Intercept Act, the Board shall, solely from Net Revenues remaining in the Revenue Fund as described in Section 5.14 of the Master Resolution that the Board has determined are available for such purpose, pay to the State Treasurer an amount equal to the principal and interest payments made by the State Treasurer, less any such amounts previously recovered by or paid to the State Treasurer.

Section 3.05. Bond Form. Subject to the provisions of this Tenth Supplemental Resolution, the Series 2015 Bonds shall be in substantially the form set forth in Exhibit A hereto, with such omissions, insertions, endorsements and variations as to any recitals of fact or other provisions as may be required by the circumstances, be required or permitted by the Master Resolution, or be consistent with the Master Resolution.

Section 3.06. State Tax Exemption. Pursuant to Section 23-5-105, Colorado Revised Statutes, as amended, the Series 2015 Bonds, their transfer, and the income therefrom shall forever be and remain free and exempt from taxation by the State or any subdivision thereof.

ARTICLE IV

REDEMPTION OF SERIES 2015 BONDS

Section 4.01. Optional Redemption. The Series 2015 Bonds shall be subject to redemption prior to maturity at the option of the Board, if at all, on the dates and at the Redemption Prices as set forth in the Pricing Certificate.

Section 4.02. Mandatory Sinking Fund and Make Whole Redemption. The Series 2015 Bonds shall be subject to mandatory sinking fund redemption and make whole redemption, if at all, on the dates and in the principal amounts as set forth in the Pricing Certificate.

Section 4.03. Selection of Series 2015 Bonds for Redemption. If less than all of the Series 2015 Bonds are called for prior redemption hereunder, the Series 2015 Bonds or portions to be redeemed shall be redeemed in such order of maturities as shall be specified by the Board. If less than all Series 2015 Bonds or portions thereof of a single maturity and rate are to be redeemed, they shall be selected by lot in such manner as the Paying Agent may determine. In the case of a Series 2015 Bond of a denomination larger than an Authorized Denomination, such Series 2015 Bond may be redeemed only in principal amounts equal to any integral multiple of the minimum Authorized Denomination. In the event a portion of any Series 2015 Bonds is so redeemed, the 2015 Registrar shall, without charge to the owner of such Series 2015 Bond, authenticate a replacement Series 2015 Bond for the unredeemed portion thereof.

Section 4.04. Redemption Procedures. Except as otherwise provided herein, the Series 2015 Bonds shall be called for prior redemption and shall be paid by the 2015 Paying Agent upon notice as provided in Section 4.05 hereof. The 2015 Registrar shall not be required to transfer or exchange any Series 2015 Bond after notice of the redemption of such Series 2015 Bond has been given (except the unredeemed portion of such Series 2015 Bond, if redeemed in part) or to transfer or exchange any Series 2015 Bond during the period of 15 days next preceding the day such notice is given.

In addition, the 2015 Registrar is hereby authorized to comply with any operational procedures and requirements of the Securities Depository relating to redemption of Series 2015 Bonds and notice thereof. The Board and the 2015 Registrar shall have no responsibility or obligation with respect to the accuracy of the records of the Securities Depository or a nominee therefor or any Participant of such Securities Depository with respect to any ownership interest in the Series 2015 Bonds or the delivery to any Participant, beneficial owner or any other person

(except to a registered owner of the Series 2015 Bonds) of any notice with respect to the Series 2015 Bonds, including any notice of redemption.

Section 4.05. Notice of Redemption. The 2015 Registrar shall cause notice of the redemption of the Series 2015 Bonds being redeemed under this Article IV to be given in the form and manner described in Section 3.07 of the Master Resolution not less than 30 days nor more than 60 days prior to the redemption date.

ARTICLE V

ISSUANCE OF SERIES 2015 BONDS AND USE OF SERIES 2015 BOND PROCEEDS

Section 5.01. Series 2015 Bond Preparation, Execution and Delivery. The officers of the Board and the System designated in this Tenth Supplemental Resolution are hereby authorized and directed to prepare and to execute the Series 2015 Bonds, as herein provided. When the Series 2015 Bonds have been duly executed, the Board Representative shall deliver them to the Underwriters upon receipt of the agreed purchase price.

Section 5.02. Disposition of Series 2015 Bond Proceeds. The proceeds of the Series 2015 Bonds, upon the receipt thereof, shall be accounted for in the following manner and priority and are hereby pledged therefor:

(a) **2015 Improvement Projects Fund.** First, from the proceeds of the Series 2015 Bonds, there shall be deposited in a separate account, which account is hereby created, to be known as “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015, Improvement Projects Fund” (the “2015 Improvement Projects Fund”), such amount as the Board Representative shall determine to be necessary and available to defray the costs of the 2015 Improvement Projects, subject to the provisions of the 2015 Tax Certificate. Such account shall be under the control of the Board.

There is hereby created within the 2015 Improvement Projects Fund a separate account under the control of the Board which shall be designated “The Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015, Capitalized Interest Account” (the “2015 Capitalized Interest Account”). There shall be credited to such 2015 Capitalized Interest Account such amount as the Board Representative shall determine to be necessary and available to pay a portion of the interest on the Series 2015 Bonds through a date specified by the Board Representative in the Pricing Certificate, taking into account any other moneys available to pay interest on the Series 2015 Bonds.

In the event that the Series 2015 Bonds are issued in only one series, then the Board shall not be required to establish additional accounts or subaccounts within the 2015 Improvement Projects Fund; provided, however, that in the event that the Series 2015 Bonds are issued in more than one series, additional separate accounts and, as

necessary, subaccounts shall be created within the 2015 Improvement Projects Fund in accordance with the following:

(i) A separate account shall be created within the 2015 Improvement Projects Fund for each separate series of Series 2015 Bonds issued as Tax Exempt Obligations the proceeds of which are to be applied to the 2015 Improvement Projects, into which shall be deposited amounts received from the sale of each such series of the Series 2015 Bonds, and the amount of such deposit shall be as set forth in the Pricing Certificate; and

(ii) In the event that any of the Series 2015 Bonds are issued as Taxable Obligations, and the proceeds from such Series 2015 Bonds are to be applied to the 2015 Improvement Projects, then separate accounts shall be established for each such series of Series 2015 Bonds, and the amount of proceeds from the sale of such Series 2015 Bonds deposited to such account(s) shall be as set forth in the Pricing Certificate.

(b) **2015 Expense Account.** Second, from the proceeds of the Series 2015 Bonds, there shall be deposited to the credit of a separate account, hereby created (the “2015 Expense Account”), which 2015 Expense Account shall be under the control of the Board, all remaining amounts of proceeds of the Series 2015 Bonds. From such 2015 Expense Account, the Board shall be authorized to pay all expenses associated with the issuance of the Series 2015 Bonds. Any moneys remaining in the 2015 Expense Account six months after the date of issuance of the Series 2015 Bonds shall be transferred as directed by the Board Representative.

Section 5.03. Application of 2015 Improvement Projects Fund. Amounts on deposit in the 2015 Capitalized Interest Account within the 2015 Improvement Projects Fund shall be applied to the payment of interest on the Series 2015 Bonds as directed by the Board Representative. Any other moneys credited from time-to-time to the 2015 Improvement Projects Fund shall be used, without requisition, voucher or other direction or further authority than is herein contained, to pay, or to reimburse the Board and the System, including CSU-Pueblo, for the payment of costs of the 2015 Improvement Projects, as the same become due. All amounts derived from the investment of moneys on deposit in the 2015 Improvement Projects Fund shall remain in the 2015 Improvement Projects Fund and shall be applied as described herein, or, at the direction of the Board Representative, shall be applied to pay interest on the Series 2015 Bonds. Upon completion of the 2015 Improvement Projects by the Board and the delivery of a Completion Certificate to the Board in accordance with the Resolution, all money remaining in the 2015 Improvement Projects Fund, except amounts estimated to be needed for costs of the 2015 Improvement Projects not then due and payable as provided in Section 5.04 hereof, may be used for any other lawful capital expenditures of the Board or may be transferred to the Series 2015 Principal Account of the Debt Service Fund and used to pay the principal of, premium, if any, or interest on the Series 2015 Bonds.

Section 5.04. Completion of 2015 Improvement Projects. Upon completion of the 2015 Improvement Projects and the acceptance thereof by the System, the Board Representative shall deliver to the Board a certificate (the “Completion Certificate”) stating that, to the best of

the System's knowledge based upon the representations of the Board Representative and the contractors, architects, engineers, vendors or other consultants, and except for any amounts estimated by the Board Representative to be necessary for payment of any costs of the 2015 Improvement Projects not then due and payable as set forth in such certificate, the 2015 Improvement Projects have been completed and accepted by the System and all costs of the 2015 Improvement Projects have been paid. Notwithstanding the foregoing, such certificate shall not, and shall state that it does not, prejudice any rights against third parties which exist at the date of such certificate or which may subsequently come into being.

Section 5.05. Purchaser Not Responsible. The Underwriters, any associate thereof, and any subsequent owner of any Series 2015 Bond shall in no manner be responsible for the application or disposal by the Board or by any System officer or any other employee or agent of the Board or System of the moneys derived from the sale of the Series 2015 Bonds or of any other moneys herein designated.

ARTICLE VI

ESTABLISHMENT OF CERTAIN ACCOUNTS

Section 6.01. Establishment of Certain Accounts. In accordance with Section 5.01 of the Master Resolution, the Board hereby creates and establishes the following accounts in respect of the Series 2015 Bonds: (a) within the Debt Service Fund, a "Series 2015 Interest Account" and a "Series 2015 Principal Account"; and (b) within the Rebate Fund, a "Series 2015 Rebate Account." Such accounts shall be maintained and applied as provided in (i) Section 5.06 of the Master Resolution, with respect to the Series 2015 Interest Account and the Series 2015 Principal Account; and (ii) Sections 5.11 through 5.13 of the Master Resolution, with respect to the Series 2015 Rebate Account.

ARTICLE VII

FEDERAL TAX LAW MATTERS

Section 7.01. Determination of Tax Exempt or Taxable Obligations. All or any portion of the Series 2015 Bonds is authorized to be issued as a Tax Exempt Obligation or Taxable Obligation. The Board hereby delegates to the Board Representative the authority to determine what, if any, portion of the Series 2015 Bonds shall constitute a Tax Exempt Obligation, and what, if any, portion of the Series 2015 Bonds shall constitute a Taxable Obligation which determinations shall be set forth in the applicable Pricing Certificate. To the extent that any portion of the Series 2015 Bonds shall constitute Tax Exempt Obligations, for purposes of ensuring that the interest on the Tax Exempt Obligations is and remains excluded from gross income for federal income tax purposes, the Board makes the covenants set forth in Sections 7.02 through 7.04 of this Article VII. In the event that, as determined by the Board Representative and set forth in the Pricing Certificate, no portion of the Series 2015 Bonds constitutes Tax Exempt Obligations, Sections 7.02 through 7.04 of this Article VII shall be of no force or effect.

Section 7.02. Prohibited Actions. The Board will not use or permit the use of any proceeds of the Tax Exempt Obligations or any other funds of the Board from whatever source derived, directly or indirectly, to acquire any securities or obligations and shall not take or permit to be taken any other action or actions, which would cause any Tax Exempt Obligations to be an “arbitrage bond” within the meaning of Section 148 of the Code, or would otherwise cause the interest on any Tax Exempt Obligations to be includible in gross income for federal income tax purposes.

Section 7.03. Affirmative Actions. The Board will at all times do and perform all acts permitted by law that are necessary in order to assure that interest paid by the Board on the Tax Exempt Obligations shall not be includible in gross income for federal income tax purposes under the Code or any other valid provision of law. In particular, but without limitation, the Board represents, warrants and covenants to comply with the following unless it receives an opinion of Bond Counsel stating that such compliance is not necessary: (a) gross proceeds of the Tax Exempt Obligations will not be used in a manner that will cause the Series 2015 Bonds to be considered “private activity bonds” within the meaning of the Code; (b) the Tax Exempt Obligations are not and will not become directly or indirectly “federally guaranteed”; and (c) the Board will timely file Internal Revenue Form 8038-G which shall contain the information required to be filed pursuant to Section 149(e) of the Code with respect to the Tax Exempt Obligations.

Section 7.04. 2015 Tax Certificate. The Board will comply with the 2015 Tax Certificate delivered to it on the date of issuance of any Series 2015 Bonds constituting Tax Exempt Obligations, including but not limited to the provisions of the 2015 Tax Certificate regarding the application and investment of proceeds of such Series 2015 Bonds, the calculations, the deposits, the disbursements, the investments and the retention of records described in the 2015 Tax Certificate; provided that, in the event the original 2015 Tax Certificate is superseded or amended by a new 2015 Tax Certificate drafted by, and accompanied by an opinion of Bond Counsel stating that the use of the new 2015 Tax Certificate will not cause the interest on such Series 2015 Bonds to become includible in gross income for federal income tax purposes, the Board will thereafter comply with the new 2015 Tax Certificate.

ARTICLE VIII

MISCELLANEOUS

Section 8.01. Applicability of Master Resolution. Except as otherwise provided herein, the provisions of the Master Resolution govern the Series 2015 Bonds and the 2015 Improvement Projects. The rights, undertakings, covenants, agreements, obligations, warranties, and representations of the Board set forth in the Master Resolution shall in respect of the Series 2015 Bonds be deemed the rights, undertakings, covenants, agreements, obligations, warranties and representations of the Board.

Section 8.02. Severability and Invalid Provisions. If any one or more of the covenants or agreements provided in this Tenth Supplemental Resolution on the part of the Board to be performed should be contrary to law, then such covenant or covenants or agreement or

agreements shall be deemed severable from the remaining covenants and agreements, and shall in no way affect the validity of the other provisions of this Tenth Supplemental Resolution.

Section 8.03. Table of Contents and Section Headings Not Controlling. The Table of Contents and the headings of the several Articles and Sections of this Tenth Supplemental Resolution have been prepared for convenience of reference only and shall not control, affect the meaning of, or be taken as an interpretation of any provision of this Tenth Supplemental Resolution.

Section 8.04. Effective Date. This Tenth Supplemental Resolution shall take effect immediately.

ADOPTED AND APPROVED as of May 7, 2015.

[SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____
Dorothy A. Horrell
Chair of the Board

ATTEST:

By _____
Scott C. Johnson
Secretary

EXHIBIT A**FORM OF SERIES 2015 BONDS [TO BE MODIFIED FOR EACH SERIES]**

UNLESS THIS CERTIFICATE IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TRUST COMPANY, A NEW YORK CORPORATION (“DTC”), TO THE 2015 PAYING AGENT, THE 2015 REGISTRAR OR ANY AGENT THEREOF FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

TRANSFER OF THIS BOND OTHER THAN BY REGISTRATION IS NOT EFFECTIVE.

**UNITED STATES OF AMERICA
STATE OF COLORADO**

**BOARD OF GOVERNORS OF THE COLORADO STATE UNIVERSITY SYSTEM
SYSTEM ENTERPRISE REVENUE BONDS
SERIES 2015**

No. R-_____ \$ _____

**Interest Rate
(Per Annum)**

Maturity Date

Dated as of

CUSIP

_____%

March 1, _____

_____, 2015

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

The Board of Governors of the Colorado State University System (the “Board” and the “System,” respectively), being a body corporate under the laws of the State of Colorado, for value received, hereby promises to pay to the registered owner specified above or registered assigns solely from the special funds provided therefor, the principal amount specified above, on the maturity date specified above (unless called for earlier redemption), and to pay from such special funds interest thereon on March 1 and September 1 of each year (each an “Interest Payment Date”), commencing on _____ at the interest rate per annum specified above, until the principal sum is paid or payment has been provided. This Series 2015 Bond (as hereinafter defined) will bear interest from the most recent Interest Payment Date to which interest has been paid or provided for, or, if no interest has been paid, from the date of this Series 2015 Bond. The principal of and premium, if any, on this Series 2015 Bond are payable upon presentation and surrender hereof at the principal office of the Board’s paying agent for the

Series 2015 Bonds (the “2015 Paying Agent”), initially Wells Fargo Bank, National Association. The 2015 Paying Agent’s principal office for such payment shall be in Minneapolis, Minnesota. Interest on this Series 2015 Bond will be paid on each Interest Payment Date (or, if such Interest Payment Date is not a business day, on the next succeeding business day), by check or draft mailed to the person in whose name this Series 2015 Bond is registered (the “registered owner”) in the registration records of the Board maintained by the Board’s registrar for the Series 2015 Bonds (the “2015 Registrar”), initially Wells Fargo Bank, National Association, and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the “Regular Record Date”). Any such interest not so timely paid or duly provided for shall cease to be payable to the person who is the registered owner hereof at the close of business on the Regular Record Date and shall be payable to the person who is the registered owner thereof at the close of business on a Special Record Date (as described in the resolution of the Board authorizing the issuance of this Series 2015 Bond; herein the “Resolution”), for the payment of any defaulted interest. Such Special Record Date shall be fixed by the 2015 Registrar whenever moneys become available for payment of the defaulted interest, and notice of the Special Record Date shall be given to the registered owners of the bonds of the series of which this is one not less than 10 days prior thereto. Alternative means of payment of interest may be used if mutually agreed to between the owner of any Series 2015 Bond and the 2015 Paying Agent, as provided in the Resolution. All such payments shall be made in lawful money of the United States of America without deduction for the services of the 2015 Registrar or 2015 Paying Agent.

This bond is one of an authorized series of bonds issued under the Resolution designated the Board of Governors of the Colorado State University System, System Enterprise Revenue Bonds, Series 2015 in the aggregate principal amount of \$[_____] (the “Series 2015 Bonds”).

The Series 2015 Bonds qualify for the Higher Education Revenue Bond Intercept Program (“State Intercept Program”), enacted by the State on June 4, 2008, established pursuant to S.B. 08-245, Section 23-5-139, Colorado Revised Statutes, as amended, and provides for the payment by the State Treasurer of principal of and interest due with respect to revenue bonds issued by state supported institutions of higher education if such an institution will not make the payment by the date on which it is due.

It is hereby certified that all acts, conditions and things required to be done precedent to and in the issuance of this Series 2015 Bond and the series of which it is a part have been properly done, have happened, and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State of Colorado and the proceedings herein mentioned, and that this series of bonds does not exceed any constitutional or statutory limitation.

This Series 2015 Bond shall not be valid or obligatory for any purpose until the 2015 Registrar shall have manually signed the certificate of authentication hereon.

The Series 2015 Bonds are issuable solely as fully registered bonds in denominations of \$5,000 and any integral multiple thereof and are exchangeable for fully registered Series 2015 Bonds of the same maturity in equal aggregate principal amounts and in authorized

denominations at the aforesaid office of the 2015 Registrar but only in the manner, subject to the limitations, and on payment of the charges provided in the Resolution.

The 2015 Registrar will not be required to transfer or exchange (a) any Series 2015 Bond subject to redemption during a period beginning at the opening of business 15 days before the day of the mailing by the 2015 Registrar of a notice of prior redemption of Series 2015 Bonds and ending at the close of business on the day of such mailing, or (b) any Series 2015 Bond after the mailing of notice calling such Series 2015 Bond or any portion thereof for prior redemption.

[The Series 2015 Bonds or portions thereof maturing on and after March 1, 20___, are subject to redemption prior to their respective maturities, at the option of the Board, on or after March 1, 20___, in whole or in part at any time, in such order of maturities as the Board shall determine and by lot within a maturity, in integral multiples of \$5,000 (giving proportionate weight to Series 2015 Bonds in denominations larger than \$5,000), in such manner as the 2015 Paying Agent may determine, at a redemption price equal to ___% of the principal amount of each Series 2015 Bond or portion thereof so redeemed plus accrued interest thereon to the redemption date.]

The Series 2015 Bonds are subject to mandatory sinking fund redemption as provided in the Pricing Certificate.

[In the case of a Series 2015 Bond of a denomination larger than \$5,000, a portion of such Series 2015 Bond (\$5,000 or any integral multiple thereof) may be redeemed, in which case the 2015 Registrar shall, without charge to the owner of such Series 2015 Bond, authenticate and issue a replacement Series 2015 Bond or Bonds for the unredeemed portion thereof. Redemption shall be made upon not less than 30 days' prior mailed notice to each registered owner as shown on the registration records maintained by the 2015 Registrar, as provided in the Resolution.]

This Series 2015 Bond is fully transferable by the registered owner hereof in person or by his duly authorized attorney on the registration records maintained by the 2015 Registrar upon surrender of this Series 2015 Bond together with a duly executed written instrument of transfer satisfactory to the 2015 Registrar. Upon such transfer a new fully registered Series 2015 Bond or Series 2015 Bonds of authorized denomination or denominations of the same aggregate principal amount and maturity will be issued to the transferee in exchange for this Series 2015 Bond, subject to such terms and conditions as set forth in the Resolution. The Board, 2015 Registrar and 2015 Paying Agent may deem and treat the person in whose name this Series 2015 Bond is registered as the absolute owner hereof for the purpose of making payment (except to the extent otherwise provided hereinabove and in the Resolution with respect to Regular and Special Record Dates for the payment of interest) and for all other purposes and the Board and 2015 Paying Agent and 2015 Registrar shall be not affected by notice to the contrary.

The Series 2015 Bonds are issued by the Board for the purpose of defraying the cost of certain improvement projects, as authorized by and pursuant to Article 5, Title 23, Colorado Revised Statutes, as amended, Sections 23-31-128 through 23-31-134, Colorado Revised Statutes, as amended, Article 54, Title 11, Colorado Revised Statutes, as amended, and Part 2, Article 57, Title 11, Colorado Revised Statutes, as amended.

This Series 2015 Bond does not constitute a debt or an indebtedness of the State, the Board or the System within the meaning of any constitutional or statutory provision or limitation, shall not be considered or held to be a liability or general obligation of the State, the Board or the System, and is payable and collectible as an obligation of the Board solely out of the net revenues (including Student Fees) (the “Net Revenues”) to be derived from the operation of certain revenue-producing Facilities and Research Facilities, as well as certain Tuition Revenues, as such Net Revenues, Student Fees, Facilities, Research Facilities and Tuition Revenues are defined in the Resolution. The owner hereof may not look to any general or other fund of the State or the System for the payment of the principal of, premium, if any, and interest on this obligation, except the special funds pledged therefor.

Payment of the Series 2015 Bonds and the interest thereon shall be made from, and as security for such payment there is pledged pursuant to the Resolution, a special fund identified as the “System Enterprise Debt Service Fund” (the “Debt Service Fund”), into which fund the Board covenants to pay from the Net Revenues moneys sufficient to pay when due the principal of, premium, if any, and interest on the Series 2015 Bonds. The Series 2015 Bonds constitute an irrevocable lien on the Net Revenues and are being issued on parity with the Board’s: Tax Exempt System Enterprise Revenue Bonds, Series 2007A; Tax Exempt System Enterprise Refunding Revenue Bonds, Series 2007B; Taxable System Enterprise Revenue Bonds, Series 2007C; System Enterprise Revenue Bonds, Series 2008A; System Enterprise Revenue Bonds, Series 2009A; System Enterprise Revenue Bonds, Series 2010A; Taxable System Enterprise Revenue Bonds (Build America Bonds – Direct Payment to the Board), Series 2010B; Taxable System Enterprise Revenue Bonds (Recovery Zone Economic Development Bonds – Direct Payment to the Board), Series 2010C; System Enterprise Bonds, Series 2012A; System Enterprise Revenue Refunding Bonds, Series 2012B and Taxable System Enterprise Revenue Refunding Bonds, Series 2012C; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013A; System Enterprise Revenue and Revenue Refunding Bonds, Series 2013B; System Enterprise Revenue Bonds, Series 2013C; Taxable System Enterprise Revenue Bonds, Series 2013D, System Enterprise Revenue Bonds, Series 2013E, System Enterprise Revenue Bonds, Series 2015A, Taxable System Enterprise Revenue Bonds, Series 2015B, System Enterprise Revenue Refunding Bonds, Series 2015C and System Enterprise Revenue Bonds, Series 2015D. Outstanding Obligations in addition to the Series 2015 Bonds, subject to expressed conditions, may be issued and made payable from the Net Revenues and having a lien thereon subordinate and junior to the lien, or subject to additional expressed conditions, having a lien thereon on a parity with the lien thereon of the Series 2015 Bonds, as provided in the Resolution.

Reference is made to the Resolution and any and all modifications and amendments thereof and to the designated statutes for the provisions, among others, with respect to the custody and application of the proceeds of the Series 2015 Bonds, for a description of the nature and extent of the security for the Series 2015 Bonds, the funds or revenues pledged, the nature and extent and manner of enforcement of the pledge, the rights and remedies of the owners of the Series 2015 Bonds with respect thereto, the terms and conditions upon which the Series 2015 Bonds are issued, and a statement of rights, duties, immunities and obligations of the Board and the rights of the owners of the Series 2015 Bonds.

To the extent and in the respects permitted by the Resolution, the provisions of the Resolution or any resolution amendatory thereof or supplemental thereto may be modified or amended by action on behalf of the Board taken in the manner and subject to the conditions and exceptions prescribed in the Resolution. The pledge of the Net Revenues and other duties of the Board under the Resolution may be discharged at or prior to the maturity or redemption of the Series 2015 Bonds upon the making of provision for the payment thereof on the terms and conditions set forth in the Resolution.

The Board covenants and agrees with the owner of this Series 2015 Bond and with each and every person who may become the owner hereof that it will keep and perform all of the covenants of the Resolution.

When all principal of, premium, if any, and interest on the Series 2015 Bonds, or any portion thereof, have been duly paid, the pledge and lien of all obligations hereunder shall thereby be discharged as to such issue or part of such issue and such issue or part of such issue shall no longer be deemed to be Outstanding within the meaning hereof. There shall be deemed to be such due payment if the Board has placed in escrow or in trust with a trust bank exercising trust powers, an amount sufficient (including the known minimum yield available for such purpose from federal securities in which such amount wholly or in part may be initially invested) to meet all requirements of principal of, premium, if any, and interest on the securities issue, as such requirements become due to their final maturities or upon any designated redemption dates. The federal securities shall become due prior to the respective times on which the proceeds thereof shall be needed, in accordance with a schedule established and agreed upon between the Board and such trust bank at the time of the creation of the escrow or trust, or the federal securities shall be subject to redemption at the option of the holders thereof to assure such availability as so needed to meet such schedule.

No recourse shall be had for the payment of the principal of, premium if any, and interest on this Series 2015 Bond or for any claim based thereon or otherwise in respect to the Resolution against any individual member of the Board, past, present or future, either directly or through the Board or the System, or through any successor body corporate of either, whether by virtue of any constitution, statute or rule of law, or by the enforcement of any penalty or otherwise, all such liability, if any, being by the acceptance of this Series 2015 Bond and as a part of the consideration of its issuance specially waived and released. The obligation of the Board, as a body corporate, to the owner hereof is limited to applying funds for the payment hereof, as set forth above and as more fully delineated in the Resolution, and to otherwise complying with the contractual provisions therein.

Unless this certificate is presented by an authorized representative of The Depository Trust Company, a New York corporation (“DTC”), to the Board or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.

This Series 2015 Bond is issued pursuant to the Supplemental Public Securities Act, Colorado Revised Statutes, Sections 11-57-201 et seq., as amended, and, pursuant to Section 11-57-210, C.R.S., this recital shall be conclusive evidence of the validity and the regularity of the issuance of this Bond after its delivery for value.

IN TESTIMONY WHEREOF, the Board of Governors of the Colorado State University System has caused this Series 2015 Bond to be executed in the name and on the behalf of the Board with the manual or facsimile signature of its Chair, and to be attested and signed with the manual or facsimile signature of the Secretary of the Board; and has caused the facsimile of the seal of the System to be affixed hereon, all as of _____, 2015.

[FACSIMILE SEAL]

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM

By _____ (Manual or Facsimile Signature)
Chair of the Board

ATTEST:

By _____ (Manual or Facsimile Signature)
Secretary of the Board

[FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2015 BONDS]

CERTIFICATE OF AUTHENTICATION

Date of authentication and registration: _____

This is one of the Series 2015 Bonds described in the within-mentioned Resolution, and this Series 2015 Bond has been duly registered on the registration records kept by the undersigned as 2015 Registrar for such Series 2015 Bonds.

WELLS FARGO BANK, NATIONAL
ASSOCIATION, as Registrar

By _____ (Manual Signature)
Authorized Officer or Employee

[END OF FORM OF CERTIFICATE OF AUTHENTICATION FOR SERIES 2015 BONDS]

[FORM OF ASSIGNMENT OF SERIES 2015 BONDS]

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Series 2015 Bond and hereby irrevocably constitutes and appoints _____ attorney, to transfer the same on the records kept for registration of the within Series 2015 Bond, with full power of substitution in the premises.

Dated: _____

NOTE: The signature to this Assignment must correspond with the name as written on the face of this Series 2015 Bond in every particular, without alteration or enlargement or any change whatsoever.

Signature Guaranteed:

Name and address of transferee:

Social Security or other
tax identification number of transferee:

TRANSFER FEE MAY BE REQUIRED

[END OF FORM OF ASSIGNMENT OF SERIES 2015 BONDS]

Agenda Item 7: Q3 CSU System Financials

Discussion Item

Colorado State University System
Statement of Revenues, Expenses and Changes in Net Position
Three Year Trend

	FY 2013 as restated Actual	FY 2014 Actual	FY 2015 Original Budget	FY 2015 Mar. 31, 2015 Actual	FY 2015 Adj. Annual Budget	% Variance
Operating revenues						
Student tuition and fees	371,323,375	413,522,193	454,914,407	430,792,760	444,036,398	-3.0%
State fee for service revenue	68,029,675	72,024,958	78,000,807	58,472,514	58,472,510	0.0%
Grants and contracts	269,210,382	269,965,468	275,341,978	202,755,224	202,070,052	0.3%
Sales and services of educational activities	30,579,538	30,272,050	38,337,950	24,406,911	24,359,317	0.2%
Auxiliary enterprises	137,822,461	144,400,211	144,572,156	132,857,890	131,188,949	1.3%
Other operating revenue	7,473,129	8,127,766	9,238,849	8,169,831	7,984,137	2.3%
Total operating revenues	884,438,560	938,312,646	1,000,406,147	857,455,130	868,111,363	-1.2%
Operating expenses						
Instruction	248,233,803	272,048,930	290,154,154	218,024,057	223,185,243	-2.3%
Research	189,784,657	182,094,484	183,301,468	131,364,689	130,531,699	0.6%
Public service	70,351,704	83,702,686	81,008,891	63,969,746	64,116,668	-0.2%
Academic support	69,755,809	78,803,754	83,433,394	62,375,904	63,640,043	-2.0%
Student services	39,713,560	46,913,161	54,823,878	37,440,140	42,057,446	-11.0%
Institutional support	52,679,576	56,194,005	63,268,135	44,890,218	45,436,314	-1.2%
Operation and maintenance of plant	58,834,763	65,492,562	64,746,895	53,595,949	54,345,121	-1.4%
Scholarships and fellowships	22,755,187	24,557,517	26,958,940	22,335,478	24,037,812	-7.1%
Auxiliary enterprises	131,682,651	137,458,684	138,262,313	105,302,480	104,148,322	1.1%
Depreciation	72,890,266	77,647,941	85,956,566	60,445,168	61,693,203	-2.0%
Total operating expenses	956,681,976	1,024,913,724	1,071,914,634	799,743,828	813,191,870	-1.7%
Operating Income (Loss)	(72,243,416)	(86,601,078)	(71,508,487)	57,711,303	54,919,493	5.1%
Non-operating revenues (expenses)						
State appropriations	1,753,642	2,472,452	2,000,000	1,648,500	1,649,000	0.0%
Gifts	36,462,331	42,804,532	46,985,995	31,169,522	31,310,496	-0.5%
Investment income	(1,808,622)	5,272,460	5,318,600	3,306,384	3,258,950	1.5%
Interest expense on capital debt	(19,960,975)	(24,048,096)	(27,129,270)	(21,163,631)	(21,011,307)	0.7%
Federal nonoperating grants and contracts	38,597,266	40,020,008	42,773,909	36,215,993	38,925,909	-7.0%
Other nonoperating revenues (expenses)	6,851,145	5,245,861	5,438,750	4,859,912	5,030,750	-3.4%
Net nonoperating revenues	61,894,787	71,767,217	75,387,984	56,036,679	59,163,799	-5.3%
Income (Loss) Before other revenues	(10,348,629)	(14,833,861)	3,879,497	113,747,982	114,083,292	-0.3%
Other revenues (expenses)						
State capital contributions	1,880,342	3,620,349	3,413,126	1,074,902	1,075,000	0.0%
Capital grants	10,459,379	4,513,900	8,016,000	5,451,266	5,407,000	0.8%
Capital gifts	22,411,107	21,192,762	10,000,000	11,127,202	11,127,000	0.0%
Payments (to)/from governing boards or other institutions	236,718	258,034	(285,320)	1,814,508	556,260	226.2%
Additions to permanent endowments	1,434,183	1,838,405	2,000,000	-	-	
Total other revenues	36,421,729	31,423,450	23,143,806	19,467,877	18,165,260	7.2%
Special items						
Transfer of fire suppression activities to DPS	(6,535,775)	(22,185,126)	-	-	-	
Total special items	(6,535,775)	(22,185,126)	-	-	-	
Extraordinary items						
Gain on insurance recovery	2,191,787	-	-	-	-	
Total extraordinary items	2,191,787	-	-	-	-	
Increase (decrease) in net position	21,729,112	(5,595,537)	27,023,303	133,215,859	132,248,552	0.7%

Colorado State University - Board of Governors
Statement of Revenues, Expenses and Changes in Net Position
Three Year Trend

	FY 2013 as restated Actual	FY 2014 Actual	FY 2015 Original Budget	FY 2015 Mar. 31, 2015 Actual	FY 2015 Adj. Annual Budget	% Variance
Operating revenues						
Student tuition and fees	-	-	-	-	-	-
State fee for service revenue	-	-	-	-	-	-
Grants and contracts	-	-	-	-	-	-
Sales and services of educational activities	-	-	-	-	-	-
Auxiliary enterprises	-	-	-	-	-	-
Other operating revenue	-	-	-	-	-	-
Total operating revenues	-	-	-	-	-	-
Operating expenses						
Instruction	-	-	-	-	-	-
Research	-	-	-	-	-	-
Public service	-	-	-	-	-	-
Academic support	-	-	-	-	-	-
Student services	-	-	-	-	-	-
Institutional support	5,013,665	5,579,035	5,439,680	4,171,514	4,079,760	2.2%
Operation and maintenance of plant	-	-	-	-	-	-
Scholarships and fellowships	-	4,204	-	6,000	-	-
Auxiliary enterprises	-	-	-	-	-	-
Depreciation	-	-	-	-	-	-
Total operating expenses	5,013,665	5,583,239	5,439,680	4,177,514	4,079,760	-
Operating Income (Loss)	(5,013,665)	(5,583,239)	(5,439,680)	(4,177,514)	(4,079,760)	-
Non-operating revenues (expenses)						
State appropriations	-	-	-	-	-	-
Gifts	-	-	-	-	-	-
Investment income	(370,056)	43,153	-	-	-	0.0%
Interest expense on capital debt	-	-	-	-	-	-
Federal nonoperating grants and contracts	-	-	-	-	-	-
Other nonoperating revenues (expenses)	-	-	-	-	-	-
Net nonoperating revenues	(370,056)	43,153	-	-	-	-
Income (Loss) Before other revenues	(5,383,721)	(5,540,086)	(5,439,680)	(4,177,514)	(4,079,760)	-
Other revenues (expenses)						
State capital contributions	-	-	-	-	-	-
Capital grants	-	-	-	-	-	-
Capital gifts	-	-	-	-	-	-
Payments (to)/from governing boards or other institutions	5,104,083	5,163,512	5,439,680	3,899,770	4,079,760	-4.4%
Additions to permanent endowments	-	-	-	-	-	-
Total other revenues	5,104,083	5,163,512	5,439,680	3,899,770	4,079,760	-
Special items						
Transfer of fire suppression activities to DPS	-	-	-	-	-	-
Total special items	-	-	-	-	-	-
Extraordinary items						
Gain on insurance recovery	-	-	-	-	-	-
Total extraordinary items	-	-	-	-	-	-
Increase (decrease) in net position	(279,638)	(376,574)	-	(277,744)	-	-

Colorado State University
Statement of Revenues, Expenses and Changes in Net Position
Three Year Trend

	FY 2013 as restated Actual	FY 2014 Actual	FY 2015 Original Budget	FY 2015 Mar. 31, 2015 Actual	FY 2015 Adj. Annual Budget	% Variance	Notes
Operating revenues							
Student tuition and fees	306,238,401	336,280,468	354,000,000	357,036,780	355,094,506	0.5%	1
State fee for service revenue	60,531,592	65,420,240	71,300,000	53,446,905	53,446,905	0.0%	
Grants and contracts	258,366,975	260,314,497	265,500,000	192,685,104	192,228,074	0.2%	
Sales and services of educational activities	30,259,510	29,964,755	38,000,000	24,157,308	24,105,854	0.2%	1
Auxiliary enterprises	126,064,085	133,329,255	131,200,000	122,155,117	121,159,832	0.8%	
Other operating revenue	6,456,728	6,335,320	6,500,000	5,762,053	5,525,000	4.3%	
Total operating revenues	787,917,291	831,644,535	866,500,000	755,243,267	751,560,171		
Operating expenses							
Instruction	218,867,165	239,212,135	255,000,000	193,497,892	195,166,919	-0.9%	
Research	189,602,681	181,970,518	183,000,000	130,058,506	130,305,598	-0.2%	
Public service	69,065,286	82,702,890	80,000,000	63,712,619	63,360,000	0.6%	
Academic support	60,055,968	67,375,071	71,000,000	52,928,982	53,250,000	-0.6%	
Student services	25,154,142	26,940,458	26,500,000	19,994,669	19,933,751	0.3%	
Institutional support	38,824,790	41,458,022	48,000,000	33,237,693	32,680,000	1.7%	
Operation and maintenance of plant	52,768,310	59,157,759	59,000,000	49,539,323	49,910,000	-0.7%	
Scholarships and fellowships	9,413,888	9,811,610	10,000,000	8,754,604	9,125,130	-4.1%	
Auxiliary enterprises	120,785,219	126,365,574	127,200,000	97,164,508	95,851,587	1.4%	
Depreciation	66,087,831	70,883,954	79,100,000	55,201,203	56,423,446	-2.2%	
Total operating expenses	850,625,280	905,877,991	938,800,000	704,089,998	706,006,431		
Operating Income (Loss)	(62,707,989)	(74,233,456)	(72,300,000)	51,153,269	45,553,740		
Non-operating revenues (expenses)							
State appropriations	1,753,642	2,472,452	2,000,000	1,648,500	1,649,000	0.0%	
Gifts	34,596,363	40,828,396	45,000,000	29,821,280	29,821,000	0.0%	
Investment income	(1,401,360)	4,694,643	5,000,000	2,895,284	2,895,000	0.0%	
Interest expense on capital debt	(16,622,259)	(19,652,589)	(22,550,000)	(16,661,313)	(16,661,000)	0.0%	
Federal nonoperating grants and contracts	24,620,820	24,491,942	25,000,000	23,401,774	23,402,000	0.0%	
Other nonoperating revenues (expenses)	6,253,809	2,951,232	5,000,000	4,742,267	4,742,000	0.0%	
Net nonoperating revenues	49,201,015	55,786,076	59,450,000	45,847,791	45,848,000		
Income (Loss) Before other revenues	(13,506,974)	(18,447,380)	(12,850,000)	97,001,060	91,401,740		
Other revenues (expenses)							
State capital contributions	851,988	1,822,451	2,000,000	1,074,902	1,075,000	0.0%	
Capital grants	10,459,379	4,513,900	8,000,000	5,406,942	5,407,000	0.0%	
Capital gifts	22,411,107	21,171,264	10,000,000	11,127,202	11,127,000	0.0%	
Payments (to)/from governing boards or other institutions	(3,848,687)	(2,830,773)	(4,400,000)	(2,501,082)	(2,501,000)	0.0%	
Additions to permanent endowments	1,434,183	1,838,405	2,000,000	-	-	0.0%	
Total other revenues	31,307,970	26,515,247	17,600,000	15,107,964	15,108,000		
Special items							
Transfer of fire suppression activities to DPS	(6,535,775)	(22,185,126)	-	-	-	0.0%	
Total special items	(6,535,775)	(22,185,126)	-	-	-		
Extraordinary items							
Gain on insurance recovery	2,191,787	-	-	-	-	0.0%	
Total extraordinary items	2,191,787	-	-	-	-		
Increase (decrease) in net position	13,457,008	(14,117,259)	4,750,000	112,109,024	106,509,740		

Notes:

1 Reclass for Professional Program Assessment.

Colorado State University - Pueblo
Statement of Revenues, Expenses and Changes in Net Position
Three Year Trend

	FY 2013 as restated Actual	FY 2014 Actual	FY 2015 Original Budget	FY 2015 March 31, 2015 Actual	FY 2015 Adj. Annual Budget	% Variance
Operating revenues						
Student tuition and fees	30,320,765	28,787,507	30,686,126	29,203,085	29,151,820	0%
State fee for service revenue	7,498,083	6,604,718	6,700,807	5,025,609	5,025,605	0%
Grants and contracts	10,843,407	9,650,971	9,841,978	10,070,120	9,841,978	2%
Sales and services of educational activities	320,028	307,295	337,950	249,603	253,463	-2%
Auxiliary enterprises	11,758,376	11,070,956	13,372,156	10,702,773	10,029,117	6%
Other operating revenue	564,120	600,021	918,849	972,792	689,137	29%
Total operating revenues	61,304,779	57,021,468	61,857,866	56,223,982	54,991,119	
Operating expenses						
Instruction	22,596,665	22,603,811	20,964,685	15,244,248	15,723,514	-3%
Research	181,976	123,966	301,468	1,306,183	226,101	83%
Public service	1,286,418	999,796	1,008,891	257,127	756,668	-194%
Academic support	7,075,287	8,468,091	7,995,829	5,896,872	5,996,872	-2%
Student services	6,879,979	6,776,334	6,052,081	4,659,061	4,539,061	3%
Institutional support	2,859,754	3,882,002	4,124,965	3,073,724	3,093,724	-1%
Operation and maintenance of plant	5,884,295	5,915,807	5,247,463	3,690,477	3,935,597	-7%
Scholarships and fellowships	8,613,118	8,190,667	8,185,031	6,776,328	6,138,773	9%
Auxiliary enterprises	10,897,432	11,093,110	11,062,313	8,137,972	8,296,735	-2%
Depreciation	6,802,435	6,670,696	6,736,566	5,052,425	5,052,425	0%
Total operating expenses	73,077,359	74,724,280	71,679,292	54,094,417	53,759,469	
Operating Income (Loss)	(11,772,580)	(17,702,812)	(9,821,426)	2,129,566	1,231,650	
Non-operating revenues (expenses)						
State appropriations	-	-	-	-	-	
Gifts	1,865,968	1,976,136	1,985,995	1,348,242	1,489,496	-10%
Investment income	(44,913)	286,733	218,600	194,412	163,950	16%
Interest expense on capital debt	(3,338,716)	(4,395,507)	(4,579,270)	(4,502,318)	(4,350,307)	3%
Federal nonoperating grants and contracts	9,248,265	8,977,030	9,000,000	6,015,673	6,750,000	-12%
Other nonoperating revenues (expenses)	597,336	2,463,379	600,000	278,895	450,000	-61%
Net nonoperating revenues	8,327,940	9,307,771	7,225,325	3,334,904	4,503,140	
Income (Loss) Before other revenues	(3,444,640)	(8,395,041)	(2,596,101)	5,464,470	5,734,790	
Other revenues (expenses)						
State capital contributions	1,028,354	1,797,898	1,413,126	-	-	
Capital grants	-	-	16,000	44,323	-	
Capital gifts	-	21,498	-	-	-	
Payments (to)/from governing boards or other institutions	(474,843)	4,937,684	(605,000)	(324,780)	(302,500)	7%
Additions to permanent endowments	-	-	-	-	-	
Total other revenues	553,511	6,757,080	824,126	(280,457)	(302,500)	
Special items						
Transfer of fire suppression activities to DPS	-	-	-	-	-	
Total special items	-	-	-	-	-	
Extraordinary items						
Gain on insurance recovery	-	-	-	-	-	
Total extraordinary items	-	-	-	-	-	
Increase (decrease) in net position	(2,891,129)	(1,637,961)	(1,771,975)	5,184,013	5,432,290	

CSU Global Campus
Statement of Revenues, Expenses and Changes in Net Position
Three Year Trend & FY 2016 Proposed Annual Budget

	FY 2013 as restated Actual	FY 2014 Actual	FY 2015 Original Budget	FY 2015 Mar 31, 2015 Actual	FY 2015 Adj. Annual Budget	% Variance	FY 2016 Proposed Annual Budget
Operating revenues							
Student tuition and fees	34,764,209	48,454,218	70,228,281	44,552,895	59,790,073	-25%	71,060,044
Other operating revenue	452,281	1,192,425	1,820,000	1,434,986	1,770,000	-19%	2,014,500
Total operating revenues	35,253,240	49,646,643	72,048,281	45,987,881	61,560,073	-25%	73,074,544
Operating expenses							
Instruction	6,769,973	10,232,984	14,189,469	9,281,917	12,294,810	-25%	16,503,926
Academic support	2,624,554	2,960,592	4,437,565	3,550,050	4,393,171	-19%	4,899,482
Student services	7,679,439	13,196,369	22,271,797	12,786,410	17,584,634	-27%	22,393,509
Institutional support	5,981,367	5,274,946	5,703,490	4,407,287	5,582,830	-21%	6,563,235
Operation and maintenance of plant	182,158	418,996	499,432	366,149	499,524	-27%	492,029
Scholarships and fellowships	4,728,181	6,551,036	8,773,909	6,798,546	8,773,909	-23%	11,488,369
Depreciation	-	93,291	120,000	191,540	217,332	-12%	300,000
Total operating expenses	27,965,672	38,728,214	55,995,662	37,381,899	49,346,210	-24%	62,640,550
Operating Income (Loss)	7,287,568	10,918,429	16,052,619	8,605,982	12,213,863	-30%	10,433,994
Non-operating revenues (expenses)							
Investment income	7,707	247,931	100,000	216,688	200,000	8%	260,000
Federal nonoperating grants and contracts	4,728,181	6,551,036	8,773,909	6,798,546	8,773,909	-23%	11,488,369
Other nonoperating revenues (expenses)	-	(168,750)	(161,250)	(161,250)	(161,250)	0%	(231,250)
Net nonoperating revenues	4,735,888	6,630,217	8,712,659	6,853,984	8,812,659	-22%	11,517,119
Income (Loss) Before other revenues	12,023,456	17,548,646	24,765,278	15,459,966	21,026,522	-26%	21,951,113
Other revenues (expenses)							
Payments (to)/from governing boards or other institutions	(543,835)	(7,012,389)	(720,000)	740,600	(720,000)	-203%	(724,056)
Total other revenues	(543,835)	(7,012,389)	(720,000)	740,600	(720,000)		(724,056)
Increase in Net Position	11,479,621	10,536,257	24,045,278	16,200,566	20,306,522	-20%	21,227,057

*Payments (to)/from governing boards include \$1.3m book transaction relating to the amount due from CSU-Pueblo to CSU-Global per memorandum of understanding.

Agenda Item 8:
Approval of CSU System Foundation
Appointments/Newco

Action Item

Board of Governors of the
 Colorado State University System (“Board of Governors”)
 Meeting Date: May 8, 2015
 Action Item

Strategic Initiative: Creating financial sustainability for the Colorado State University System (the “CSU System”) and its institutions.

MATTER FOR ACTION:

Appointment of CSU Directors to the Colorado State University System Foundation (the “Foundation”) and authorization for the CSU System Chancellor to execute documents relating to the Foundation.

RECOMMENDED ACTION:

Moved that the Board of Governors hereby appoints the following named persons to serve as the CSU Directors of the Foundation for the terms set forth below:

1. _____, for a one year term commencing June 1, 2015.
2. _____, for a two year term commencing June 1, 2015.
3. _____, for a three year term commencing June 1, 2015.

Further, that the CSU System Chancellor with the assistance of the General Counsel is hereby authorized to negotiate and execute an operating agreement between the CSU System and the Foundation and to execute all other documents, instruments or licenses necessary to implement the arrangement authorized by this Board in its Resolution dated December 5, 2014.

EXPLANATION:

Presented by General Counsel Michael D. Nosler and CSU-Global Campus President Takeda-Tinker.

By Resolution dated December 5, 2014 (the “Resolution”), the Board of Governors authorized President Takeda-Tinker in consultation with the General Counsel to take all actions necessary to establish a non-profit corporation for the Foundation under the auspices of the CSU System for the purpose of developing and marketing the intellectual property and products of the CSU System, including the Colorado State University Global Campus (collectively, the “Intellectual Property”), and for such other purposes as may be by the Board. The Resolution recognized that the creation of the Foundation is in the best interest of the CSU System for the reasons set forth in the Resolution.

The articles of incorporation and bylaws for the Foundation have now been finalized. The bylaws call for a seven (7) member board of directors made up of three directors appointed by the Board of Governors and four (4) independent directors. The task force appointed by the Board to oversee this

initiative has recommended three (3) individuals not associated with the CSU System to serve as the initial CSU-System appointed directors for the terms set forth above. The initial independent director of the Foundation will be selected by the original incorporator, who will in turn select the remaining three independent directors of the Foundation.

It is anticipated that once the Foundation's initial board of directors has been designated, the articles of incorporation will be filed and the bylaws will be adopted by the Foundation's board of directors. The Foundation will also file an application for tax exempt status under the applicable IRS regulations.

Once the Foundation is incorporated, the Foundation and the CSU System will enter into an operating agreement (the "Operating Agreement"). The Chancellor is being authorized to negotiate and execute the Operating Agreement on behalf of the Board of Governors with the Foundation. Finally, the Chancellor is also authorized to execute all documents, instruments or licenses necessary to implement the transfer or licensing of intellectual property of the CSU System to the Foundation for the purposes approved in the Resolution.

Approved

Denied

Scott Johnson, Board Secretary

Date

Appendix

FY 2016 Incremental Budgets



FY16 Incremental E&G Budget – Version 5.0

Colorado State University – Fort Collins

April 16, 2015

New Resources	\$32,280,023
Tuition	20,785,844
Undergraduate	
Resident	7,174,000
Nonresident	3,828,000
Enrollment Growth (Net Discounts).....	5,050,600
Graduate	
Resident	416,000
Nonresident	531,000
Enrollment Growth	1,430,000
Professional Veterinary Medicine	1,025,505
Differential Tuition and Graduate Program Charges	1,330,739
Facilities and Administrative Overhead	694,179
State Funding Impact	10,800,000
New Expenses	\$32,280,023
Enrollment Growth Colleges - 1/2	2,525,000
Enrollment Growth Provost - 1/6	842,000
Financial Aid/Scholarship Inflation	2,487,000
Academic Tuition Sharing (PVM)	794,766
Graduate School Tuition Pool for GTAs/GRAs	1,752,000
Salaries and Benefits	6,946,600
Faculty Promotions	490,000
Fringe Benefit Enhancement - DCP 1% Increase	1,550,000
Health Care Graduate Assistants	475,000
Other Mandatory Costs (utilities for new facilities, debt service, etc.)	4,286,600
Deployment of Differential Tuition and Graduate Program Charges	1,304,911
Commitments/Quality Enhancements	8,826,146
Net	0

Key Areas of New Investment

Critical Academic Initiatives (approximately 40 new faculty positions).....	\$6.5M
Academic Program Support (including GTA positions, Honors, and academic administrative support)	\$3.2M
Student Program Support (includes additional support for advising, student mental health initiatives, cultural centers, TILT, scholarships)	\$1.4M
Outreach Programs (includes additional funding for Extension, Colorado Water Institute, Engagement, web support)	\$1.4M
Infrastructure and Compliance (includes additional funds for research start-ups, diversity, admissions, graduate school, facilities, environmental health, ombuds/EAP)	\$2.8M
TOTAL	\$15.3M

(Funding for these quality enhancements is supported through funds from enrollment, growth, investments in graduate school tuition, differential tuition, and the Commitments/Quality Enhancements category)

Assumptions

- Resident Undergraduate – 5.5% (\$216.40)
- Non-Resident Undergraduate – 4% (\$481)
- Resident Graduate – 3% (\$136.10)
- Resident Professional
 - Veterinary Medicine – 6% (\$777.50)
- Non-Resident Graduate – 3% (\$333.70)
- Non-Resident Professional
 - Veterinary Medicine – 1% (\$264)
- Fees – TBD
- Salary Increase – 2% Fac/AP/State Classified



FY16 Incremental E&G Budget
Colorado State University - Pueblo

New Resources

Tuition

Undergraduate		
Resident	\$	1,210,987
Non-Resident		404,466
Undergraduate-Enrollment Growth		-
Graduate		
Resident		9,693
Non-Resident		37,076
Graduate-Enrollment Growth		-
Differential Tuition and Program Specific Revenues		53,484
Total Tuition		<u>1,715,706</u>
Other - Base Reduction for Loan Applied to FY15		(820,713)
Facilities and Administrative Overhead		-
State Funding Impact		1,550,000
	\$	<u>2,444,993</u>

New Expenses

Financial Aid/Scholarship Inflation	\$	169,115
Salaries and benefits (includes COLA for Faculty, AP, SC)		594,570
Faculty Promotions		100,000
Other Mandatory Costs (utilities for new facilities and debt service)		404,743
Deployment of Differential Tuition and Program Specific Revenues		-
Commitments/Quality Enhancements		1,283,337
Internal Reallocations (reduction for CSU-FC accounting partnership)		(106,772)
	\$	<u>2,444,993</u>

Net

\$ -

Base Assumptions

Resident Undergraduate 5.75%
 Non-Resident Undergraduate 5.75%
 Resident Graduate 5.75%
 Non-Resident Graduate 5.75%
 Salary Increases Faculty/AP 1.0%
 Salary Increases State Classified 2.0%
 Fringe Increase 0.25%
 Fees approximately 5.6%

FY16 Incremental Educational & General Budget | As of April 2015



New Resources

Tuition (net)

Undergraduate- Retention Growth.....	\$7,928,355
Undergraduate- New Student Enrollment Growth.....	\$3,589,455
Graduate- Retention Growth.....	\$1,982,714
Graduate- New Student Enrollment Growth.....	\$897,363
Enterprise Revenue.....	\$250,000
Total.....	\$14,647,887

New Expenses

Student Support and Outreach.....	\$4,665,540
Institutional Scholarships/Grants for Students.....	\$3,133,415
Faculty Instruction and Promotions.....	\$3,094,688
Managed Services.....	\$1,064,776
Academic Support.....	\$589,347
Technology Operations and Innovation.....	\$523,619
Facilities and Other, G&A.....	\$355,314
Salaries and Benefits, G&A.....	\$286,596
Total.....	\$13,713,295

Net

Total.....	\$934,592
-------------------	------------------

8,200

New student enrollment target

75%

Average annual retention rate

\$350/\$500

New student undergrad/grad
tuition rate per credit

80:20

Undergrad to grad ratio

2.50%

Percentage of gross tuition revenue for
bad debt estimate

CSUS Draft FY16 Budget Summary

	<u>FY15</u>	<u>FY16</u>	<u>Change</u>	<u>Percent Change</u>	<u>Notes</u>
CSUS Office of Board Secretary					
Salaries	\$ 104,518	\$ 108,767	\$ 4,249	4.1%	(A)
Operating	\$ 235,385	\$ 239,200	\$ 3,815	1.6%	
CSUS Office of the Chancellor					
Salaries	\$ 1,703,299	\$ 1,572,964	\$ (130,335)	-7.7%	(A ,B, G)
Operating	\$ 454,045	\$ 351,000	\$ (103,045)	-22.7%	(C)
CSUS Office of General Counsel					
Salaries	\$ 1,798,543	\$ 1,919,349	\$ 120,806	6.7%	(A ,B, D, E)
Operating	\$ 275,000	\$ 413,625	\$ 138,625	50.4%	(F)
CSUS Division of Internal Audit					
Salaries	\$ 827,390	\$ 865,939	\$ 38,549	4.7%	(A, E)
Operating	\$ 41,500	\$ 55,500	\$ 14,000	33.7%	
TOTAL	\$ 5,439,680	\$ 5,526,344	\$ 86,664	1.6%	

Note A: a 3% increase in the fringe rate accounts for \$152K of new FY16 expenses across all departments

Note B: Staffing adjustments (CSUFC Direct Billing) are included to more accurately align location of resources expenditures with location of time & effort

Note C: Includes transfer of \$135k to CSUFC budget for Colorado Futures, Water Institute and IT Services to more accurately align location of resources expenditure

Note D: Includes \$68K transfer of CSUFC budget to more accurately align location of resources expenditures with location of time & effort

Note E: Includes raises above 2% pool

Note F: Includes \$120K increase for litigation expenses

Note G: In FY15, compensation for the position of Chancellor was \$635K. In addition, the Chancellor Emeritus was staffed at \$201K. In FY16, compensation for the Chancellor, the two emeritus Chancellors, and the new position of Executive Vice Chancellor (all corrected for staffing between the system and the campuses) is \$573K, resulting in \$263K in reduced System expenditures against these positions. Setting aside the Chancellor Emeritus staffing in FY 15, the FY 16 expenditures relating to these position are \$62K less than FY 15. These System expenditure reductions are made possible by the time and effort staffing changes referenced in Note B above.

FY 2016 Tuition and Differential Tuition Rate Schedules, Student Fees

Colorado State University
Board of Governors Meeting - May 7-8, 2015

COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2015-16
ENROLLMENT SUMMARY

	2013-14 Actual Enrollment	2014-15 Actual Enrollment	2015-16 Proposed Enrollment	2015-16 Increase (Decrease)
Main Campus				
Student FTE*				
<u>Resident</u>				
Graduate	1,217	1,225	1,212	-13
Undergraduate	16,652	16,081	16,104	23
Total	17,869	17,306	17,316	10
<u>Nonresident</u>				
Graduate	744	839	896	57
Undergraduate	4,584	4,989	5,100	111
Total	5,328	5,828	5,996	168
<u>Total FTE</u>				
Graduate	1,961	2,064	2,108	44
Undergraduate	21,236	21,070	21,204	134
Total	23,197	23,134	23,312	178
Student Headcount**				
<u>Resident</u>				
Graduate	2,542	2,466	2,440	-26
Undergraduate	17,865	17,406	17,431	25
Total	20,407	19,872	19,871	-1
<u>Nonresident</u>				
Graduate	1,385	1,581	1,689	108
Undergraduate	4,700	5,100	5,213	113
Total	6,085	6,681	6,902	221

*Full Year - Source for Actual Enrollment FTE SIS022DC, proposed enrollment FTE calculated.

**Fall Term - Source for Headcount SIS022DC

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COLORADO STATE UNIVERSITY
EDUCATION & GENERAL
PROPOSED BUDGET

2015-16
ENROLLMENT SUMMARY

	2013-14 Actual Enrollment	2014-15 Actual Enrollment	2015-16 Proposed Enrollment	2015-16 Increase (Decrease)
Professional Veterinary Medicine				
Student FTE*				
Resident	435	427	433	6
Nonresident	366	359	368	9
	_____	_____	_____	_____
Total	801	786	801	15
 Student Headcount**				
Resident	293	290	294	4
Nonresident	249	243	249	6
	_____	_____	_____	_____
Total	542	533	543	10

*Full Year - Source for Actual Enrollment FTE SIS022DC, proposed enrollment FTE calculated.

**Fall Term - Source for Headcount SIS022DC

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COLORADO STATE UNIVERSITY
2015-16 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Approved Tuition 2014-15			Proposed Tuition 2015-16		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
UNDERGRADUATE TUITION						
Part-time (Per credit charge 1-9, for 10-11 credit hours, see*)	\$357 30	\$1,202 40		\$377 00	\$1,250 50	
Full-time (12 or more total credit hours)*	\$3,934 10	\$12,023 80		\$4,150 50	\$12,504 80	
Western Undergraduate Exchange Program (WUE) Rate @ 15 credit hours Full-time (12 or more credit hours)	\$7,588 65			\$7,913 25		
College Opportunity Fund (COF) Resident Undergraduate per credit hour	\$75 00	n/a		\$75 00	n/a	

	Approved Tuition 2014-15			Proposed Tuition 2015-16		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
GRADUATE TUITION						
Part-time (per credit charge, 1-8 credit hours)	\$504 20	\$1,236 00		\$519 30	\$1,273 10	
Full-time (9 or more total credit hours)	\$4,537 70	\$11,124 20		\$4,673 90	\$11,457 90	

	Approved Tuition 2014-15			Proposed Tuition 2015-16		
	Resident	Nonresident	WICHE (PVM Only)	Resident	Nonresident	WICHE (PVM Only)
PROFESSIONAL VETERINARY MEDICINE (PVM) TUITION						
Freshmen, Sophomores, and Juniors (per term)**	\$12,959 50	\$26,403 50	\$28,109 00	13,737 00	26,667 50	\$29,186 50
Seniors (per credit hour)	\$617 12	\$1,257 31	\$1,338 52	654 14	1,269 88	1,389 83

*FY16 calculated undergraduate rates for 10 to 12 credit hours:	10 SCH	11 SCH	12 SCH
Resident Undergraduate	3,645 50	3,898 00	4,150 50
Non-Resident Undergraduate	11,671 30	12,088 10	12,504 80
WUE Undergraduate	6,593 25	7,084 50	7,575 75

For SCH >20, an additional per credit hour charge equal to the part-time per credit hour rate will be assessed for undergraduates
SCH = Student Credit Hour

**PVM tuition does not include Nonresident/WICHE facilities and use charge assessments \$500 50 per term for non-sponsored students

COLORADO STATE UNIVERSITY
DIVISION OF CONTINUING EDUCATION
2015-16 ACADEMIC YEAR
TUITION RATE SCHEDULE

	Proposed Tuition per Credit 2014-15 <u>Minimum</u>	Proposed Tuition per Credit 2014-15 <u>Maximum</u>	Proposed Tuition per Credit 2015-16 <u>Minimum</u>	Proposed Tuition per Credit 2015-16 <u>Maximum</u>
<u>GRANTING UNIVERSITY ENROLLMENT for a SPECIFIC TERM (GUEST) ²</u>				
Undergraduate Instruction				
In-State	\$357.30		\$377.00	
Out-of-State	\$1,202.40		\$1,250.50	
Graduate Instruction				
In-State	\$504.20		\$519.30	
Out-of-State	\$1,236		\$1,273.10	
<u>ON CAMPUS EXTENDED EDUCATION</u>				
Undergraduate Instruction				
In-State	\$397		\$419	
Out-of-State	\$1,202.40		\$1,250.50	
Graduate Instruction				
In-State	\$565		\$582	
Out-of-State	\$1,236		\$1,273.10	
<u>UNDERGRADUATE¹</u>	\$397	\$649	\$419	\$649
<u>GRADUATE- Master's Degree¹</u>	\$510	\$1,600	\$530	\$1,700
<u>GRADUATE- PhD¹</u>	\$823	\$987	\$848	\$1,600
<u>OTHER¹</u>	\$57	\$103	\$59	\$103
Sponsored Contract Rates				
Annenberg				
<u>CUSTOM GRADUATE PROGRAMS :</u>				
Custom Discounted graduate rates (i.e. COB Kenya program and other international offerings)	\$174	\$986	\$174	\$1,000

NOTES:

TUITION

¹Tuition for cash-funded programs may be reduced or discounted below the minimum rates based on market demand. Resident tuition for programs eligible for FTE funding per CCHE policies is proposed at the same rate as campus-based resident instruction. Nonresident tuition for such programs is based on the actual cost of delivery.

² On-campus undergraduate instruction and GUEST Program participants will also be assessed differential tuition and student fees as follows:

Differential Tuition

FY16 Proposed Undergraduate Differential Tuition Rates per Student Credit Hour (SCH):

	<u>Rate/SCH</u>
Level I ³	\$49.00
Level II ⁴	\$65.00
Level III ⁵	\$87.00

³Level I:

- College of Agricultural Sciences (all course prefixes except ANEQ)
- College of Applied Human Sciences (all course prefixes except FSHN, FTEC, RRM, HES, AM, DM, INTD and CON)
- College of Liberal Arts including cross-departmental EDUC courses (all course prefixes except ART, MU, TH and D)
- Warner College of Natural Resources including cross-departmental NR courses (all course prefixes except GEOL)
- Intra-University (all course prefixes except LIFE and HONR)

⁴Level II:

College of Natural Sciences (all course prefixes except CS and CT)

College of Veterinary Medicine and Biomedical Sciences - all course prefixes

Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, INTD, LIFE, HONR, ART, MU, TH, D, GEOL

⁵Level III:

College of Business - all course prefixes

College of Engineering - all course prefixes

Other Course Prefixes: CON, CS, CT and HES

Student Fees

All students:

- Subject to the mandatory University Technology Fee of \$25.00 per student (Contract courses exempt)
- Option to pay university general student fees

All on-campus students are subject to:

- The University Facility Fee is \$20.75 per credit hour

See prior work papers for referencing/ticking and tying.

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FY16 Rates Effective Fall Term 2015

Differential Tuition

Differential tuition is assessed to undergraduate students based on a combination of the student class level and the course prefix. Freshmen are not subject to the differential tuition. Sophomores will be assessed the differential tuition only on course prefixes offered through the College of Business. Juniors and seniors will be assessed the differential tuition on all courses taken, including those at the 500-600 level that an undergraduate student is allowed to take.

Levels	FY15 Actual Per Credit Rates	FY16 Proposed Per Credit Rates	FY16 Change
I	\$47	\$49	\$2
II	\$62	\$65	\$3
III	\$83	\$87	\$4

Level I:

College of Agricultural Sciences (all course prefixes except ANEQ)
College of Health and Human Sciences (all course prefixes except FSHN, FTEC, RRM, HES, AM, DM, INTD and CON)
College of Liberal Arts including cross-departmental EDUC courses (all course prefixes except ART, MU, TH and D)
Warner College of Natural Resources including cross-departmental NR courses (all course prefixes except GEOL)
Intra-University (all course prefixes except LIFE and HONR)

Level II:

College of Natural Sciences – all course prefixes except CS and CT
College of Veterinary Medicine and Biomedical Sciences – all course prefixes
Other Course Prefixes: ANEQ, FSHN, FTEC, RRM, AM, DM, INTD, LIFE, HONR, ART, MU, TH, D, GEOL

Level III:

College of Business – all course prefixes
College of Engineering – all course prefixes
Other Course Prefixes: CON, CS, CT, HES

Tuition Allowances, Discounts and Program Awards

In order to facilitate CSU's participation in certain tuition driven programs, such as the Veterans Administration's Yellow Ribbon Program, the University may deploy the use of tuition allowances, discounts or program related awards. These tuition programs will primarily be related to our non-resident undergraduate students.

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16
ON CAMPUS

	2014-15 Approved Fees	2015-16 Proposed Changes	2015-16 Proposed Fees	Percent Change
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$44.02	(\$4.53)	\$39.49	-10.3%
Athletics				
Operations	\$107.61	\$2.24	\$109.85	2.1%
Debt Service ³	\$3.00	\$0.00	\$3.00	0.0%
Facilities Construction ³	\$2.07	\$0.00	\$2.07	0.0%
Campus Recreation				
Student Recreation Center	\$65.03	\$1.08	\$66.11	1.7%
Debt Service	\$56.97	\$0.00	\$56.97	0.0%
Recreational Sports Office	\$16.07	\$0.00	\$16.07	0.0%
CSU Health Network				
Hartshorn Health Service	\$155.06	\$11.50	\$166.56	7.4%
University Counseling Center	\$42.02	\$2.22	\$44.24	5.3%
Lory Student Center				
Operations	\$98.81	\$3.26	\$102.07	3.3%
Facilities Construction/Renovations ⁴	\$76.21	\$0.00	\$76.21	0.0%
RamEvents	\$9.21	\$0.00	\$9.21	0.0%
Student Services				
Adult Learner and Veteran Services	\$6.76	\$0.73	\$7.49	10.8%
Career Center	\$29.52	\$1.70	\$31.22	5.8%
Committee for Disabled Student Accessibility	\$0.48	\$0.00	\$0.48	0.0%
Conflict Resolution & Student Conduct Services	\$7.07	\$0.27	\$7.34	3.8%
Interpersonal Violence Response and Safety	\$4.13	\$0.12	\$4.25	2.9%
Off-Campus Life	\$5.33	\$0.07	\$5.40	1.3%
RamRide	\$0.00	\$5.34	\$5.34	100.0%
School of the Arts	\$11.41	\$2.29	\$13.70	20.1%
Student Leadership, Involvement & Community Engagement	\$16.96	\$1.20	\$18.16	7.1%
Student Legal Services	\$6.58	\$0.68	\$7.26	10.3%
Subtotal	\$764.32	\$28.17	\$792.49	3.7%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$225.00	\$86.25	\$311.25	38.3%
TOTAL FEES FULL-TIME STUDENT	\$1,014.32	\$114.42	\$1,128.74	11.3%
PART TIME FEES (five or less credits)				
Associated Students of Colorado State University (ASCSU)	\$32.03	(\$2.41)	\$29.62	-7.5%
Lory Student Center				
Operations	\$58.32	\$1.92	\$60.24	3.3%
Facilities Construction/Renovations	\$39.00	\$0.00	\$39.00	0.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$75.00	\$28.75	\$103.75	38.3%
TOTAL FEES PART-TIME STUDENT	\$229.35	\$28.26	\$257.61	12.3%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ Last year was combined into one fee; this change reflects actual use of fee

⁴ \$70 approved in FY12 by Student Fee Review Board for renovation of Lory Student Center

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16
SUMMER SESSION ON CAMPUS

	2014-15 Approved Fees	2015-16 Proposed Changes	2015-16 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Associated Students of Colorado State University (ASCSU)	\$28.62	(\$2.95)	\$25.67	-10.3%
Athletics				
Facilities Debt Service	\$3.34	\$0.17	\$3.51	5.1%
Campus Recreation				
Student Recreation Center	\$41.09	\$0.70	\$41.79	1.7%
Facilities Debt Service	\$38.21	\$0.00	\$38.21	0.0%
Recreational Sports Office	\$10.45	\$0.00	\$10.45	0.0%
CSU Health Network				
Hartshorn Health Service	\$100.79	\$7.47	\$108.26	7.4%
University Counseling Center	\$27.31	\$1.45	\$28.76	5.3%
Lory Student Center				
Operations	\$64.23	\$2.12	\$66.35	3.3%
Facilities Construction/Renovation	\$49.54	\$0.00	\$49.54	0.0%
Student Services				
Adult Learner and Veteran Services	\$4.39	\$0.48	\$4.87	10.9%
Career Center	\$19.18	\$1.11	\$20.29	5.8%
Committee for Disabled Student Accessibility	\$0.31	\$0.00	\$0.31	0.0%
Conflict Resolution & Student Conduct Services	\$4.60	\$0.17	\$4.77	3.7%
Interpersonal Violence Response & Safety	\$2.68	\$0.08	\$2.76	3.0%
Off-Campus Life	\$3.47	\$0.04	\$3.51	1.2%
RamRide	\$0.00	\$3.47	\$3.47	100.0%
School of the Arts	\$7.42	\$1.49	\$8.91	20.1%
Student Leadership, Involvement & Community Engagement	\$11.03	\$0.78	\$11.81	7.1%
Student Legal Services	\$4.28	\$0.44	\$4.72	10.3%
Subtotal	\$420.94	\$17.02	\$437.96	4.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$225.00	\$86.25	\$311.25	38.3%
TOTAL FEES FULL-TIME STUDENT	\$670.94	\$103.27	\$774.21	15.4%
PART TIME FEES (five or less credits)				
Associated Students of Colorado State University (ASCSU)	\$20.83	-\$1.58	\$19.25	-7.6%
Lory Student Center³				
Operations	\$37.16	\$1.23	\$38.39	3.3%
Facilities Construction/Renovations	\$25.00	\$0.00	\$25.00	0.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$75.00	\$28.75	\$103.75	38.3%
TOTAL FEES PART-TIME STUDENT	\$182.99	\$28.40	\$211.39	15.5%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ In FY14 these two fees were one, listed as Lory Student Center Operations; now separated into two for the new bond

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16
OFF-CAMPUS

	2014-15 Approved Fees	2015-16 Proposed Changes	2015-16 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
Athletics				
Operations	\$26.06	\$0.65	\$26.71	2.5%
Debt Service	\$5.25	\$0.00	\$5.25	0.0%
Campus Recreation				
Student Recreation Center	\$41.74	\$0.00	\$41.74	0.0%
Lory Student Center³				
Operations	\$40.29	\$1.33	\$41.62	3.3%
Facilities Construction/Renovations	\$27.00	\$0.00	\$27.00	0.0%
Subtotal	\$140.34	\$1.98	\$142.32	1.4%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$225.00	\$86.25	\$311.25	38.3%
TOTAL FEES FULL-TIME STUDENT	\$390.34	\$88.23	\$478.57	22.6%
PART TIME FEES (five or less credits)				
Lory Student Center³				
Operations	\$40.29	\$1.33	\$41.62	3.3%
Facilities Construction/Renovations	\$27.00	\$0.00	\$27.00	0.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$75.00	\$28.75	\$103.75	38.3%
	\$167.29	\$30.08	\$197.37	18.0%
TOTAL FEES PART-TIME STUDENT				

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ In FY14 these two fees were one, listed as Lory Student Center Operations; now separated into two for the new bond

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COLORADO STATE UNIVERSITY
EDUCATION AND GENERAL
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16
SUMMER SESSION OFF CAMPUS

	2014-15 Approved Fees	2015-16 Proposed Changes	2015-16 Proposed Fees	Percent <u>Change</u>
FULL TIME FEES (six or more credits)				
ASCSU	\$0.00	\$0.00	\$0.00	0.0%
Campus Recreation				
Student Recreation Center	\$49.71	\$0.00	\$49.71	0.0%
Lory Student Center				
Operations	\$64.23	\$2.12	\$66.35	3.3%
Facilities Construction/Renovation	\$49.54	\$0.00	\$49.54	0.0%
Subtotal	\$163.48	\$2.12	\$165.60	1.3%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$225.00	\$86.25	\$311.25	38.3%
TOTAL FEES FULL-TIME STUDENT	\$413.48	\$88.37	\$501.85	21.4%
PART TIME FEES (five or less credits)				
Lory Student Center ³				
Operations	\$37.16	\$1.23	\$38.39	3.3%
Facilities Construction/Renovation	\$25.00	\$0.00	\$25.00	0.0%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ²	\$75.00	\$28.75	\$103.75	38.3%
TOTAL FEES PART-TIME STUDENT	\$162.16	\$29.98	\$192.14	18.5%

¹ Based on 15 credit hours. Actual total charge will vary with the number of credit hours taken.

² Based on 5 credit hours. Actual total charge will vary with the number of credit hours taken.

³ In FY14 these two fees were one, listed as Lory Student Center Operations; now separated into two for the new bond

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COLORADO STATE UNIVERSITY
PROFESSIONAL VETERINARY MEDICINE
PROPOSED STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16

	2014-15 Approved Fees	2015-16 Proposed Changes	2015-16 Proposed Fees	Percent <u>Change</u>
FRESHMEN, SOPHOMORES & JUNIORS				
Student Fees	\$764.32	\$28.17	\$792.49	3.7%
University Technology Fee	\$25.00	\$0.00	\$25.00	0.0%
University Facility Fee ¹	\$315.00	\$120.75	\$435.75	38.3%
PVM FEES Per Semester for FRESHMAN, SOPHOMORES & JUNIORS	\$1,104.32	\$148.92	\$1,253.24	13.5%
SENIORS (Per Academic Year):²				
Total Academic Year Student Fees ³	\$1,528.64	\$56.34	\$1,584.98	3.7%
Total Academic Year University Technology Fee ³	\$50.00	\$0.00	\$50.00	0.0%
Total Academic Year University Facilities Fee ⁴	\$630.00	\$241.50	\$871.50	38.3%
SENIORS Total Fees per Academic Year	\$2,208.64	\$297.84	\$2,506.48	13.5%
SENIORS (Average Per Semester):²				
Total Academic Year Student Fees ³	\$509.55	\$18.78	\$528.33	3.7%
Total Academic Year University Technology Fee ³	\$16.67	\$0.00	\$16.67	0.0%
Total Academic Year University Facilities Fee ⁴	\$210.00	\$80.50	\$290.50	38.3%
PVM SENIORS Total (Average Per Semester) ³	\$736.21	\$99.28	\$835.49	13.5%

¹ Based on 21 credit hours. Actual total charge will vary with the number of credit hours taken.

² Seniors pay the equivalent of 2 semesters full time Student and University Technology fees at the fall/spring rates, split over the three semesters of their senior year, plus the per credit University Facility fee.

³ Academic Year includes two semesters of the approved fees.

⁴ Based on 42 credit hours per academic year. Actual total charge will vary with the number of credit hours

Stretch Goal or Strategic Initiative: N/A. Board approval of this administrative action is required by statute, CCHE, Board, or university policy.

MATTERS FOR ACTION:

Approval of Special Course Fees for FY 2015-2016

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the recommended changes to the special course fees listings on the attached sheets to be effective thirty days from this date, and that notice shall be given as of this date in compliance with the CCHE policy implementing HB94-1362.

EXPLANATION:

Presented by Tony Frank, President

The recommendations for special course fees have been reviewed by the Special Course Fee Committee (chaired by the Vice Provost for Undergraduate Affairs) and the Provost and Executive Vice President. New, Changed, and Discontinued fees are listed on a separate sheet from the comprehensive list of fees, which incorporates these changes. Each proposed fee meets the guidelines established by the Board of Governors. A summary of the proposed course fee requests for FY16 is highlighted below.

There have been 20 proposals for new special course fees, resulting in an estimated revenue increase of \$46,537.

There have been 48 proposals for changes to existing course fees, of which 8 are decreases and 4 are reallocations (no change in fee, but a change in the purpose). The total estimated maximum net impact of changes in existing fees is a revenue increase of \$161,291.

Discontinued course fees (13) will result in an estimated annual reduction in revenue of <\$25,283>.

The net impact of the addition of new course fees, changes in existing fees and fee cancellations is an estimated increase of \$182,545 in revenue.

Board of Governors of the
 Colorado State University System
 Meeting Date: May 7-8, 2015
 Action Item

SPECIAL COURSE FEES - NEW FEES
 Fall 2015, Spring 2016, Summer 2016

Prefix	Course Number	Course Title	Requested Fee	Effective Term
		NEW		
AGED	330	Program Design and Evaluation in Ag Literacy	\$16.14	FA15
AGED	430	Methods of Agricultural Literacy	\$16.14	FA15
ANEQ	101	Food Animal Science	\$70.00	FA15
ANTH	281A	Intro to Forensic Anthropology	\$20.00	FA15
ANTH	373	Human Evolution	\$20.00	FA15
ANTH	465	Zooarchaeology	\$25.00	SP16
ART	256	Introduction to Electric Art	\$60.00	FA15
ART	392	Undergraduate Professional Practices	\$13.00	FA15
CIVE	525	Water Engineering: International Development	\$45.00	FA15
D	330	Ballet Repertory Ensemble	\$144.00	FA15
ESS	400	Sustainability and Ecosystem Science	\$9.50	SP16
ESS	440	Practicing Sustainability	\$24.07	SP16
FTEC	360	Brewing Processes	\$45.00	FA15
FTEC	422	Brewing Analysis & Quality Control	\$25.00	SP16
FTEC	430	Sensory Evaluation of Fermented Products	\$25.00	SP16
GEOL	692	Seminar	\$30.00	SP16
RS	329	Rangeland Assessment	\$27.00	SU16
TH	401	Theatrical Design and Technology Special	\$100.00	FA15
TH	365	Set Design 2	\$115.00	FA15
TH	160	Drawing for the Theatre	\$128.00	FA15

Board of Governors of the
 Colorado State University System
 Meeting Date: May 7-8, 2015
 Action Item

SPECIAL COURSE FEES - FEE CHANGES

Fall 2015, Spring 2016, Summer 2016

Prefix	Course Number	Course Title	Current Fee	Requested Fee	Effective Term
AGED	110	Agriculture Production Systems	\$36.00	\$45.94	FA15
AGED	240	Technical Tool Applications in Agriculture	\$50.00	\$55.00	FA15
AM	143	Introduction to Apparel Design	\$104.71	\$130.88	SP16
AM	241	Apparel Production	\$41.60	\$52.10	FA15
AM	345	Draping Design	\$47.52	\$39.57	SP16
AM	421	Textile Analysis	\$40.81	\$48.24	FA15
AM	446	Apparel Design and Production	\$204.90	\$242.33	FA15
AM	546	Theoretical Apparel Design	\$204.90	\$237.95	FA15
AN EQ	250	Live Animal and Carcass Evaluation	\$65.00	\$100.00	FA15
AN EQ	312	Animal Ultrasound	\$200.00	\$200.00	FA15
AN EQ	340	Horse Training Laboratory I	\$550.00	\$600.00	FA15
AN EQ	341	Horse Training Laboratory II	\$550.00	\$600.00	FA15
AN EQ	349	Packing and Outfitting	\$450.00	\$500.00	FA15
AN EQ	470	Meat Processing Systems	\$70.00	\$100.00	FA15
AN EQ	510	Bovine Reproduction Management	\$230.00	\$250.00	FA15
ANTH	121	Human Origins and Variation Laboratory	\$6.00	\$30.00	FA15
ANTH	470	Paleontology Field School	\$727.10	\$1,000.00	FA15
BC	404	Comprehensive Biochemistry Lab	\$50.00	\$100.00	FA15
BMS	302	Laboratory in Principles of Physiology	\$12.00	\$12.00	FA15
CHEM	104	Chemistry in Context	\$6.00	\$9.72	FA15
CHEM	108	Fundamentals of Chemistry Lab	\$6.00	\$9.73	FA15

CHEM	112	General Chemistry Lab I	\$10.00	\$21.20	FA15
CHEM	114	General Chemistry Lab II	\$7.00	\$14.16	FA15
CHEM	246	Fundamentals of Organic Chemistry Lab	\$30.00	38.74	FA15
CHEM	344	Modern Organic Chemistry Lab	\$42.50	\$72.14	FA15
DM	542	Advanced Computer-Aided Textile Design	291.69- 462.69	\$233.94	FA15
ESS	486	Ecosystem Practicum	340-431	334-340	FA15
FW	402	Fish Culture	\$55.00	\$50.00	FA15
FW	465	Managing Human and Wildlife Conflicts	\$50.00	\$60.00	SP16
HDFS	521	Family Therapy Practice: Common Factors	\$42.81	\$114.75	FA15
HDFS	621	Family Therapy Practice: Special Topics	\$42.81	\$114.75	FA15
HORT	321	Nursery Production and Management	\$55.00	\$73.00	SP16
HORT	335	Landscape Structures	\$23.70	\$25.30	FA15
HORT	341	Turgrass Management	\$6.00	\$8.75	FA15
HORT	431	Planting Design Studio	\$18.00	\$25.00	FA15
HORT	432	Intensive Landscape Design Studio	\$11.88	\$30.90	SP16
HORT	465	Landscape Estimating	\$6.88	\$9.17	FA15
INTD	476	Interior Design Project	\$176.00	\$95.25	SP16
LAND	357	Omnibus Field Studies	\$249.00	\$30.00	SU16
LAND	446	Urban Design	\$32.74	\$30.10	FA15
LIFE	212	Introductory Cell Biology Lab	\$25.00	\$45.00	FA15
NRRT	351	Wilderness Instructors	\$109.00	\$104.00	SP16
SOCR	320	Forage and Pasture Management	\$14.28	\$15.85	SP16
SOCR	351	Soil Fertility Laboratory	\$14.49	\$50.00	FA15

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SOCR	421	Crop and Soil Management Systems	\$25.00	\$38.00	FA15
TH	163	Costume Construction	\$50.00	\$50.00	FA15
TH	267	Scenic Painting	\$100.00	\$100.00	FA15
WR	417	Watershed Measurements	\$30.00	\$39.64	FA15

SPECIAL COURSE FEES – DISCONTINUED FEES

Prefix	Course Number	Course Title	Current Fee	Effective Term
AM	240	Computer-Aided Apparel Design	\$23.00	SP15
ANEQ	676	Molecular Approaches to Food Safety	\$100.00	FA15
F	331	Wood Products in Society	\$16.00	FA14
HORT	336	Landscape Grading & Drainage Studio	\$10.00	SP15
LAND	241	Environmental Analysis	\$18.33	SP15
LAND	362	Form & Expression - Garden Design	\$22.00	SP15
NR	460	Wilderness Management	\$23.00	FA14
OT	610	Professional Decision Making	\$17.00	FA15
OT	621	Occupational Performance: Infancy -Childhood	21.25-109.00	FA15
OT	634	Neurobehavioral Intervention II	21.25-137.00	SP16
OT	660	Occupational Performance: Adult to Old Age	\$17.00	FA15
TH	175	Storytelling	\$216.00	FA15
TH	467	Advanced Scenic Painting	\$200.00	FA15

**SPECIAL COURSE FEES
COMPREHENSIVE LIST**
Effective Fall 2015, Spring 2016, Summer 2016

Course Number	Course Name	Fee Amount
AGED 110	Agriculture Production Systems	\$45.94
AGED 240	Technical Tool Applications in Agriculture	\$55.00
AGED 241	Plumbing and Electrical Applications in Agriculture	\$25.00
AGED 244	Power Systems in Agriculture Education	\$25.00
AGED 320	Technology Lab for Ag Education	\$50.00
AGED 420	Developing School Based Ag Ed Programs	\$36.67
AM 143	Introduction to Apparel Design	\$130.88
AM 241	Apparel Production	\$52.10
AM 341	Computer-Aided Apparel Production	\$16.59
AM 345	Draping Design	\$39.57
AM 375	Production Design and Development	\$45.17-56.47
AM 421	Textile Analysis	\$48.24
AM 446	Apparel Design and Production	\$242.33
AM 546	Theoretical Apparel Design Solutions	\$237.95
ANEQ 102	Introduction to Equine Science	\$30.00
ANEQ 201A	Preparation of Horses for Competition-Western	\$750.00
ANEQ 201B	Preparation of Horses for Competition-English	\$750.00
ANEQ 202	Safety in Horse Handling	\$156.00
ANEQ 203	Equine Management	\$305.00
ANEQ 204	Equine Facilities Management	\$39.00
ANEQ 249	Trail Riding Industry	\$450.00
ANEQ 250	Live Animal and Carcass Evaluation	\$100.00
ANEQ 286	Livestock Practicum	\$33.67
ANEQ 300R	Calving and Calf Care	\$50.00
ANEQ 312	Animal Ultrasonography	\$200.00
ANEQ 320	Principles of Animal Nutrition	\$40.00
ANEQ 325	Equine Exercise Physiology	\$58.00
ANEQ 340	Horse Training and Sale Preparation I	\$600.00
ANEQ 341	Horse Training and Sale Preparation II	\$600.00
ANEQ 344	Principles of Equine Reproduction	\$25.00
ANEQ 346	Equine Disease Management	\$34.00

ANEQ 349	Packing and Outfitting	\$500.00
ANEQ 351	Techniques in Therapeutic Riding	\$250.00
ANEQ 358	Equine Sales Management I	\$80.00
ANEQ 365	Principles of Teaching Therapeutic Riding	\$275.00
ANEQ 386B	Equine Practicum-Equine Reproductive Management	\$125.00
ANEQ 386C	Equine Farrier Practicum	\$15.00
ANEQ 442	Riding Instructor Training	\$75.00
ANEQ 444	Equine Business Management	\$50.00
ANEQ 445	Foaling Management	\$25.00
ANEQ 470	Meat Systems	\$100.00
ANEQ 474	Swine Systems	\$300.00
ANEQ 476	Feedlot Systems	\$20.00
ANEQ 478	Beef Systems	\$45.00
ANEQ 510	Bovine Reproductive Management	\$250.00
ANEQ 550A	Basic Research Surgery-Farm Animal	\$399.43
ANEQ 550B	Basic Research Surgery-Rodent	\$136.96
ANEQ 551	Field Necropsy	\$154.39
ANTH 121	Human Origins and Variation Laboratory	\$30.00
ANTH 442	Ethnographic Field School	\$1,100.00
ANTH 460	Field Class in Archaeology	\$1,175.00
ANTH 470	Paleontology Field School	\$1000.00
ANTH 660	Field Archaeology	\$1,175.00
AREC 224	Intro to Agribusiness Entrepreneurship	\$15.00
AREC 412	Agricultural Commodities Marketing	\$25.00
ART 136	Introduction to Figure Drawing	\$30.00
ART 160	Two-Dimensional Visual Fundamentals	\$7.00
ART 230	Photo Image Making I	\$45.00
ART 235	Intermediate Drawing I	\$20.00
ART 240	Pottery I	\$70.00
ART 245	Metalsmithing and Jewelry I	\$60.00
ART 250	Fibers I	\$50.00
ART 255	Introduction to Graphic Design	\$15.00
ART 260	Painting I	\$10.00
ART 265	Printmaking I-Intaglio and Relief	\$75.00
ART 270	Sculpture I	\$50.00
ART 295C	Independent Study-Sculpture	\$12.00/credit
ART 295E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 326	Art Education Studio	\$35.00

ART 330	Photo Image Making II	\$70.00
ART 331	Photo Image Making III	\$75.00
ART 335	Intermediate Drawing II	\$20.00
ART 336	Intermediate Drawing III	\$20.00
ART 340	Pottery II	\$70.00
ART 341	Pottery III	\$80.00
ART 345	Metalsmithing and Jewelry II	\$70.00
ART 346	Metalsmithing and Jewelry III	\$75.00
ART 350	Fibers II	\$70.00
ART 351	Fibers III	\$70.00
ART 355	Typography and Design Systems	\$15.00
ART 356	Illustration	\$15.00
ART 360	Painting II	\$15.00
ART 361	Painting III	\$40.00
ART 365	Printmaking II-Lithography	\$85.00
ART 366	Printmaking III-Studio Workshop	\$85.00
ART 370	Sculpture II	\$70.00
ART 371	Sculpture III	\$75.00
ART 375	Figure Modeling and Drawing	\$75.00
ART 430	Advanced Photo Image Making I	\$60.00
ART 431	Advanced Photo Image Making II	\$60.00
ART 435	Advanced Drawing I	\$20.00
ART 436	Advanced Drawing II	\$20.00
ART 440	Pottery IV	\$80.00
ART 441	Pottery V	\$80.00
ART 445	Metalsmithing and Jewelry IV	\$70.00
ART 446	Metalsmithing and Jewelry V	\$70.00
ART 450	Fibers IV	\$35.00
ART 451	Fibers V	\$35.00
ART 455	Advanced Typography and Design Systems	\$15.00
ART 456	Advanced Illustration	\$15.00
ART 460	Advanced Painting I	\$15.00
ART 461	Advanced Painting II	\$15.00
ART 465	Printmaking IV-Studio Workshop	\$85.00
ART 466	Printmaking V-Studio Workshop	\$85.00
ART 470	Sculpture IV	\$55.00
ART 471	Sculpture V	\$55.00
ART 495B	Independent Study-Printmaking	\$25.00/credit

ART 495C	Independent Study-Sculpture	\$13.00/credit
ART 495D	Independent Study-Fibers	\$12.00/credit
ART 495E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 495J	Independent Study-Pottery	\$23.00/credit
ART 495K	Independent Study-Photo Image Making	\$ 5.00/credit
ART 496B	Group Study-Printmaking	\$25.00/credit
ART 496C	Group Study-Sculpture	\$13.00/credit
ART 496D	Group Study-Fibers	\$12.00/credit
ART 496E	Group Study-Metalsmithing and Jewelry	\$18.75/credit
ART 496J	Group Study-Pottery	\$23.00/credit
ART 496K	Group Study-Photo Image Making	\$28.00
ART 575B	Studio Problems-Printmaking	\$20.00/credit
ART 575C	Studio Problems-Sculpture	\$13.00/credit
ART 575D	Studio Problems-Fibers	\$12.00/credit
ART 575E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 675B	Studio Problems-Printmaking	\$20.00/credit
ART 675C	Studio Problems-Sculpture	\$13.00/credit
ART 675D	Studio Problems-Fibers	\$12.00/credit
ART 675E	Studio Problems-Metalsmithing and Jewelry	\$18.75/credit
ART 695B	Independent Study-Printmaking	\$20.00/credit
ART 695C	Independent Study-Sculpture	\$13.00/credit
ART 695D	Independent Study-Fibers	\$12.00/credit
ART 695E	Independent Study-Metalsmithing and Jewelry	\$18.75/credit
ART 699B	Thesis-Printmaking	\$20.00/credit
ART 699C	Thesis-Sculpture	\$13.00/credit
ART 699D	Thesis-Fibers	\$12.00/credit
ART 699E	Thesis-Metalsmithing and Jewelry	\$18.75/credit
BC 404	Comprehensive Biochemistry Laboratory	\$50.00
BIOM 300	Problem Based Learning Lab	\$179.63
BIOM 525	Cell and Tissue Engineering	\$66.67
BIOM 533	Molecular Tools for Engineers	\$66.33
BMS 301	Human Gross Anatomy	\$94.30
BMS 302	Laboratory in Principles of Physiology	\$12.00
BMS 305	Domestic Animal Gross Anatomy	\$55.50
BMS 345	Functional Neuroanatomy	\$33.50
BMS 531	Domestic Animal Dissection	\$55.50
BMS 545	Neuroanatomy	\$33.50
BMS 575	Human Anatomy Dissection	\$94.30

BSPM 303A	Entomology Laboratory – General	\$26.42
BSPM 361	Elements of Plant Pathology	\$15.00
BSPM 365	Integrated Tree Health Management	\$11.00
BSPM 445	Aquatic Insects	\$79.64
BZ 105	Basic Concepts of Plant Life Laboratory	\$5.00
BZ 111	Animal Biology Laboratory	\$15.00
BZ 120	Principles of Plant Biology	\$5.00
BZ 212	Animal Biology-Invertebrates	\$15.00
BZ 214	Animal Biology-Vertebrates	\$32.21
BZ 311	Developmental Biology	\$19.00
BZ 310	Cell Biology	\$28.00
BZ 330	Mammology	\$13.00
BZ 335	Ornithology	\$15.00
BZ 472	Stream Biology and Ecology Laboratory	\$13.00
BZ 474	Limnology	\$13.00
CBE 101	Chemical and Biological Engineering I	\$26.56
CBE 102	Chemical and Biological Engineering II	\$59.00
CBE 333	Momentum and Heat Transfer Laboratory	\$95.69
CBE 443	Mass Transfer and Separation Laboratory	\$203.44
CHEM 104	Chemistry in Context Laboratory	\$9.72
CHEM 108	Fundamentals of Chemistry Laboratory	\$9.73
CHEM 112	General Chemistry Laboratory I	\$21.20
CHEM 114	General Chemistry Laboratory II	\$14.16
CHEM 246	Fundamentals of Organic Chemistry Laboratory	\$38.74
CHEM 334	Quantitative Analysis Laboratory-Biological	\$50.00
CHEM 344	Modern Organic Chemistry Laboratory	\$72.14
CHEM 345	Organic Chemistry I	\$23.34
CHEM 346	Organic Chemistry II	\$33.49
CHEM 431	Instrumental Analysis	\$50.00
CHEM 433	Clinical Chemistry	\$42.67
CHEM 440	Advanced Organic Chemistry Laboratory	\$106.00
CHEM 462	Inorganic Chemistry Laboratory	\$103.00
CHEM 475	Physical Chemistry Laboratory I	\$50.00
CHEM 477	Physical Chemistry Laboratory II	\$50.00
CIVE 103	Engineering Graphics and Computing	\$6.05
CIVE 302	Evaluation of Civil Engineering Materials	\$128.61
CIVE 356	Intro to Geotechnical Engineering Lab	\$140.14
CIVE 521	Hydrometry	\$28.50

CIVE 534	Applied and Environmental Molecular Biology	\$75.00
D 120A-B	Dance Techniques I (Modern and Ballet)	\$72.00/credit
D 121A-B	Dance Techniques II (Modern and Ballet)	\$72.00/credit
D 220A-B	Dance Techniques III (Modern and Ballet)	\$72.00/credit
D 221A-B	Dance Techniques IV (Modern and Ballet)	\$72.00/credit
D 320A-B	Dance Techniques V (Modern and Ballet)	\$72.00/credit
D 321A-B	Dance Techniques VI (Modern and Ballet)	\$72.00/credit
D 420B	Dance Techniques VII-Ballet	\$72.00/credit
D 421B	Dance Techniques VIII-Ballet	\$72.00/credit
DM 400	U S Travel – New York City	\$900 - \$1915
DM 542	Advanced Computer-Aided Textile Design	\$233.94
ECE 102	Digital Circuit Logic	\$25.00
ECE 103	DC Circuit Analysis	\$30.00
ECE 202	Circuit Theory Applications	\$30.00
ECE 251	Introduction to Microprocessors	\$25.00
ECE 331	Electronics Principles I	\$30.00
ECE 332	Electronic Principles II	\$30.00
ECE 401	Senior Design Project I	\$40.00
ECE 402	Senior Design Project II	\$60.00
ECE 533	Biomolecular Tools for Engineers	\$66.33
EDCO 656	Tests and Assessment	\$36.75
EDCT 485	Student Teaching	\$80.00
EDUC 475	Elementary School Music Methods II	\$35.00
EDUC 476	Choral Methods for Secondary Schools	\$35.00
EDUC 477	Instrumental Methods for Secondary Schools	\$35.00
EDUC 485B	Student Teaching-Secondary	\$80.00
EDUC 485C	Student Teaching-Early Childhood	\$80.00
ENVE 441	Water Quality Analysis and Treatment	\$67.85
ERHS 230	Environmental Health Field Methods	\$75.00
ERHS 547	Equipment and Instrumentation	\$50.00
ERHS 566	Clinical and Forensic Toxicology	\$50.00
ERHS 567	Cell and Molecular Toxicology Technique	\$60.00
ESS 486	Ecosystem Practicum	\$334.00-340.00
ETST 208	Native American Art and Material Culture	\$16.00
F 321	Forest Biometry	\$20.00
F 421	Forest Stand Management	\$35.00
F 424	Wildland Fire Behavior and Management	\$33.00
F 430	Forestry Field Practices	\$135.00

FSHN 301	Food Principles and Applications Laboratory	\$45.00
FSHN 450	Medical Nutrition Therapy	\$35.00
FSHN 486a	Practicum in Nutrition Counseling	\$15.00
FSHN 686a	Graduate Practicum in Nutrition Counseling	\$15.00
FTEC 210	Science of Food Fermentation	\$45.00
FTEC 460	Brewing Science and Technology	\$45.00
FW 111	Basic Outdoor Skills	\$261.00
FW 204	Introduction to Fishery Biology	\$65.00
FW 301	Ichthyology Laboratory	\$18.50
FW 375	Field Wildlife Studies	\$227.00-292.00
FW 400	Conservation of Fish in Aquatic Ecosystems	\$45.00
FW 401	Fishery Science	\$15.00
FW 402	Fish Culture	\$50.00
FW 405	Fish Physiology	\$27.00
FW 465	Managing Human-Wildlife Conflicts	\$60.00
FW 469	Conservation in Management of Large Mammals	\$295.00
FW 471	Wildlife Data Collection and Analysis	\$41.50
FW 477	Habitat for Wildlife	\$57.00
FW 605	Advanced Fish Ecophysiology	\$27.00
FW 677	Wildlife Habitat Management	\$57.00
GEOL 121	Introductory Geology Laboratory	\$15.00
GEOL 150	Physical Geology for Scientists and Engineers	\$23.00
GEOL 154	Historical and Analytical Geology	\$37.00
GEOL 232	Mineralogy	\$45.00
GEOL 332	Optical Mineralogy	\$48.00
GEOL 344	Stratigraphy and Sedimentology	\$65.00
GEOL 364	Igneous and Metamorphic Petrology	\$20.00
GEOL 366	Sedimentary Petrology and Geochemistry	\$20.00
GEOL 372	Structural Geology	\$31.00
GEOL 376	Geologic Field Methods	\$82.00
GEOL 401	Geology of the Rocky Mountain Region	\$140.00
GEOL 436	Geology Summer Field Course	\$1,097.00
	(An additional \$100.00 may be assessed for equipment loss)	
GEOL 447	Mineral Deposits	\$25.00
GEOL 452	Hydrogeology	\$20.00
GEOL 454	Geomorphology	\$52.75
GEOL 492	Seminar	\$100.00- \$120.00
GEOL 546	Sedimentary Basin Analysis	\$72.00

GEOL 652	Fluvial Geomorphology	\$63.35
GEOL 672	Advanced Structural Geology	\$45.00
HDFS 470	Campus Corps: Mentoring At-Risk Youth	\$17.33
HDFS 500	Issues in Human Development and Family	\$35.00
HDFS 520	Family Therapy Practice – Treatment Planning	\$42.81
HDFS 521	Family Therapy Practice – Common Factors	\$114.75
HDFS 620	Family Therapy Practice – Addictions	\$42.81
HDFS 621	Family Therapy Practice –Topics in Sexuality	\$114.75
HES 240	First Aid and Emergency Care	\$27.00
HES 403	Physiology of Exercise	\$7.00
HES 405	Exercise Testing Instrumentation	\$6.00
HES 420	Electrocardiography and Exercise Management	\$20.00
HES 520	Advanced Exercise Testing and Prescription	\$20.00
HIST 363	Colorado History	\$8.57
HIST 365	American West Field Study	\$116.49
HORT 100	Horticultural Science	\$12.00
HORT 221	Landscape Plants	\$21.00
HORT 232	Principles of Landscape Design	\$27.50
HORT 260	Plant Propagation	\$26.00
HORT 310	Greenhouse Management	\$21.00
HORT 321	Nursery Production and Management	\$73.00
HORT 322	Herbaceous Plants	\$35.00
HORT 335	Landscape Structures	\$25.30
HORT 341	Turfgrass Management	\$8.75
HORT 344	Organic Greenhouse Management	\$51.00
HORT 345	Diagnosis and Treatment in Organic Fields	\$50.00
HORT 431	Planting Design Studio	\$25.00
HORT 432	Intensive Landscape Design Studio	\$30.90
HORT450A-D	Horticulture Food Crops	\$16.00/subtopic
HORT 465	Landscape Estimating	\$9.17
INTD 330	Lighting Design	\$11.84
INTD 476	Interior Design Project	\$95.25
IU 193	Freshman Seminar (Competitive Spirit of Construction)	\$30.00
JTC 211	Computer-Mediated Visual Communication	\$150.00
JTC 335	Digital Photojournalism	\$60.00
JTC 340	Videotape Editing	\$85.00
JTC 341	Broadcast News	\$30.00
JTC 343	Advanced Television News Production	\$25.00

JTC 345	Electronic Field Production	\$85.00
JTC 435	Documentary Video Production	\$85.00
JTC 440	Advanced Electronic Media Production	\$60.00
JTC 544	Corporate and Institutional Media Production	\$30.00
LAND 220	Fundamentals of Ecology	\$3.00
LAND 240	Fundamentals of Landscape Design Process	\$30.80
LAND 357	Omnibus Field Studies	\$30.00
LAND 360	Basic Landscape Design and Construction	\$15.13
LAND 361	Digital Methods	\$12.00
LAND 363	Advanced Landscape Site Engineering	\$13.00
LAND 364	Design and Nature	\$52.63
LAND 366	Landscape Design	\$32.00
LAND 376	Landscape Design and Visualization	\$427.00
LAND 446	Urban Design	\$30.10
LAND 454	Landscape Field Studies	\$545.00
LAND 610	Topics in Garden Design	\$29.43
LAND 640	Major Landscape Change	\$29.43
LB 193	Concepts and Critical Thinking in Liberal Arts	\$10.00
LIFE 102	Attributes of Living Systems	\$15.85
LIFE 103	Biology of Organisms-Animals and Plants	\$17.00
LIFE 203	Introductory Genetics Laboratory	\$40.00
LIFE 212	Introductory Cell Biology Laboratory	\$45.00
LIFE 220	Fundamentals of Ecology	\$3.00
MECH 200	Introduction to Manufacturing Processes	\$120.31
MECH 202	Engineering Design II	\$64.35
MECH 231	Engineering Experimentation	\$71.27
MECH 307	Mechatronics and Measurement Systems	\$118.39
MECH 324	Dynamics of Machines	\$57.27
MECH 331	Introduction to Engineering Materials	\$61.29
MECH 338	Thermosciences Laboratory	\$49.73
MECH 417	Control Systems	\$84.50
MECH 486a	Engineering Design Practicum I	\$115.00
MECH 486b	Engineering Design Practicum II	\$140.00
MECH 525	Cell and Tissue Engineering	\$66.67
MU 100	Music Appreciation	\$35.00
MU 111	Music Theory Fundamentals	\$35.00
MU 204	Marching Band	\$35.00
MU 527 A-C	Conducting Seminar Levels 1-3	\$1,333.00

NR 220	Natural Resources Ecology and Measurements	\$40.00
NR 420	Integrated Ecosystem Management	\$6.75
NR 479	Restoration Case Studies	\$350.00
NRRT 331	Management of Parks and Protected Areas	\$18.25
NRRT 350	Wilderness Leadership	\$47.00
NRRT 351	Wilderness Instructors	\$104.00
NRRT 401	Collaborative Conservation	\$22.40
NRRT 431	Protected Areas, Working Land and Livelihoods	\$44.00
NRRT 473	Ski Area Management	\$160.00
OT 686A-E	OT Practicum I-OT Practice/Seminar Fieldwork I	\$21.25- \$91.25/subtopic
OT 688 A-T	Fieldwork IIB	\$10.00- 75.00/subtopic
POLS 486A	Practicum-Legislative Politics	\$280.00
PSY 488	Field Placement	\$15.00
RRM 415	Catering Techniques and Culinary Arts	\$45.00
RRM 492	Seminar on Restaurant and Resort Management	\$50.00
RS 432	Range Measurements	\$51.00
RS 532	Range Ecosystem Sampling	\$51.00
SOCR 320	Forage and Pasture Management	\$15.85
SOCR 342	Organic Soil Fertility	\$18.00
SOCR 343	Composting Principles and Practices	\$20.48
SOCR 345	Diagnosis and Treatment in Organic Fields	\$50.00
SOCR 351	Soil Fertility Laboratory	\$50.00
SOCR 377	Geographic Information Systems in Agriculture	\$119.00
SOCR 421	Crop and Soil Management Systems II	\$38.00
SOCR 440	Pedology	\$80.00
SOCR 577	Principles/Components: Precision Agriculture	\$119.00
TH 141	Introduction to Theatre	\$43.36
TH 149	Movement for Actors I	\$152.00
TH 161	Technical Theatre: Stagecraft	\$50.00
TH 163	Costume Construction	\$50.00
TH 186	Theatre Practicum I	\$33.00
TH 241	Analyzing Texts for Performance	\$40.30
TH 249	Movement for Actors II	\$144.00
TH 261	Drawing and Rendering for the Theatre	\$50.00
TH 264	Lighting Fundamentals	\$50.00
TH 265	Scenic Design: Fundamentals	\$50.00
TH 266	Sound Design for the Theatre	\$100.00
TH 267	Scenic Painting	\$100.00

TH 269	Theatrical Makeup Design I	\$19.75
TH 349	Movement for Actors III	\$144.00
TH 400	Production Studio Workshop	\$10.00
TH 450	Professional Actor Preparation	\$153.67
WR 406	Seasonal Snow Environments	\$135.00
WR 417	Watershed Measurements	\$39.64
WR 419	Water Quality Laboratory for Wildland Managers	\$110.00
WR 486	Watershed Field Practicum	\$340.00-431.00
WR 575	Snow Hydrology Field Methods	\$130.00-150.00



COLORADO STATE UNIVERSITY - PUEBLO
2015-2016 ACADEMIC YEAR
TUITION RATE SCHEDULE *

	Tuition 2014-2015		Proposed Tuition 2015-2016	
	Resident	Nonresident	Resident	Nonresident
<u>UNDERGRADUATE TUITION</u>				
Student Share per credit hour, 1 - 12 credit hours	\$ 216.15	\$ 649.78	\$ 228.58	\$ 687.14
College Opportunity Fund (COF) Stipend	\$ 75.00	N/A	\$ 75.00	N/A
Published Rate per credit hour, 1 - 12 credit hours	\$ 291.15	\$ 649.78	\$ 303.58	\$ 687.14
Student Share per credit hour 13 - 18	\$ 106.00	\$ 195.04	\$ 112.10	\$ 206.25
No addition credit hour charge for 19+ credits				
<u>WESTERN UNDERGRADUATE EXCHANGE PROGRAM (WUE)</u>				
<i>(AK, AZ, CA, HI, ID, MT, ND, NM, NV, OR, SD, UT, WA, WY, and the Commonwealth of the Northern Marina Islands)</i>				
<u>OTHER STATE PROGRAMS (FL, KS, NE, OK, TX)</u>				
Published Rate per credit hour, 1 - 12 credit hours	N/A	\$ 425.99	N/A	\$ 450.48
13 - 18 Credit Hour Block	N/A	\$ 260.76	N/A	\$ 275.75
<u>TEACHER EDU. PROG. GRADUATE TUITION</u>				
Published Rate per credit hour, 1 - 12 credit hours	\$ 226.80	\$ 740.53	\$ 239.84	\$ 783.11
Published Rate per credit hour, 13 - 18 credit hours	\$ 106.00	\$ 125.08	\$ 112.10	\$ 132.27
No addition credit hour charge for 19+ credits				
<u>ALL OTHER GRADUATE PROGRAM TUITION</u>				
Published Rate per credit hour, 1 - 12 credit hours	\$ 249.08	\$ 740.53	\$ 263.40	\$ 783.11
Published Rate per credit hour, 13 - 18 credit hours	\$ 106.00	\$ 125.08	\$ 112.10	\$ 132.27
No addition credit hour charge for 19+ credits				
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Computer Information Science Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Engineering Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Nursing Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>				
Business Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Computer Information Science Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Engineering Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Nursing Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90

*In order to facilitate CSU-Pueblo's participation in certain tuition driven programs, the University may extend the use of tuition allowances, discounts or program related awards.



CSU-PUEBLO TUITION RATE INCREASES

TUITION	FY 2014 RATE	FY 2015 RATE	FY 2016 RATE	ANNUAL \$ INCREASE	ANNUAL % INCREASE	FY 2014 TO FY 2016 AVERAGE ANNUAL % INCREASE
Resident, Undergraduate	\$4,894	\$5,188	\$5,486	\$298	5.75%	5.88%
Non-Resident, Undergraduate	\$14,712	\$15,595	\$16,491	\$896	5.75%	5.88%
Western Undergraduate Exchange (WUE): AK, WA, OR, CA, HI, ID, NV, MT, ND, SD, WY, UT, NM, AZ, CO.	\$9,573	\$10,224	\$10,812	\$588	5.75%	5.88%
Other Preferred States (OPS): TX, OK, KS, NE, FL						
Resident, Graduate	\$5,640	\$5,978	\$6,322	\$344	5.75%	5.88%
Teacher Education, Graduate	\$5,135	\$5,443	\$5,756	\$313	5.75%	5.88%
Non-Resident, Graduate	\$16,767	\$17,773	\$18,795	\$1,022	5.75%	5.88%
13-18 Credits						
Resident Undergraduate, Graduate & Teacher Ed; 13-18 Credits	\$100.00	\$106.00	\$112.10	\$6.10	5.75%	5.88%
Non-Resident, Undergraduate; 13-18 Credits	\$184.00	\$195.04	\$206.25	\$11.21	5.75%	5.88%
Non-Resident, Graduate; 13-18 Credits	\$118.00	\$125.08	\$132.27	\$7.19	5.75%	5.88%
Western Undergraduate Exchange (WUE) & Other Preferred States (OPS); 13-18 Credits	\$243.00	\$260.76	\$275.75	\$14.99	5.75%	5.88%



COLORADO STATE UNIVERSITY - PUEBLO
2015-2016 ACADEMIC YEAR
EXTENDED STUDIES
TUITION RATE SCHEDULE *

	Tuition 2014-2015 Resident	Proposed Tuition 2015-2016 Resident
<u>UNDERGRADUATE TUITION--COLORADO SPRINGS</u>		
Student Share per credit hour	\$ 216.15	\$ 228.58
College Opportunity Fund (COF) Stipend	\$ 75.00	\$ 75.00
Published Rate per credit hour	\$ 291.15	\$ 303.58
<u>EXTENDED STUDIES CASH FUNDED PROGRAMS</u>		
Independent Study, Full Cost Delivery	\$ 158.00	\$ 165.00
Teacher Education , Shared Cost Delivery	\$ 52.00	\$ 52.00
Senior to Sophomore, Shared Cost Delivery	\$ 52.00	\$ 52.00
Teacher Education Program, Full Cost Delivery	\$ 158.00	\$ 165.00
Professional Development Workshops, Shared Cost Delivery	\$ 52.00	\$ 52.00
Per Continuing Education Unit (CEU)	\$ 39.00	\$ 39.00
Online Undergraduate Courses, Full Cost Delivery		\$ 300.00
Online Graduate Courses, Full Cost Delivery		\$ 335.00
Face to Face Undergraduate Courses, Full Cost Delivery (for locations or programs not previously approved as COF eligible)		\$ 300.00
<p>**Undergraduate Business, Computer Information Systems, Engineering, and Nursing courses are assessed differential tuition at \$28.02 per credit hour in addition to the base rate.</p> <p>***Graduate Business, Computer Information Systems, Engineering, and Nursing courses area assessed differential tuition at \$126.90 per credit hour in addition to the base tuition rate.</p>		
<u>DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)</u>		
Business Program	\$ 26.50	\$ 28.02
Computer Information Science Program	\$ 26.50	\$ 28.02
Engineering Program	\$ 26.50	\$ 28.02
Nursing Program	\$ 26.50	\$ 28.02
<u>DIFFERENTIAL GRADUATE TUITION (per credit hour)</u>		
Business Program	\$ 120.00	\$ 126.90
Computer Information Science Program	\$ 120.00	\$ 126.90
Engineering Program	\$ 120.00	\$ 126.90
Nursing Program	\$ 120.00	\$ 126.90

*In order to facilitate CSU-Pueblo's participation in certain tuition driven programs, the University may extend the use of tuition allowances, discounts or program related awards.



FY16 Rates Effective Fall Term 2015

Differential Tuition

The differential tuition assessment is charged to students taking specific high-cost and/or high-demand programs to assist in the additional expenses - administrative and programmatic - associated with delivering courses and sustaining quality in those programs. The differential assessment will be charged for each credit hour taken in a course carrying a differential tuition assessment regardless of the total number of credit hours being taken and therefore independent of and in addition to the base tuition being charged.

DIFFERENTIAL UNDERGRADUATE TUITION (per credit hour)

	FY 15 Actual Per Credit Rates		FY 16 Proposed Per Credit Rates	
	Resident	Nonresident	Resident	Nonresident
Business Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Computer Information Science Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Engineering Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02
Nursing Program	\$ 26.50	\$ 26.50	\$ 28.02	\$ 28.02

DIFFERENTIAL GRADUATE TUITION (per credit hour)

	FY 15 Actual Per Credit Rates		FY 16 Proposed Per Credit Rates	
	Resident	Nonresident	Resident	Nonresident
Business Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Computer Information Science Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Engineering Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90
Nursing Program	\$ 120.00	\$ 120.00	\$ 126.90	\$ 126.90

*In order to facilitate CSU-Pueblo's participation in certain tuition driven programs, the University may extend the use of tuition allowances, discounts or program related awards.



CSU-PUEBLO DIFFERENTIAL TUITION RATES

PER CREDIT HOUR TUITION DIFFERENTIAL	FY2014 PER CREDIT HOUR RATE	FY2015 PER CREDIT HOUR RATE	FY2016 PER CREDIT HOUR RATE
Undergraduate - Business	\$25.00	\$26.50	\$28.02
Undergraduate - Computer Information Systems	\$25.00	\$26.50	\$28.02
Undergraduate - Engineering	\$25.00	\$26.50	\$28.02
Undergraduate - Nursing	\$25.00	\$26.50	\$28.02
Graduate - Business	\$91.00	\$120.00	\$126.90
Graduate - Computer Information Systems	\$91.00	\$120.00	\$126.90
Graduate - Engineering	\$53.00	\$120.00	\$126.90
Graduate - Nursing	\$53.00	\$120.00	\$126.90



COLORADO STATE UNIVERSITY – PUEBLO
EDUCATION AND GENERAL
PROPOSED MANDATORY STUDENT FEE SCHEDULE
PER SEMESTER FOR ACADEMIC YEAR 2015-16

		2014-15 Approved Fees	Proposed Changes	2015-16 Proposed Fees	Percent Change
MANDATORY FEES¹					
Athletics Fee					
	Operations	\$12.65	\$0.00	\$12.65	0.0%
Student Facility Fee					
	Debt Service				
	Recreation Center	\$7.25	\$0.00	\$7.25	0.0%
	Student Center	\$15.75	\$0.00	\$15.75	0.0%
Child Care Discount Fee					
	Operations	\$0.20	\$0.00	\$0.20	0.0%
	Child Care Student Discount	\$0.20	\$0.00	\$0.20	0.0%
Student Recreation Fee					
	Operations	\$8.45	\$1.00	\$9.45	11.8%
Technology Fee					
		\$5.75	\$1.50	\$7.25	26.1%
Student Health Fee					
	Operations of Health Ctr	\$3.50	\$0.25	\$3.75	7.1%
	Operations of Counseling Ctr	\$1.25	\$0.30	\$1.55	24.0%
	Alcohol & Other Drugs Prevention	\$0.50	\$0.20	\$0.70	40.0%
Student Center Fee					
	Operations	\$1.50	\$0.50	\$2.00	33.3%
Student Affairs					
		<u>\$10.00</u>	<u>\$0.00</u>	<u>\$10.00</u>	<u>0.0%</u>
	Total Mandatory Fees	\$67.00	\$3.75	\$70.75	5.6%

¹ Per Credit Hour

² \$3.75 increase approved by Student Fee Governing Board.



COLORADO STATE UNIVERSITY – PUEBLO
PARKING PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2015-16

	2014-15 Approved Rate	2015-16 Proposed Changes	2015-16 Proposed Rate	Percent Change
<u>PARKING PERMITS¹</u>				
Academic Year: (Fall, Spring, Summer)				
Student				
Permanent Decal	\$100.00	\$0.00	\$100.00	0.0%
Hanging Decal	\$100.00	\$0.00	\$100.00	0.0%
Resident	\$100.00	\$0.00	\$100.00	0.0%
Green Vehicle Decal Discount	\$80.00	\$0.00	\$80.00	0.0%
Motorcycle Discount	\$40.00	\$0.00	\$40.00	0.0%
Concurrent High School Student	\$8.33 / Mo.	\$0.00	\$8.33 / Mo.	0.0%
 ¹ Rates are reduced by 50% for Spring and summer semesters.				
Faculty / Staff per month rates				
Full time	\$12.00	\$0.00	\$12.00	0.0%
Part Time / Adjunct	\$5.00	\$0.00	\$5.00	0.0%
Green Vehicle Decal Discount	\$9.60	\$0.00	\$9.60	0.0%
Reserved Parking Space	\$30.00	\$0.00	\$30.00	0.0%



COURSE, PROGRAM, AND DEPARTMENT FEES

S = per student / CH = per credit	Approved Fees for FY15			Proposed Fees for FY16			Net Cost Change FY15 to FY16
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
ART							
Studio Fee (applies to courses 116, 141, 233, 247, 281, 333, 347, 381, 397*, 433, 447, 481, 482, 497*)	\$25.00/S			\$25.00/S			
Art 115, 234, 334, 434	\$35.00/S			\$35.00/S			
Studio Fee (Applies to Course 547)	\$25.00/S			\$25.00/S			
Studio Fee (242, 342, 442)	\$50.00/S			\$50.00/S			
Printmaking Fee (270, 370, 470)	\$45.00/S			\$45.00/S			
Sculpture /Public Art (533)	\$25.00/S			\$25.00/S			
Graduate Printmaking (570)	\$45.00/S			\$45.00/S			
Graduate Drawing (542)	\$50.00/S			\$50.00/S			
BIOLOGY							
All Biology courses (except BIOL 294, 394, 494)					10.00/CH		\$10.00
CHEMISTRY							
All Chemistry courses		10.00/CH			10.00/CH		
* Waiver is requested							
COMPUTER INFORMATION SYSTEMS							
CIS Program Fee (100, 103, 104, 105, 150, 171, 185, 240, 271, 289, 311, 315, 350, 356, 359, 360, 401, 402, 411, 432, 450, 461, 462, 481, 482, 490, 491, 493, 498, 550, 560, 562)		\$5.50/CH			\$6.00/CH		\$0.50
ENGLISH COMPOSITION (101 THRU 102)							
Developmental Writing Skills (099)	\$15.00/S			\$15.00/S			
EXERCISE / HEALTH							
EXPR High Cost Field Trips (EXHP 105L, EXHP 205L)		\$100.00/CH			\$100.00/CH		
Water Safety Instructor Certification (276L)	\$30.00/S			\$30.00/S			
ATHLETIC TRAINING							
CPR/AED for the Professional Rescuer (231, 233)	\$30.00/S			\$30.00/S			
AT 379 Athletic Training Practicum II	\$75.00/S			\$75.00/S			
AT Taping and Prevention Equipment Program (AT 260, 279)		\$15.00/CH			\$15.00/CH		
Athletic Training Field Experience (419)	\$60.00/S			\$60.00/S			
MUSIC							
Music Applied Brass Course (170, 172, 173, 174, 270, 272, 273, 274, 370, 372, 373, 374, 390, 392, 393, 394, 460, 462, 463, 464, 480, 482, 483, 484, 573) Music Applied Guitar Courses (130, 178, 179, 278, 279, 378, 379, 398, 399, 468, 469, 488, 489) Percussion Program (175, 275, 375, 395, 465, 485, 572) Music Applied Piano/Organ Courses (125, 176, 177, 276, 277, 376, 377, 396, 397, 466, 467, 486, 487, 229) Music Applied Strings Courses (160, 161, 162, 163, 260, 261, 262, 263, 360, 361, 362, 363, 380, 381, 382, 383, 445, 446, 447, 448, 470, 471, 472, 473, 570) Music Applied Voice Courses (169, 269, 369, 389, 459, 479, 574)		\$125.00/CH			\$145.00/CH		\$20.00

S = per student / CH = per credit	Approved Fees for FY15			Proposed Fees for FY16			Net Cost Change FY15 to FY16
	Course Fee	Program Fee	Department Fee	Course Fee	Program Fee	Department Fee	
Music Applied Woodwind Courses (164,165,166,167,168,171,264,265,266,267,268,271,364,365,366,367,368,371,384,385,386,387,388,391,449,455,456,457,458,461,474,475,476,477,478, 481, 571)		\$125.00/CH			\$145.00/CH		\$20.00
Applied Music (260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 345, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376)	\$30.00/S			\$0 00/S			(\$30.00)
377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474							
475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489)							
Brass Ensemble Program (114, 214, 314, 414)		\$25.00/CH			\$25 00/CH		
Chamber Ensemble Program (121, 221, 321, 421)							
Choir Program (102, 108, 109, 202, 208, 209, 302, 308, 309, 402, 408, 409 502 509)							
Collaborative Ensemble Program (104,204,304,404)							
Piano Ensemble Program (142, 242, 342, 442)							
Guitar Ensemble Program (132, 136, 232, 236, 332, 336, 432, 436)							
Jazz Ensemble Program (154, 254, 354, 454)							
Marching and Pep Band (131,135, 230,330,331,430,530,531)							
Mariachi Ensemble Program (115, 215, 315, 415)							
Percussion Ensemble Program (124, 224, 324, 424)							
Special Topics (291)							
Special Topics (491)							
Independent Study (495)							
Special Topics (591)							
Seminar (593)							
String Orchestra Program (144, 244, 344, 444)							
Music Symposium Program (101, 201, 301, 401)							
Wind Ensemble Program (112, 212, 312, 412, 512)							
Woodwind Ensemble Program (134, 234, 334, 434)							
Music Education Program (253,553,358,359,550,560,152,252,340,440,501,540,545,223,559,523, 127 227 243 306 113 513 233 543)							
Music Core Curriculum Program (100, 105, 150, 210, 250, 305, 280, 350, 355, 357, 420, 118, 120, 285, 151, 211, 251, 281, 346, 347, 103,203,303,323)		\$5 00/CH			\$5.00/CH		
Department Of Music/CHASS			\$3.50/CH			\$3 50/CH	
*** NOT ALL COURSES IN CATALOGUE							
RECREATION							
REC (Rec 114L, Rec 116L, Rec 117L)		\$55.00/CH			\$55 00/CH		
REC HIGH COST (Rec 112L, Rec 113L, Rec 322)		\$100.00/CH			\$100.00/CH		
REC Orientation (Rec 105, Rec 104, Rec 102, Rec 103, Rec 370, Rec 570)		\$175.00/CH			\$175.00/CH		
REC Low Cost Field Trips (Rec 360, Rec 560, Rec 569, Rec 270)		\$30.00/CH			\$30 00/CH		
Challenge Course Leadership (249)	\$15.00/S			\$15.00/S			
SOCIAL WORK / HUMANITIES							
Physiological Psychology Laboratory (PSY 331L)	\$31.00/S			\$31.00/S			
Perception Laboratory (334L)				\$32.60/S			\$32 60
Field Placement I (SW 488)	\$20.00/S			\$35.00/S			\$15 00
Field Placement II (SW 489)	\$20.00/S			\$35.00/S			\$15 00
POLITICAL SCIENCE							
All Political Science					\$2.00/S		\$2 00
TEACHER EDUCATION							
ED 487, 488, 489	\$100 00/S			\$100.00/S			

FY 2016 Charges for Technology Report and Charges for Technology Manual – CSU Only

Colorado State University**Charges for Technology Report for Fiscal Year 2015****MATTERS FOR ACTION:**

None.

RECOMMENDED ACTIONS:

As all proposed changes in the charges are under or at the 5% allowable under the Charges for Technology policy, and there are no changes recommended in that policy, no action is required. Thus, this is an information item only.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

Charges for Technology provide students with access to state-of-the-art technology and, thus, opportunities that will help them succeed in their educational and career pursuits. The implementation of a college Charge for Technology requires extensive student input. Operationally, students must approve Charges for Technology expenditures through committees within each college comprised of majorities of students. Charges can be used for computer technology, laboratory equipment, maintenance, materials and supplies, and hourly student employees. Currently, about 90 student computer labs exist on campus, most of which are directly supported by Charges for Technology.

Appended are: 1) a schedule of the per semester Charges for the current fiscal year, and those proposed for next fiscal year, 2) summary budget information for FY 15, 3) explanations for significant carryover from FY 14, and 4) requests for significant carry forward into FY 16.

Attached is the current Charges for Technology manual that contains the uniform policies by which the Charges for Technology program in each of the colleges is governed. No changes are proposed in this version of the manual, thus there is no action requested for approval of the manual. It is being supplied as an information item only.

Charges for Technology Report for Fiscal Year 2015

1. Schedule of Charges for Technology – Fiscal Years 15 and 16

The table below contains the schedule of the per-semester Charges for Technology in place during the current fiscal year, FY 15, and proposed charges for FY 16. Two fee increases are proposed for FY 16, each at or under the 5% allowable under the Policy, with justifications for each given below:

1. College of Liberal Arts – A \$2.72 (5%) increase was approved by the student technology advisory committee to help pay for the cost of the Adobe software needed in the labs. The proposed new tech fee is \$57.30. Charge increases of less than 5% annually are allowable, in accordance with the Charges for Technology manual.

2. College of Business - A \$4.00 (4.04%) increase was approved by the College of Business student technology advisory committee. This increase will provide additional support for the student computing labs and will help to meet the increasing demands on services provided to students in the College of Business. Charge increases of less than 5% annually are allowable, in accordance with the Charges for Technology manual.

CSU Charges for Technology – FY 15 and FY 16		
College/Program	FY 15 Charge per Semester^{1,2,3,4}	FY 16 Charge per Semester^{1,2,3,4}
Agricultural Sciences	\$86.15	\$86.15
Business	\$99.00	\$103.00
Engineering	\$170.00	\$170.00
Health & Human Sciences	\$71.00	\$71.00
Intra-University Option	\$35.50	\$35.50
Liberal Arts	\$54.58	\$57.30
Natural Sciences	\$94.50	\$94.50
Veterinary Medicine & Biomedical Sciences	\$90.00	\$90.00
Warner College of Natural Resources	\$94.50	\$94.50

Notes:

¹ Resident and non-resident students pay the same Charge.

² Undergraduate students enrolled for twelve or more credits and graduate students enrolled for nine or more credits are considered full-time and required to pay the full amount according to their college affiliation. Part-time undergraduate and graduate students pay a pro-rated amount.

³ Graduate students in the Colleges of Natural Sciences and Veterinary Medicine and Biomedical Sciences are not assessed a Charge.

⁴ Only the Colleges of Applied Human Sciences and Business assess their Charges during the summer session.

2. Academic Year 2014-2015 (FY 15) Charges for Technology Budget Summary

College Charges for Technology budgets for FY 15 are shown in the table below.

College/Unit	FY 14 Carry Forward	FY15 Projected Revenue	FY 15 Projected Expenses	FY 16 Projected Carry Forward
Intra-University	\$19,729	\$152,756	\$170,684	\$1,801
Agricultural Sciences	(\$10,272)	\$253,879	\$243,607	\$0
Business	\$101,524	\$498,303	\$579,397	\$20,430
Engineering	\$23,036	\$897,433	\$918,723	\$1,746
Health & Human Sciences	(\$65,250)	\$721,661	\$650,969	\$5,442
Liberal Arts	\$66,831	\$469,833	\$512,127	\$24,537
Natural Sciences	\$88,637	\$636,870	\$717,584	\$7,923
Veterinary Medicine	\$1,235	\$112,320	\$113,555	\$0
Warner College of Natural Resources	\$2,953	\$288,529	\$291,482	\$0
Assistive Technology Resource Center¹	\$5,996	\$31,640	\$31,759	\$5,877
Totals	\$234,419	\$4,031,584	\$4,198,128	\$67,756

Notes:

¹ The Assistive Technology Resource Center does not generate CFT revenue. Rather, it acquires its CFT budget via a transfer of funds from the college CFT accounts, and to avoid double counting, it is not included in the total revenue and expense amounts shown in the table above.

2.1 Significant Carry Forward from FY 14 into FY 15

The total anticipated carry forward for all colleges from FY 14 into FY 15 was \$110,829, but the actual amount carried forward was \$234,419. Reasons for significant and/or unanticipated disparity and/or a large carry forward amount into FY 15 follows.

Agricultural Sciences – A negative carryover of \$10,272 was attributable due to a purchase timing for computers installed in our new Animal Sciences Computer lab, \$10,456, plus funds encumbered and being used, \$28,085, to purchase technology for the new Ag Education building to be completed in the fall.

Business – A large carryover of \$101,524 was anticipated as it was earmarked for computer replacement in the Rockwell Lab.

Engineering – A small carryover of \$23,036 was earmarked for new student technology in the new Engineering II building.

College of Health and Human Sciences – A large negative carryover of \$65,250 was due to an unexpected decrease in enrollment and increased printing costs. To remedy this, the college has initiated a pay-to-print model as of January 2015, which will remediate this issue.

Liberal Arts – The large carryover of \$66,831 was due to two factors: 1) several purchases that were intended to be made by departments that were not realized in time, and 2) several year-end purchases came in under the anticipated budget, increasing the College's carryover beyond that expected. The college has reviewed and modified its planning processes for purchases to remedy factor 1) above.

Natural Sciences – A large carryover of \$88,637 was anticipated and earmarked to purchase computers equipment for our new living-learning community. Additionally, Natural Sciences is setting aside funds via carryover each fiscal year to save up for a new Nuclear Magnetic Resonance (NMR) apparatus for the Chemistry department.

2.2 Significant Carry Forward from FY 15 into FY 16

The total anticipated carry forward for all colleges from FY 15 into FY 16 is \$67,756. More detail on each college's anticipated CFT carry forward into FY 16 follows.

Business – A carryover of \$20,430 is planned for FY 16. It will be used to purchase computers in the college's computer lab.

Liberal Arts – A carryover of \$24,537 is planned for FY 16 to facilitate purchase of equipment that will cross over the fiscal year boundary between FY 15 and FY 16.

Charges for Technology Manual

Colorado State University

April 2014

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Rationale for Charges for Technology

The students at Colorado State University, in conjunction with their respective faculty and college administrators, recognize and acknowledge the following:

- Technological skills provide fundamental advantages in the job market;
- The State of Colorado and Colorado State University have many pressing fiscal needs that make it difficult to maintain a state-of-the-art technological environment for instructional programs; and
- For many students, the cost of purchasing and maintaining state-of-the-art technology for personal use is prohibitive. This is due largely to the rapid changes in technology being experienced in the marketplace.

Therefore, to provide general access to state-of-the-art instructional technology, to reduce the costs of technology for each student by pooling the resources of all students, to provide a competitive advantage to students who attend Colorado State University, and to direct sufficient funding to these specific purposes, the students, faculty, and college administrators at Colorado State University endorse and support the collection of charges for technology. The charge is not intended to be a "use charge" and therefore is assessed to all students regardless of whether they actually use the equipment or whether they are enrolled in a course in the specific college for that semester.

The purpose of this manual is to standardize the policies governing the approval and administration of the different charges in use by the individual colleges at Colorado State University. The current University policy, approved by the Board of Governors of the Colorado State University System, provides enough latitude for each college to meet the needs of its respective constituencies.

At present, all the colleges at Colorado State University as well as the Intra-University Option have adopted and have been granted permission by the Board of Governors of the Colorado State University System to institute charges for technology. Each has a separate charge schedule consistent with the different needs of the constituencies at Colorado State University (see Appendix A).

The Board of Governors of the Colorado State University System approves the Charges for Technology (CFT) for each of the colleges every year.

Revenue

The charges for technology assessed to each student comprise the primary source of revenue for the Charges for Technology accounts in each college. In addition, valid sources of revenue include cost-recovery charges for printing, the sale of surplus CFT equipment for non-CFT purposes and cost-sharing charges assessed to faculty and staff for the use of services that were entirely CFT funded.

Strategic Planning within Each College and throughout the University

Each of the colleges should include long-range plans addressing future technological needs as part of its existing strategic planning. Coordination among colleges relating to future technological needs will undoubtedly result in overall savings for the University. Items not considered to be state-of-the-art in one college may provide a sufficient degree of functionality in another college or unit. The University will endeavor to make available to all of its units lists of equipment considered to be obsolete or surplus as well as needs of the different units.

University Charges for Technology (UCFT) Committee

The UCFT committee is responsible for coordinating Charges for Technology activities including responsibility for: 1) maintaining the policies for the Charges for Technology activity in the CFT Manual, 2) assembling the annual CFT reports from the Colleges into an annual report that shall be submitted to the Information Technology Executive Committee (ITEC) for its approval, and 3) assembling the annual report on the magnitude of the charges and any proposed increases. The chair of the College Information Technology Administrators Council (CITAC) is responsible for convening and chairing the UCFT committee. Membership of the UCFT committee shall include up to two students and one staff member from

each college, two Intra-University students, and one staff member from the Center for Advising and Student Achievement (CASA). The student members from each college shall be appointed by the student governing body of the college, and failing that, by the Dean of the college. The college staff member shall be responsible for coordinating the college's CFT activities, and shall be appointed by the Dean of the college. The CASA staff member and Intra-University students shall be appointed by the director of CASA.

The UCFT committee will endeavor to meet twice per year. An alternate staff member, if appointed, may attend meetings and if necessary, vote in the absence of the primary member. At UCFT committee meetings, a quorum shall consist of nine voting members which represent a majority of the colleges and shall be necessary for action. Items are to be decided by majority vote of the quorum. In the case of a tie, the vote shall be determined by the vote of the chair. In the case of a tie where the chair does not vote or abstains, the motion shall fail.

Establishment of a College Technology Committee

Each college and the Intra-University Option at Colorado State University shall establish a College Technology Committee to oversee the administration of the charges for technology. The majority of committee members shall consist of students majoring within the college or the Intra-University Option and, at the discretion of the Dean, appropriate University personnel (e.g., faculty, computer lab coordinators). The Dean of each college shall be responsible for ensuring that adequate representation is present on this committee, according to the procedures outlined in the Board of Governors of the Colorado State University System approved Charges for Technology proposal for each college.

Responsibilities of the College Technology Committee

The College Technology Committee will ensure that extensive planning and communication with students will occur prior to any major commitment of funds. Input from student groups will be requested and considered prior to committee decisions. The College Technology Committee shall be responsible for ensuring that the funds returned to each college are spent according to established procedures. The Dean of each college shall be responsible for ensuring that these funds are administered according to DHE guidelines with respect to "academic" charges as well as other applicable regulations or laws.

Continuation of Charges for Technology

The continuation of charges for technology within a college, as well as the amount of the annual charge, shall be voted upon by the College Technology Committee within each college at least every two years, beginning Spring Semester of 1996. This vote of the committee as well as the request for the continuance of charges for technology must be noted in the college annual Charges for Technology report.

Each year the College Technology Committee shall be authorized to request an increase or decrease of the charge by an amount not to exceed 5% of the current annual charge without completing the full approval process described in the next paragraph.

If an increase or decrease larger than 5% of the current annual charge is contemplated, the College Technology Committee shall hold open hearings, during the academic year, with all parties (undergraduate

students, graduate students, and faculty). Following the hearings, a vote of all College Technology Committee members shall be taken. Passage of a charge change greater than 5% shall require approval by a two-thirds majority of the committee members.

All recommendations for continuation or changes shall be forwarded to the Dean for approval. The Dean's decision and reasons for the decision shall be communicated to the College Technology Committee. All charge recommendations shall then be forwarded to the University Information Technology Executive Committee (ITEC) and then to the Provost, who shall give approval before the recommendations are forwarded to the Board of Governors of the Colorado State University System. The Board of Governors of the Colorado State University System shall have ultimate authority for approving the continuation or changes. At the May Board meeting each year, continuation and proposed changes to the charges for technology are approved as part of the budget process for the coming fiscal year.

Requests for changes greater than 5% shall include the following information:

- Five-year history on actual and projected (for the current fiscal year) revenue and expenditures, and projected revenue and expenditures under the proposal,
- Space and other facilities related requirements, if any, related to the change,
- A description of the process used to obtain student support for the change, and
- Specific rationale and justification for the requested increase.

Distribution of Funds

Each College Technology Committee shall be responsible for recommending a procedure for distribution of the funds resulting from the charges for technology. This distribution must be approved by the Dean of each college. The College Technology Committee may opt for centralizing the funds, or it may opt to return a percentage to each department to reflect the different needs of the college's various disciplines. Expenditures shall be reviewed beforehand by the Dean. Any disputes between the College Technology Committee and the Dean will be referred to the Provost for resolution.

Refunds

There may be unusual situations that could justify a refund of the technology charge, and students may request a refund from the College Technology Committee. Such a request shall be made in writing and addressed to the Chairperson of the College Technology Committee. The decision to grant a refund shall be determined by a majority vote of the College Technology Committee. The student may appeal the committee's decision by notifying the committee and arranging a date to meet with committee members. Arguments from both sides will be heard and a vote taken. Decisions made by the committee at that meeting shall be final. Refunds will not be granted for the following reasons:

- 1) No predicted use of the equipment,
- 2) Non-enrollment in any specific college courses that semester, or
- 3) Change of college later than one week after census date.

A refund may be permitted on the grounds of change of college before or within one week following the official university census date. Students requesting refunds must present documents proving a change has been processed by the Registrar's Office. A refund may also be allowed because of withdrawal from the

University as a result of serious illness, disabling accident, military call-up, or activation of Reserve or National Guard units, as stated in University policy, and is subject to confirmation by the Division of Enrollment and Access.

Proposal for Expenditures

To improve educational experiences, proposals for expenditures of the funds resulting from the charges for technology shall be solicited by the College Technology Committee from students and faculty, preferably working together. Members of the committee are primarily responsible for identifying departmental needs; however, the departments may make their own requests. Moreover, all students having suggestions about laboratory equipment, computers, and other general-purpose requirements are encouraged to bring them to the respective committee members, department heads/chairs and/or the Dean's Office. Laboratory supervisors, graduate teaching assistants, and faculty members are also encouraged to make suggestions as they often know what improvements are needed and what is commercially available to upgrade and enhance the different laboratories.

The Assistive Technology Resource Center (ATRC) should be consulted when designing or modifying computer environments, both physical and electronic, to address accessibility, ergonomic and universal design considerations. To meet the needs of individual students with specific disabilities as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the ATRC may purchase or provide specialized hardware, software or other appropriate accommodations as warranted on behalf of a particular student with a disability. To utilize CFT funds for such expenditures, a representative of the ATRC must attend the spring UCFT meeting and present a proposed budget for the following fiscal year. If budget was provided during the current fiscal year, the proposal will also include a written report of the current year's budget and expenditures.

If a budget is approved for the ATRC, that budget will be distributed to the colleges on a per student percentage basis, i.e., the percentage of total students enrolled in a college during the current year versus the total students enrolled in the university for the current year. The CFT funds for the ATRC will be transferred out of college CFT accounts shortly after July 1 of each fiscal year.

A college may carry forward Charges for Technology funds for several years to provide for major purchases. Requests for carry forward must be fully documented and justified and the major purchases involved must be included in the strategic plan for the college. A multi-year purchase must not be in conflict with pertinent laws of the State of Colorado or other applicable regulations. Any requests for carry forward funds for multi-year purchases must be included in the annual report and must be approved by the Provost.

Colleges are not permitted to carry deficits over a fiscal year boundary, rather Colleges are mandated to carry over only small, desirably zero, fund balances over fiscal year boundaries. However, some expenses for technology, especially for software licensing and maintenance, are recurring and are therefore incurred in July. Because Charges for Technology revenue is not collected until the beginning of the fall semester, this pre-spending may cause some Charges for Technology accounts temporarily to be in deficit. As these expenses are required for the operation of technology environments, this paragraph details a policy that colleges can apply to sustain their operations throughout this time period. Colleges and the Intra-University Open Option may deficit spend up to 20% of the annual Charges for Technology revenue that they collected during the last fiscal year prior to receiving revenue for the current fiscal year. Any deficit so

incurred may not be carried past the end of September. Colleges may appeal this to the Information Technology Executive Committee (ITEC) by forwarding the appeal to the ITEC via the Vice President for Information Technology.

Allowable Uses of Funds

The following are allowable uses of the funds resulting from the charges for technology:

1. Student hourly compensation

Funds can only be used specifically to compensate students for monitoring or supervising computer laboratories or other laboratories where a substantial amount of the equipment has been purchased with the funds resulting from the charges for technology, or to compensate students for offering technology training and/or technology development specifically for students. Such technology training or development shall not be in support of academic courses or other functions normally funded by academic units. Students otherwise occupied in normal departmental functions, such as graders or tutors, shall not be paid from these funds.

2. Non-Student employee compensation

Funds can be used to compensate or partially compensate non-student employees up to a total of 1.0 full time equivalent (FTE) employee per college where the compensated employee's function directly supports equipment and activities that are paid for with the funds resulting from the charges for technology. This FTE may be allocated across multiple employees as long as the total FTE support per college does not exceed 1.0. Similar to item 1 above, the compensated employee(s) shall not be in support of academic courses or other functions normally funded by academic units. Non-student employees otherwise occupied in normal departmental functions, such as graders or tutors, shall not be paid from these funds.

3. Examples of allowable purchases of computer hardware and software

- Computers
- Imaging devices
- Plotters
- Hard disk drives
- CD-ROM and DVD drives
- Network cabling and devices
- Operating systems
- Word processors
- Spreadsheets
- Graphics packages
- Utility packages
- Compilers
- Simulators
- Productivity tools
- Software licenses

- Software upgrades
- File storage and backup solutions
- Diagnostic software
- Multimedia products
- Security systems
- File and application servers
- Ergonomic furniture compatible with learning stations
- Remote access solutions
- Environmental conditioning, including electrical power

Note that the last item above. “environmental conditioning, including electrical power,” allows ventilation, air conditioning, heating and humidification, and electrical power systems to be installed specifically to condition and power equipment purchased under this program. A limited amount of modification to the physical infrastructure is allowed, such as installing HVAC systems, ventilation systems, and modifications to existing rooms such as installing doors with vents, and installation of electrical panels and circuits specifically to environmentally condition the space and provide the power for server equipment purchased under this program. It is not intended to be used for the large projects such as the construction of new or refurbishing of existing server rooms, or for environmentally conditioning student labs.

4. Examples of allowable purchases of other instructional equipment

- Scientific laboratory instruments
- General testing equipment
- Diagnostic hardware
- Kilns
- Art studio technologies
- Electrical or electronic music technology
- Cameras
- Videotape machines
- Video conferencing equipment

5. Examples of allowed purchases of laboratory and other supplies

- Paper and output media
- Toner and ink cartridges for imaging devices
- Mouse pads
- Video and audio tapes
- Office supplies used in student labs by students (e.g. staplers, paper clips, scissors, etc.)
- Office supplies used by the help desk in support of the CFT activity (e.g. staplers, paper clips, scissors, etc.)

This category is not intended to be used for the purchase of otherwise typical laboratory supplies for equipment not purchased with funds resulting from the charges for technology.

6. Maintenance

Charges for maintenance required for the continued use of the items purchased with funds resulting from the charges for technology are allowed and encouraged.

7. Furnishings

When equipment is purchased with CFT funds, up to 25% of the cost of the equipment funds may be used to purchase furnishings that directly support the use of the purchased equipment. There must be a direct tie between the equipment and the supporting furnishing(s), e.g. chairs and tables for student computer stations or laboratory equipment, carts for portable equipment, equipment racks, etc.

In addition, credit card costs incurred by the University in permitting students to pay the charges for technology are allowable "cost of doing business charges."

The constituency of a college may wish to exclude or include any of the aforementioned items. Such an exclusion or inclusion must be recommended by the College Technology Committee of the respective college and the action filed with the Dean's Office and the Provost's Office.

Non-Allowable Uses of Funds

The following are non-allowable uses of funds resulting from the charges for technology:

- Non-student personnel not directly supporting CFT-funded initiatives
- Graduate student assistantships
- Personnel recruiting expenses
- General furniture
- General office supplies
- Vehicle rental
- Equipment not accessible to students
- Travel
- Food, drink and meals
- Facilities remodeling, except as noted above for environmental conditioning and electrical power for servers

The term "accessible to students" is meant to imply equipment used by students in order to fulfill academic requirements. Such equipment may be available in an open lab or in a specialized laboratory accessible only while a faculty member or a teaching assistant is present. Often specialized equipment can only be used in a meaningful manner when a direct supervisor is present. Ordinarily, purchase of administrative equipment is not considered an appropriate use of the funds.

The appropriateness of a specific item may be questioned by a Dean and advice obtained from the internal audit office of the University. Inappropriate expenditures proposed by the College Technology Committee can be vetoed by the college Dean. A process for appeals and clarification shall be in place and rests with

the Provost, who shall have final say. If Deans allow inappropriate expenditures, they are subject to adverse audit findings which will be addressed during regular performance reviews.

Basis of the Charges for Technology for Undergraduate Students

All undergraduate students enrolled for nine or more credits will be assessed the charges for technology by each of the colleges. The charges will be prorated for students taking less than nine credits. No distinction is made between resident and non-resident students.

All charges collected from students in a given college will be transferred directly to that college as a separately budgeted item in the Resident Instruction budget of the college.

Basis of the Charges for Technology for Graduate Students

Graduate students enrolled for six or more credits in colleges that require charges for technology of graduate students will be assessed the charges for technology. The charge will be prorated for students taking less than six credits. No distinction is made between resident and non-resident students. Graduate students paying the continuous enrollment fee do not pay the charges for technology.

Reports and Requests to the Board of Governors of the Colorado State University System

Each year each college shall produce an annual Charges for Technology report. Copies shall be made available upon request to any student or faculty member, and a copy of the report shall be posted online.

Each college shall submit to the chair of the University Charges for Technology Committee the annual Charges for Technology report to be collated into a comprehensive report for the University and submitted to the Vice President for Information Technology for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

Colleges requesting changes greater than 5% shall submit this request to the Information Technology Executive Committee for review. The report is then presented to the Provost, the President's Cabinet and subsequently forwarded to the Board of Governors of the Colorado State University System.

The Board of Governors of the Colorado State University System receives the annual Charges for Technology report at its May meeting, including requests for changes in the charges for technology. Consequently, annual reports from the colleges, including requests to change fees, are due to the UCFT chair by April 1.

Format for the Annual Charges for Technology Report

The information requested for the report includes:

- Revenues and Estimated Expenses for the Current Fiscal Year, with explanations for all increases, and justification for carry-over and carry-forward requests.

Additional detail, including guidelines for preparing Annual Reports, a budget template for submission of

expenses, copies of previous Annual Reports, and other pertinent information, may be found at <http://ucft.colostate.edu/>.

Responsibility for this Document

The University Charges for Technology (UCFT) Committee is responsible for this document, including all modifications and additions.

Appendix A

Schedule of Charges for Technology per Semester

College/Program	Undergrad. Charge	Grad. Charge	Summer Charge
College of Agricultural Sciences	\$86.15	\$86.15	No
College of Business	\$99.00	\$99.00	Yes
College of Engineering	\$170.00	\$170.00	No
College of Health and Human Sciences	\$71.00	\$71.00	Yes
Intra-University Option	\$35.50	N/A	No
College of Liberal Arts	\$54.58	\$54.58	No
College of Natural Sciences	\$94.50	\$0	No
Warner College of Natural Resources	\$94.50	\$94.50	No
College of Veterinary Medicine and Biomedical Sciences	\$90.00	\$0	No

Colleges may assess charges for technology to summer students.

Undergraduate students enrolled for nine or more credits will be assessed the full charge for technology. The charge will be prorated for students taking less than nine credits.

Graduate students enrolled for six or more credits in colleges that require charges for technology of graduate students will be assessed the full charge. The charge will be prorated for students taking less than six credits. Graduate students paying the continuous enrollment fee do not pay the charge for technology.

No distinction is made between resident and non-resident students.

FY 2016 Room and Board Rates

Rates are estimated as of the date of this report, may be subject to approval and are not intended for public distribution. Rates are based on a suite room with shared bath (unless noted below), meal plan of approximately 14 meals per week and required cash card (RamCash at CSU) deposits.

Estimated Semester Rates			
PEER INSTITUTIONS	FY15	FY16	% Increase ¹
University of California Davis	6,733	6,935	3.0%
Washington State University	5,603	5,723	2.1%
Colorado State University (CSU)	5,492	5,652	3.0%
Oregon State University	5,435	5,559	2.3%
University of Illinois at Urbana-Champaign	5,433	5,515	1.5%
Purdue University	5,269	5,269	0.0%
Kansas State University	4,770	4,995	4.7%
Texas A&M	4,843	4,932	2.0%
Iowa State University	4,718	4,862	3.2%
University of Tennessee	4,660	4,797	3.0%
Virginia Polytechnic Institute and State University ²	4,516	4,787	6.0%
Oklahoma State University ³	4,540	4,676	3.0%
North Carolina State University	4,505	4,655	3.4%

LOCAL INSTITUTIONS	FY15	FY16	% Increase ¹
University of Colorado Boulder (CU)	6,598	6,801	3.2%
Colorado School of Mines	5,567	5,782	4.0%
Colorado State University (CSU)	5,492	5,652	3.0%
University of Northern Colorado (UNC)	5,273	5,273	0.0%
Colorado Mesa University	4,905	5,071	3.5%
Fort Lewis College	4,765	4,910	3.4%
Western State College of Colorado	4,525	4,654	3.0%

¹ Percent increase is for room and board rates only and does not include cash cards.

² Meal plan base price (\$1,068) covers Dining overhead and flex dollars (\$607) are used to buy meals at 67%

³ Suite is two singles with shared bath

Colorado State University
Board of Governors Meeting - May 7-8, 2015

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2015-16

<u>RESIDENCE HALLS</u> ¹	2014-15	2015-16	2015-16	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Standard Room	\$2,552	\$77	\$2,629	3.0%
Suite	\$2,993	\$90	\$3,083	3.0%
Suite Hall Designed Single	\$3,368	\$101	\$3,469	3.0%
Summit Suite	\$3,281	\$98	\$3,379	3.0%
Summit Suite Designed Single	\$4,195	\$126	\$4,321	3.0%
Towers 3 Room Occupied by Two	\$3,303	\$99	\$3,402	3.0%
Towers Designed Single	\$3,198	\$96	\$3,294	3.0%
Academic Village Double or Quad Suite	\$3,368	\$101	\$3,469	3.0%
Academic Village Suite Designed Single	\$4,390	\$132	\$4,522	3.0%
Parmelee or Braiden Loft Suite	\$3,281	\$98	\$3,379	3.0%
Parmelee or Braiden Loft Designed Single	\$4,195	\$126	\$4,321	3.0%
Laurel Village Double Community Style	\$2,809	\$84	\$2,893	3.0%
Laurel Village Single Community Style	\$3,518	\$106	\$3,624	3.0%
Laurel Village Double Suite Private Bath	\$3,368	\$101	\$3,469	3.0%
Laurel Village Single Suite Private Bath	\$4,390	\$132	\$4,522	3.0%
Laurel Village Suite Quad	\$4,195	\$126	\$4,321	3.0%
Laurel Village Suite Single	\$4,195	\$126	\$4,321	3.0%
Additional charge for Double as Single	\$750	\$0	\$750	0.0%
Additional charge for Triple as Double	\$300	\$0	\$300	0.0%

<u>Dining Services Meal Options</u> ²	2014-15		2015-16	Meal Plan
	Approved Rate	RamCash	Proposed Rate	Only % Incr
Any 21	\$2,692	\$150	\$2,768	3.0%
Any 14	\$2,499	\$150	\$2,569	3.0%
Any 10	\$2,312	\$150	\$2,377	3.0%
U Plan for upperclass residents - 5 meals per week	\$1,362	\$150	\$1,362	0.0%

<u>Pingree Park Summer Sessions</u>	2014-15	2015-16	2015-16	Percent Change
	Approved Rate	Proposed Change	Proposed Rate	
Student Room & Board (NR220 26 days)	\$936	\$52	\$988	5.6%
Student Room & Board (F230 - 12 days)	\$432	\$24	\$456	5.6%
Faculty Cabins (26 days)	\$572	\$26	\$598	4.5%
Faculty Cabins (12 days)	\$264	\$12	\$276	4.5%

¹ Rates include technology and cable fees.

Current year residents returning to the halls in FY16 will be charged the FY15 rate.

² The percent change is calculated on the increase in the meal plan rate excluding RamCash.

The Any 21 meal plan can be upgraded to an any meal, any time (up to 10 meals per day) for \$301 per semester

$\$2,692 - \$150 = \$2,542$, $\$2,542 \times 1.03 = \$2,618$, $\$2,618 + \$150 = \$2,768$

Colorado State University
Board of Governors Meeting - May 7-8, 2015

COLORADO STATE UNIVERSITY
HOUSING SYSTEM
APARTMENT PROPOSED RATES PER MONTH AND ACADEMIC YEAR CONTRACT
FOR ACADEMIC YEAR 2015-16

	2014-15 Rates	2015-16	Contract Rate Percent Change
	w/Academic Year Contract	Proposed Rates w/Academic Year Contract	
<u>APARTMENTS</u> ¹			
<u>Single Student Apartments</u>			
International House 1-bedroom	\$725	\$750	3.4%
International House 2-bedroom share	\$480	\$510	6.3%
Aggie Village South 2-bedroom share	\$480	\$510	6.3%
University Village @ 1500 2-bedroom share	\$455	\$485	6.6%
University Village @ 1500 2-bedroom share ²	\$480	\$510	6.3%
University Village @ 1500 2-bedroom share by 3	\$320	\$350	9.4%
University Village @ 1600 2-bedroom share	\$480	\$510	6.3%
University Village @ 1600 2-bedroom share ²	\$535	\$560	4.7%
University Village @ 1600 2-bedroom share by 3	\$360	\$390	8.3%
University Village @ 1600 3-bedroom share by 2	\$565	\$600	6.2%
University Village @ 1600 3-bedroom share by 3	\$425	\$450	5.9%
University Village @ 1700 3-bedroom share by 3	\$440	\$465	5.7%
<u>Student Family Apartments</u>			
Aggie Village South 2-bedroom	\$725	\$760	4.8%
University Village @ 1500 2-bedroom	\$735	\$760	3.4%
University Village @ 1600 2-bedroom	\$870	\$900	3.4%
University Village @ 1600 3-bedroom	\$970	\$1,000	3.1%
University Village @ 1700 2-bedroom	\$905	\$935	3.3%
University Village @ 1700 3-bedroom	\$990	\$1,020	3.0%

¹ Rate includes utilities, telephone service, internet and basic cable television.
Month to month rentals are available for an additional \$40 per month.

² Rate for the larger bedroom in the apartment.



COLORADO STATE UNIVERSITY – PUEBLO
HOUSING SYSTEM
RESIDENCE HALL PROPOSED RATES PER SEMESTER
FOR ACADEMIC YEAR 2015-16

	2014-15 Approved Rate	Proposed Changes	2015-16 Proposed Rate	Percent Change
<u>RESIDENCE HALLS & APARTMENTS</u>				
Belmont Hall¹				
Double Occupancy Room	\$2,111	\$0	\$2,111	0.0%
Single Occupancy Room	\$2,705	\$0	\$2,705	0.0%
Crestone, Culebra and Greenhorn Halls¹				
Shared Bedroom - Semi Suite / Double with Shared	\$2,678	\$80	\$2,758	3.0%
Shared Bedroom -Triple with Shared	\$0	\$1,850	\$1,850	new
Shared Bedroom - Triple with Private	\$0	\$2,050	\$2,050	new
Shared Bedroom Suite / Double with One Bath	\$3,038	\$91	\$3,129	3.0%
Private Bedroom Suite / Single w/Shared Bath	\$3,399	\$102	\$3,501	3.0%
Private Single Bedroom	\$3,759	\$113	\$3,872	3.0%
UVWS Apartments¹				
Private bedroom	\$2,825	\$0	\$2,825	0.0%
¹ Rate includes utilities, internet access & basic cable service.				
<u>DINING SERVICE MEAL PLAN OPTIONS</u>				
Unlimited	\$2,000	\$60	\$2,060	3.0%
17 Meals + \$50	\$1,803	\$54	\$1,857	3.0%
14 Meals + \$110	\$1,803	\$54	\$1,857	3.0%
12 Meals + \$150	\$1,803	\$54	\$1,857	3.0%
10 Meals + \$100 ²	\$1,162	\$35	\$1,197	3.0%
<u>Meal Blocks / meals with Dining Dollars³</u>				
10 meals + \$25	\$89	\$3	\$92	3.4%
25 meals + \$50	\$210	\$7	\$217	3.3%
50 meals + \$100	\$420	\$13	\$433	3.1%
<u>Dining Dollar Plans⁴</u>				
Plan 1	\$500	\$0	\$500	0.0%
Plan 2	\$1,000	\$0	\$1,000	0.0%

² Plan is available to upper class residents.

³ Plans are available to commuter students.

⁴ Plans are available to both upper class resident and commuter students.

FY 2016

Cost of Attendance

Colorado State University
Board of Governors Finance Meeting - May 7-8, 2015
Final

Cost of Attendance

Resident Full Time Student (12 credit hours, fall & spring semesters)

	Base Resident Tuition (Student Share) ¹	Mandatory Student Fees ²	Room and Board Charge ³	TOTAL	Increased cost over prior year	
					Cost	Percentage
FY2015-16 Proposed	\$8,301	\$2,133	\$11,304	\$21,738	\$947	4.6%

FY2014-15 and Prior Tuition and Fees					Cost	Percentage
Actual FY2014-15	\$7,868	\$1,939	\$10,984	\$20,791	\$894	4.5%
Actual FY2013-14	\$7,494	\$1,729	\$10,674	\$19,897	\$1,158	6.2%
Actual FY2012-13	\$6,875	\$1,684	\$10,180	\$18,739	\$1,165	6.6%
Actual FY2011-12	\$6,307	\$1,645	\$9,622	\$17,574	\$1,161	7.1%
Actual FY2010-11	\$5,256	\$1,639	\$9,518	\$16,413	\$669	4.2%
Actual FY2009-10	\$4,822	\$1,436	\$9,486	\$15,744	\$769	5.1%
Actual FY2008-09	\$4,424	\$1,390	\$9,162	\$14,976	\$1,487	11.0%
Actual FY2007-08	\$4,040	\$1,319	\$8,130	\$13,489	\$1,442	12.0%
Actual FY2006-07	\$3,466	\$1,191	\$7,390	\$12,047	\$1,491	14.1%
Actual FY2005-06	\$3,381	\$1,121	\$6,054	\$10,556	\$1,000	10.5%

¹ Base Tuition, Student portion only - does not include differential tuition charges.

² Mandatory Fees include General Fees, the University Technology Fee and University Facilities Fees

³ Housing based on a "Suite" room and "Any 14" Meal Plan



COST OF ATTENDANCE AT CSU-PUEBLO

Resident, Full Time Undergraduate Student (12 credit hours, Fall & Spring semesters)						
CSU-PUEBLO	Base Resident Tuition	Mandatory Student Fees	*Room & Board	Total	\$ Increase over Prior Year	% Increase over Prior Year
FY 2015-2016 Proposed	\$5,486	\$1,698	\$9,124	\$16,308	\$496	3.1%
FY 2014-2015	\$5,188	\$1,608	\$9,016	\$15,812	\$700	4.6%
FY 2013-2014	\$4,894	\$1,466	\$8,752	\$15,112	\$252	1.7%
FY 2012-2013	\$4,894	\$1,466	\$8,500	\$14,860	\$854	6.1%
FY 2011-2012	\$4,381	\$1,342	\$8,283	\$14,006	\$847	6.4%
FY 2010-2011	\$3,880	\$1,237	\$8,042	\$13,159	N/A	N/A

*Room & Board assumes Belmont Residence Hall single occupancy and 17 Meals + 50 per year.

Section 6

4-H Presentation

I pledge

*My Head to clearer thinking,
My Heart to greater loyalty,
My Hands to larger service, and
My Health to better living,
for my club, my community, my country
and my world.*



Colorado 4-H Hall of Fame Inductees



The Colorado 4-H Hall of Fame was created in 2010 based on a vision of Jeff Goodwin, state 4-H director. He felt that a venue to honor those whose lives had been significantly impacted by their involvement in 4-H would be a wonderful tribute. He had heard compelling stories from alumni and wanted to capture how 4-H had changed their lives in ways that may not have happened without 4-H.

Since 2010, the Colorado 4-H Youth Development Program has inducted 19 former 4-H members, all of whom have a great story to tell. To read more about our inductees and for further information on this program, please go to www.colorado4h.org and click on Hall of Fame on the top right side of the page.



State 4-H Director, Jeff Goodwin, and 2010 Colorado 4-H Hall of Fame Inductees, John Stulp and Mark Trostel.

Colorado State University Extension, U.S. Department of Agriculture and Colorado counties cooperating. Extension programs are available to all without discrimination. January 2015

4-H at a Glance

2013 Economic Contribution Study (Data retrieved from 4-H member record books during the 2013 fair season.)

- For every public dollar used to support the Colorado 4-H program, six dollars is returned to the state’s economy.
- **45 million** dollar economic contribution to Colorado economy by 4-H.
- When volunteer time contribution is included, 10 dollars is returned to the state’s economy for every public dollar invested.
- With volunteer contribution = **Total of 76 million** dollar economic contribution to the Colorado economy by 4-H.

Colorado 4-H Enrollment – 2014

Total 4-H Enrollment	101,328
Organized 4-H Clubs	13,527
School Enrichment	58,538
Short Term/Special Interest	11,192
After School Programs	17,581
Camping Programs	2,146

Place of Residence

Central Cities	32,326
Suburbs	23,461
Towns (10-50k)	22,369
Towns (under 10k & rural non-farm)	16,651
Farm	6,521

Volunteer 4-H Leader Enrollment

Total Number Adult Volunteers	10,071
Total Number Youth Volunteers	924

4-H is a community of young people across Colorado learning leadership, citizenship, and life skills. One hundred plus years of research-based programs and experience bear significant results. Research shows that youth involved in 4-H are more likely to develop the ‘five C’s’—competence, confidence, character, caring and connection. Through participation in 4-H programs, youth are more likely to be at the highest level of contribution in their communities.

Mark Trostel

Adams County, Colorado

Chief, Colorado State Patrol,
Retired

Inducted 2010



Mark Trostel was a 10 year 4-H member of the T-Bone 4-H Club in Adams County. His father and later his uncle were his 4-H club leaders while he participated in livestock and general 4-H projects. For a rural farm family like Mark's, the 4-H program and the county fair was the social center of their lives.

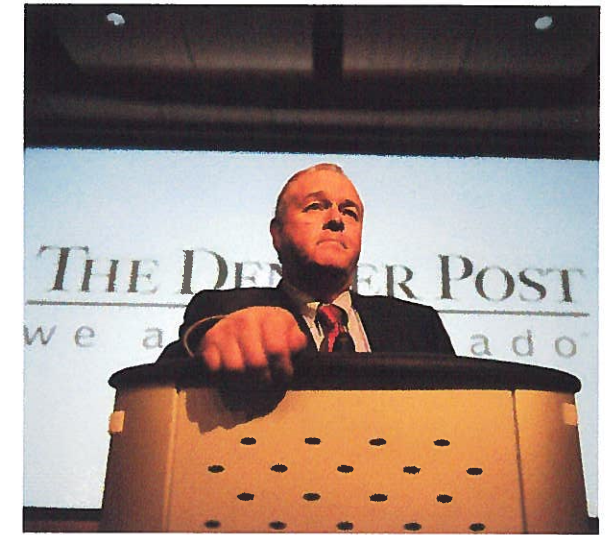
"The keys to my 4-H experience were: learning responsibility through 4-H project work, learning to plan in order to complete a project, and speaking about the project to a group of people in my demonstration. These skills, along with the leadership 4-H members learn as 4-H club officers, teach young people how to successfully deal with the challenges that they will face later in life."

Dean Singleton

Young County, Texas

4-H Leadership Skills
The Foundation of an
Exemplary Publishing Career

Inducted 2015



Dean Singleton was a 4-H and FFA member in Young County, Texas, where he was raised on a cattle ranch located 25 miles from the school he attended in Graham, Texas. 4-H was the main social aspect of his younger years, with all his childhood friends being in 4-H and FFA. Dean's projects included swine, public speaking, and demonstration contests.

Recently, Dean retired as publisher of the *Denver Post* which he purchased in 1987. He got his start in the newspaper business at the age of 15 working for the *Graham Leader* where he wrote sports articles for the paper.

Dean bought his first newspaper at the age of 21. He went on to put together the second largest newspaper company in the United States. Singleton was a pioneer in 'Clustering' – developing groups of newspapers that centralized a variety of functions, including ad sales, business operations, and in some cases, editorials.

According to Singleton, the most significant accomplishment in his professional career was serving as Chairman of the Board of Directors of the *Associated Press* and the *Newspaper Association of America*. Dean credits his 4-H experience for his success. He states that if it weren't for the public speaking skills he learned in 4-H, he would still be trying to make a living on that dusty old ranch in Texas. Today, Dean owns cattle ranches in Jackson and Grand counties in Colorado.

Jack Worthington

Larimer County, Colorado

Serving Animals and Community

Inducted 2014



Jack Worthington was a member of the Pleasant View 4-H Club in Larimer County. He showed sheep and beef and was also a member of the livestock judging team. Jack grew up in a rural agricultural environment and 4-H provided him with an avenue for community involvement. He was described by his fellow 4-H members as ‘the most tender-hearted person we know’.

Jack’s 4-H experience led him down his chosen career path as a veterinarian. The skills and interest Jack developed as a 4-H member guided his success as a veterinarian, entrepreneur, and community service minded citizen. Under his leadership the Worthington Animal Clinic has grown significantly and was recently voted best veterinary hospital in the *Loveland Connection*. Jack is still involved in 4-H, volunteering as a Veterinary Science judge at the Larimer County 4-H Fair.

Dr. Worthington’s mission statement of his veterinary clinic exemplified the four H’s: Head, Heart, Hands, and Health:

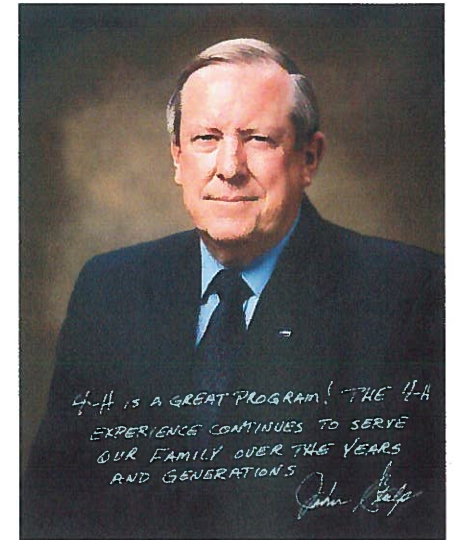
At Worthington Animal Clinic, we are present in the moments that matter most—the moments in which patient and client lives are forever changed by caregivers. More than ever, the people of Worthington Animal Clinic are working together to enhance and extend the lives of every pet.

John Stulp

Yuma County, Colorado

Former Commissioner of
Agriculture, Colorado
Department of Agriculture

Inducted 2010



A Prowers County farmer and rancher, John Stulp dedicated his life to Colorado agriculture. In 2006 he was named Commissioner of Agriculture and has been a leading proponent of building wind farms in rural Colorado as a way to develop new economic opportunities and jobs for Colorado’s farmers and ranchers. In addition to many other appointments, John served on the Colorado State University governing board from 1986 to 1995.

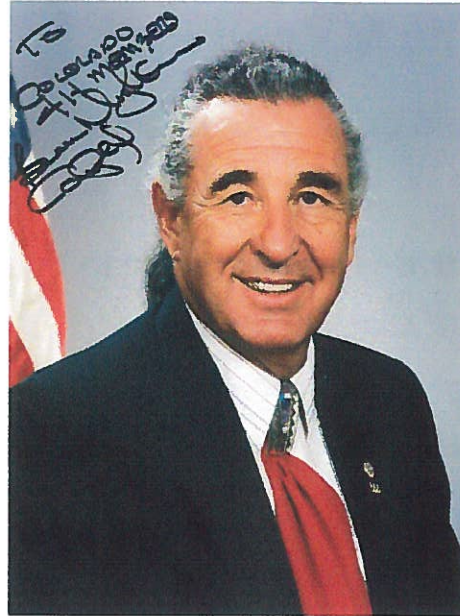
“As a Yuma County 4-H member, my first exposure to National 4-H Congress in Chicago and National 4-H Conference in Washington D.C. were building blocks that have helped me better serve my family, my community, my state, and my country as an adult. I highly recommend everyone be a part of the fun, dynamic, and rewarding experience called 4-H. It will change your life in a very positive way.”

Ben Nighthorse-Campbell

Placer County, California

United States Senator,
Colorado, Retired

Inducted 2010



Ben Nighthorse Campbell's life of service was inspired by 4-H, and the lives of his family have been inspired by 4-H as well. His son, Colin, and daughter, Shanan, participated in 4-H in their youth and have gone on to enjoy successful careers, raise loving families and be active participants in their communities, in part, because of the lessons learned in 4-H. His wife Linda spent her youth in 4-H and was a 4-H leader in the community when their kids were involved. She not only impacted their lives by teaching the program and then modeling those values at home, but she also had a positive impact on the lives of many other 4-H kids in their community. Many of whom now have kids in 4-H, as the cycle continues.

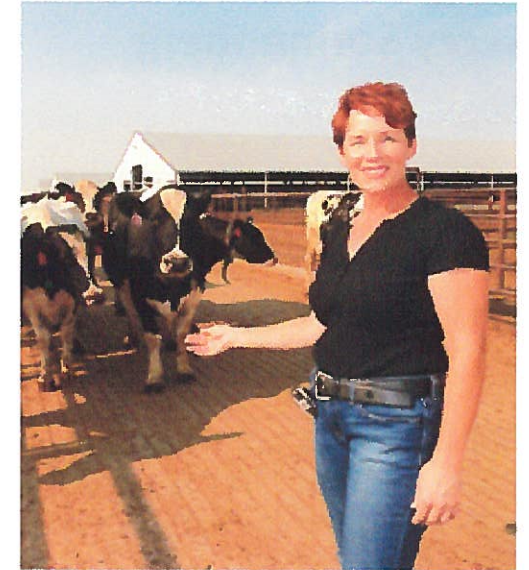
"Pledging one's head to clear thought, their heart to loyalty, their hands to service, and their health to better living for our club, community, country, and world teaches us to think in terms of how we, as individuals, can dedicate ourselves to a purpose greater than ourselves."

Mary Kraft

Morgan County

Exemplary Leadership
Serving Agriculture

Inducted 2013



Mary (McIntosh) Kraft is a fourth generation dairy farmer, growing up and working on her family's Adams County dairy farm. Mary loved animals and chose 4-H projects that included them—horses, dog obedience and veterinary service. Underlying each of those projects were club leadership, speech contests, demonstrations and exchange trips—all providing a training ground for organizational skills, parliamentary procedure and community service.

Mary, and her husband Chris, operate two dairies in Morgan County and are both key leaders in the Colorado dairy industry.

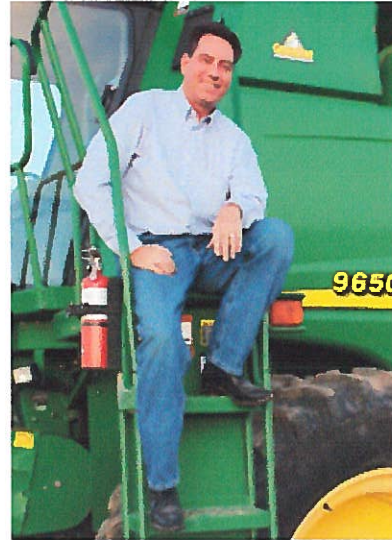
Mary is a key agricultural and community leader having served on various boards related to economic development, the community hospital and performing arts. She was name President-elect to the Colorado Livestock Association—the first woman to hold an elected office or serve on the board of directors of that organization.

Jerry Sonnenberg

Logan County

Exemplary Leadership
Serving Agriculture

Inducted 2013



Jerry Sonnenberg was a 4-H member in Logan County for a number of years and served in many of the offices of his club. He successfully completed a wide range of projects from livestock to leathercraft.

The principles learned in 4-H have made a lasting impression in Jerry's life. The leadership skills and work ethic acquired through 4-H are evident in his accomplishments as an adult. The goals he set and attained with the assistance of his 4-H leaders were instrumental in preparing him for a career of service to others.

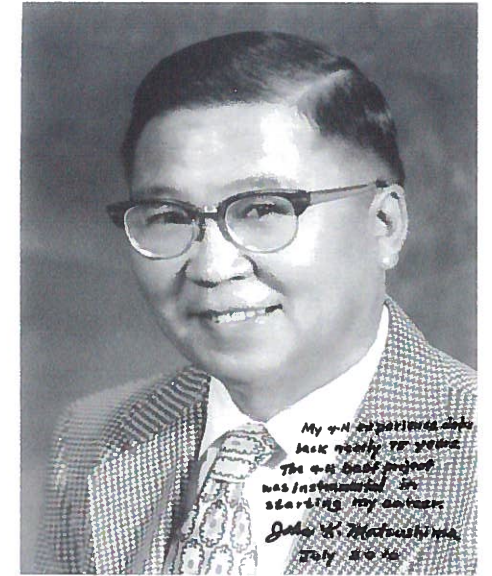
Jerry continually pledges his head to clear thinking as he serves the people of Colorado at the state capitol. His heart is committed to ensuring and protecting agriculture as a way of life for future generations. Whether working on the farm, ranch, or in the legislative arena, Jerry's hands are constantly working and serving.

John Matsushima

Weld County, Colorado

World-wide Influence in the
Beef Cattle Feeding Industry,
Professor Emeritus,
Colorado State University

Inducted 2010



John Matsushima was a 4-H member in Weld County in the late 1930's. John says that 4-H and Cecil Staver, the State 4-H Program Leader at the time, gave him the encouragement to go to college. His interest in 4-H livestock projects directed his college studies. John's pioneering work in the late 1950's to develop the steam-flake corn process of cattle feeding has had worldwide impact on the beef cattle industry. In 2010, he was awarded the prestigious Japan Emperor Award, the highest civilian award of that country. He is the only Japanese-American to have received this honor. "

John Matsushima continues to give back to 4-H and the youth livestock program; in 2008 he published a 246 page complete history of the National Western Stock Show Catch-a-Calf Contest which documented the sponsors and participants of that program from 1935-2008.

Bazi Kanani

Morgan County, Colorado

NBC 9News Anchor,
Denver

Inducted 2010



Clearer thinking, greater loyalty, larger service, and better living. These are the tenants of the 4-H pledge which Bazi Kanani recited countless times throughout her youth, and they are what this organization taught her to put into practice. She joined the Sunshine 4-H Club in Wiggins when she was still in elementary school and continued through high school. Over the years she entered many different competitions, from cooking, cake decorating, and photography, to Junior Leadership and International Intrigue (the study of life in a foreign country).

“4-H made learning fun and gave me the opportunity to keep doing so even when school was out for the summer. Instead of grades, I earned ribbons for my effort and so much more. I picked up some practical skills (I’m still cooking and taking pictures!) and made many wonderful friends. I was encouraged to grow and improve in all my endeavors and was taught the importance of using my abilities to help others. 4-H was a big part of my formative years, and I will always be grateful for the opportunity to be part of such a great organization.”

Jill Peterson

Arapahoe County

Taking 4-H Life Skills
to the Field of Dentistry

Inducted 2012



Jill was a 4-H member for 10+ years in Arapahoe County. Her 4-H projects included foods and clothing. She represented Arapahoe County at the State Fair Fashion Revue three times where she placed in the top 10. Her clothing projects have had a definite bearing on her career path. While in dental school she had an opportunity to stitch up an incision during a dental surgery exercise and the observing professor told her that her stitches looked great. When asked where she learned to stitch like that she responded it was through her 4-H sewing projects. When the professor saw the different types of sutures she used he said, “You are way over my head!”

In April of 2002, Dr. Peterson purchased an existing endodontic practice in Arlington, Texas and named it Uptown Endodontics, P.A. Jill also learned about teamwork through her 4-H experience and utilizes that leadership and teamwork experience to make her practice a great place to work for her staff of six dental professionals.

Dr. Peterson not only credits the 4-H program for having a profound positive influence in her life, but also credits her 4-H leader, Kathy McDaniel. As Kathy states, “Jill Peterson has learned to be a very caring individual with lots of patience—she probably learned that from seam ripping!”

Alexander Proft

Jefferson County

From 4-H Life Skills to Life Saving Skills

Inducted 2012



Alexander Proft was a 17 year-old student at Green Mountain High School in Lakewood when he saved his father's life with techniques he learned at the Jefferson County 4-H/American Red Cross Babysitter's Training. In 2010, five years after he completed the 4-H babysitting training as a twelve year-old, Alex employed the CPR techniques he learned to save his dad's life when faced with a life threatening medical situation at their home.

"As teachers/leaders in 4-H, you hope your teaching is effective," states the babysitter's training class assistant instructor Connie Williams. "Alex put what he learned to great use that day and a miracle happened."

Alex is a good example of how the majority of young people reached through the 4-H program are not in organized 4-H clubs, but involved in short term or school enrichment programs. Alex was never in an organized 4-H club and he never exhibited an animal at a county fair. But the things he learned through this short-term 4-H training had a profound impact on his life—and a profound impact on his family.

Alex works with his family at their restaurant in Lakewood and he plans to pursue a career in art/sculpture. The Colorado 4-H Program wishes Alex well in his career pursuits and we are glad we were able to have a positive influence on Alex and his family.

Paul Hoshiko

Weld County, Colorado

Service, Development, and Leadership

Inducted 2010



An active member of the Weld County Kuner 4-H Club, Paul Hoshiko capped off his 4-H experience by being selected as the second young man to represent Colorado in the IFYE Program (known then as the International Farm Youth Exchange). Because of his IFYE experience as a delegate to Scotland in 1952, Paul was instrumental in the expansion of the Colorado 4-H Foundation to insure the future of the IFYE program in Colorado.

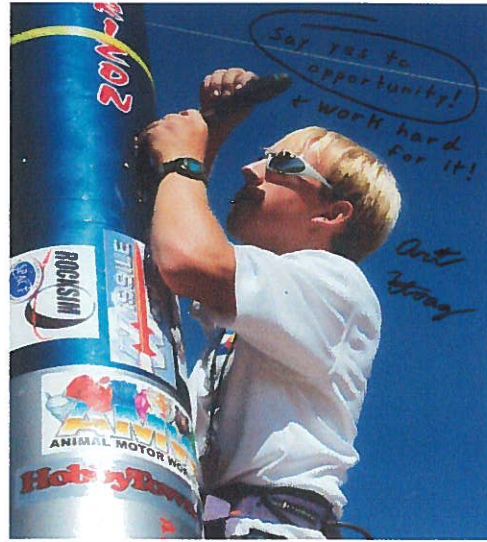
Paul Hoshiko was a dynamic leader in many areas including agriculture production, agriculture policy, community development and 4-H in Weld County. Whatever endeavor he took an interest in, Paul was the person that everyone would look up to and listen to. He was a true leader in every sense of the word.

Art Hoag

Weld County, Colorado

Notable Accomplishments in Rocketry

Inducted 2010



Art Hoag joined 4-H because the 4-H model rocketry project provided a way for a young man like himself—who was not interested in organized sports—to participate in competitive events and to be successful. Then in 2005, at the age of 18, Art launched the largest, privately owned rocket in the state of Colorado. The rocket was one foot in diameter, 20 feet tall, and weighed 330 pounds. It successfully flew to a height of 12,000 feet above the ground. The rocket, dubbed ‘Event Horizon,’ is now on permanent display at the Denver Museum of Nature and Science.

Art says that 4-H gave him an opportunity to succeed and had a very positive effect on his life. Art Hoag’s involvement in the 4-H model rocketry project has definitely influenced his life as he is working toward a career as a professional pilot.

Tony Seely

Rio Blanco County

4-H Leadership Skills

Foundation of an Exemplary Military Career

Inducted 2012



While Tony Seely participated in various 4-H projects in Rio Blanco County, the leadership opportunities that 4-H offered is what he was passionate about and where he excelled. In 1981 Tony served as Colorado State 4-H President.

Some of Colonel Tony Seely’s notable accomplishments include:

- After pilot training, flew the A-10 (a.k.a. “tank killers”) in Europe at the height of the Cold War 1987-1990.
- Flew the F-117 Stealth Fighter at the Tonopah Test Range in Nevada.
- Flew as Air Force Thunderbirds Right Wing demonstration pilot 1994-1996.
- Returned to the Air Force after the 911 terrorist attacks, working at the Pentagon, initially as Chief of Reserve Fighter Requirements, and later implementing and leading the AF Reserve Chief’s Action Group. In his performance report, the AF Reserve Commander (3-star) commented, “Tony is the best Lieutenant Colonel I’ve ever known.”
- He finished his military career serving as Deputy Director of Analysis and Assessments at the European Combatant Command in Stuttgart, Germany.

Tony credits his 4-H experiences as key to demonstrating the leadership potential and experience necessary for acceptance into the Air Force Academy. He says “With each position I’ve held in the Air Force, I’ve continued to grow and fine tune the leadership skills that were built on the foundation of the skills I learned in 4-H.”

Dorothy Horrell

Phillips County, Colorado

Notable Accomplishments in Higher Education

Inducted 2011

As a young person growing up in Holyoke, Colorado, Dorothy (Ortner) Horrell's life centered around 4-H. She was extremely active in county and state 4-H events and even represented Colorado at National 4-H Congress in the Dairy Foods category—an event which influenced her area of study when she pursued her undergraduate degree. Dorothy was an International 4-H Youth Exchange delegate to Taiwan in 1973, an experience she says changed her life. When she attended her first State 4-H Conference on the CSU campus, she knew then she wanted to attend Colorado State University. As a college student she worked in the State 4-H office and at Camp Tobin during the Colorado State Fair.

Dorothy has excelled in the world of higher education where she served as president of Red Rocks Community College and president of the Colorado Community College system. She currently sits on the Colorado State University System Board of Governors and serves as president of the Bonfils-Stanton Foundation.

My eleven years as a 4-H member were seminal in shaping every aspect of my life, personally and professionally. There is not a day that goes by I am not grateful for my 4-H experience, especially when it comes to the writing and public speaking skills I learned as a 4-H member and how important those skills were to my success in the leadership positions in which I have served. ”



Temple Grandin

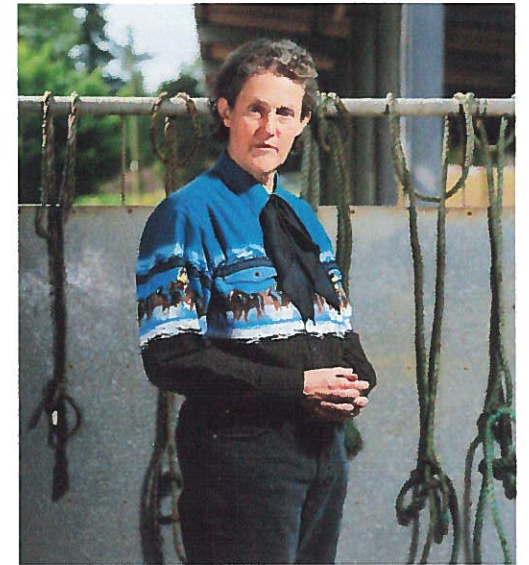
Cheshire County,
New Hampshire

Animal Handling and Autism Expert, Colorado State University

Inducted 2010

Known worldwide for her work in the design of humane animal handling facilities and working with families dealing with autism, Temple Grandin was involved with the 4-H horse project in New Hampshire for several years. She says that horses and the 4-H horse project were a refuge from the teasing she experienced as an autistic child.

Her first research in animal handling was a result of her work as an assistant 4-H leader for beef and lamb projects to determine the cause for 'dark cutters' in 4-H market beef projects. This research project on the importance of proper animal handling procedures started her on the path to her notable career as an author, animal handling facility designer, and sought after public speaker. In 2010, HBO also produced a biographical movie about her accomplishments.

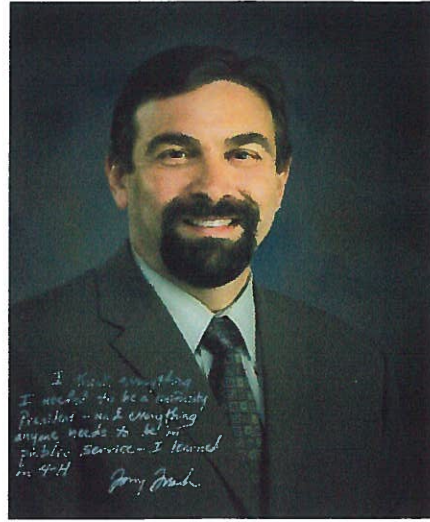


Tony Frank

Lee County, Illinois

President,
Colorado State University

Inducted 2010



Tony Frank was a member of the Compton Brooklyn Beavers 4-H Club in Lee County, Illinois. His father was a club leader and he was active in the club with his two older brothers. Tony was very active in livestock projects, softball and being a part of the club. “I learned later, long after I had held every office in the club, that the fairs and the fun were simply the steak sauce – the real meat was learning about service leadership.”

“As secretary of my 4-H club, I learned that the lowest ranked office usually has the hardest job. As treasurer, I learned it’s a special responsibility to handle other people’s money. As vice-president, I learned team work. As president, I learned that one person can do a little, but a team can do a lot. In so many ways, 4-H set the foundation for my career and my attitude toward public service.”

Chuck Sylvester

Weld County, Colorado

National Western Stock Show
General Manager, 1978-2004

Inducted 2011



Chuck Sylvester was a ten-year member of the Big Bend 4-H Club in Weld County. He was involved with livestock projects—in particular steers. He credits his 4-H experience for his interest in livestock, which eventually led to his professional career. His deep interest for animal agriculture was a direct result of his 4-H days.

In 1978 Chuck became the General Manager of the National Western Stock Show in Denver where he served in that capacity for 25 years. During his tenure at the National Western he tripled the attendance by targeting the urban population of Denver with high quality exhibits and educational opportunities for the consumer.

Chuck also served as president of the North American Livestock Show and Rodeo Managers Association (NALSRMA). During the 1990’s he provided key leadership in addressing the issue of livestock show ethics, an issue which had plagued the livestock show industry for years. He was one of the first major livestock show managers in the United States to tackle this important issue head-on. Chuck’s predecessor as General Manager at the National Western, Willard Simms, says “Chuck was successful because he was not afraid to take a chance.”

Jessica Hartman

Pueblo County, Colorado

Miss Colorado USA 2010

Inducted 2010



The 2010 Miss USA Pageant saw a 19-year-old Pueblo County 4-H alumna named as the third runner-up in this prestigious event. Jessica Hartman was the youngest Miss Colorado to ever compete in the national competition. She credits the 4-H program for providing her with the life skills to be successful. The 4-H program holds a special spot in Jessica's heart because it has allowed her to serve her community and country through strong leadership and sharing knowledge with others.

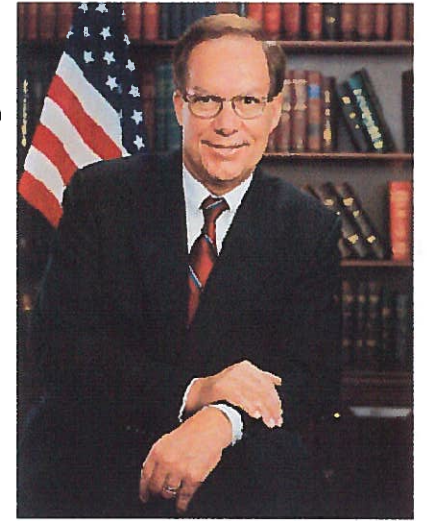
Seeking a degree in mass communication, Jessica's long term professional goal is to become an anchor on the Today Show—the next Katie Couric. Along with becoming a news anchor, Jessica hopes to inspire young women to be strong, independent individuals by example and through motivational speaking.

Wayne Allard

Jackson and Larimer Counties, Colorado

United States Senator,
Colorado, Retired

Inducted 2010



Wayne Allard spent the first five years of his 4-H career in Jackson County and the last five years in the Fossil Creek 4-H Club in Larimer County. His involvement in 4-H livestock projects had a direct bearing on his career choice of veterinary medicine.

As with many of the Colorado 4-H Hall of Fame inductees, State 4-H Program Leader Cecil Staver had a large influence on Wayne to develop his leadership potential by being active in many state and national level leadership opportunities in 4-H.

“My project and leadership experiences in 4-H prepared me to be successful in veterinary medicine, the Colorado State Senate, the U.S. House of Representatives, and the U.S. Senate. I extend my sincere gratitude to the 4-H leaders who encourage young people to be good productive American citizens.”

Section 7

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
 COLORADO STATE UNIVERSITY SYSTEM
 ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
 May 7, 2015

Committee Chair: Mark Gustafson

Committee Vice Chair: Jane Robbe Rhodes

Assigned Staff: Dr. Rick Miranda, Chief Academic Officer

I. New Degree Programs

Colorado State University

- none

Colorado State University-Global Campus

- none

Colorado State University-Pueblo

- none

II. Miscellaneous Items

Colorado State University

- Excellence in Undergraduate Teaching Award
- Faculty Manual Change – Section E.2.1.4 (*consent*)
- Faculty Manual Change – Section E.2.1.5 (*consent*)
- Faculty Manual Change – Section E.6 (*consent*)
- Faculty Manual Change – Section K (*consent*)
- Emeritus Designation Summary AY 2014-2015
- Sabbatical Revision Summary AY 2014-2015
- Posthumous Degree (*consent*)

Colorado State University-Global Campus

- Excellence in Undergraduate Teaching Award

Colorado State University-Pueblo

- Accreditation Schedule for Coming Year
- Emeritus Designations AY 2014-2015

III. Campus Reports

Colorado State University-Fort Collins

- Student Conduct Code (*consent*)

Colorado State University-Global Campus

- Student Conduct Code

Colorado State University-Pueblo

- Student Conduct Code

Colorado State University-Fort Collins

- Research

Colorado State University-Global Campus

- Research

Colorado State University-Pueblo

- Research

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MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.2.1.4 Special Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1.4 Special Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Special appointment faculty members demonstrate the same commitment and enjoy the same benefits and privileges as regular appointment faculty members. Their inclusion in annual evaluations and the salary exercise is inconsistent based on department. Likewise, in spite of efforts on the part of central administration to provide guidance to department heads and deans regarding offer letters, there is widespread inconsistency across campus. Inclusion of this added content to the Manual ensures fair treatment regardless of department specific practices.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

E.2.1.4 Special Appointments (~~last revised August 2, 2013~~)

Special appointments may be either full-time or part-time. Part-time is defined as any fraction less than one hundred (100) percent of full-time. The distinguishing features of this type of appointment are:

- a. Special appointments are "at will" and are subject to termination by either party at any time unless the faculty member has a multi-year contract for research or teaching, in which case the terms of the contract shall stipulate its ending date. Upon the expiration date of the contract, the multi-year contract may be renewed by written agreement of both parties. If it is not renewed, one of the following outcomes occurs: 1) For special appointment faculty who were originally at-will and entered into a multi-year contract, employment as a special appointment faculty member reverts to at-will. 2) For special appointment faculty who were originally hired with a multi-year contract, the appointment may be converted to an at-will appointment upon agreement of both parties. Otherwise, employment is terminated upon expiration date of the contract.
- b. ~~Unless the faculty member has a multi-year contract,~~ A special appointment multi-year contract carries an ending date as specified in the contract. Otherwise, special appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. In that situation, the inclusion of a specified ending date on an appointment form or other such documentation ~~is for administrative convenience only and~~ does not create a minimum or fixed duration of appointment.
- c. Faculty members on special appointment are not eligible for tenure (see Section E.10.4).
- d. Faculty members on special appointments shall receive a salary and shall participate in annual reviews and the annual salary exercise in the same manner as faculty with senior teaching, regular full-time, and regular part-time appointments.
- ~~e.~~ The effort distributions of faculty members on special appointments shall be specified in the appointment letter. While the effort distribution in the case of special appointments may include all three (3) areas of teaching, research, and service, often it is focused in one (1) or two (2) areas, such as teaching, research, service, or extension.
- f. Offer letters for special appointment faculty should be written following the format and content provided on the Provost's website.

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- eg. Multi-year contracts for research may be offered only for research performed for the University. The unit or department must document that the multi-year contract or extension is necessary for the hiring or retaining of the faculty member.
- fh. If a tenured faculty member changes positions to a special appointment involving a multi-year contract, he or she must relinquish tenure and retire from the University. A tenured faculty member who wishes to gain emeritus/emerita status, must apply prior to the time he or she relinquishes tenure and retires.
- gi. Special appointment faculty are required to enroll in the retirement program and are eligible to participate in other benefits offered by the University as described in the *Administrative Professional Benefits and Privileges Handbook* and in Section F and G of the *Manual*. They are not eligible for sabbatical leave.

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MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.2.1.5 Temporary Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1.5 Temporary Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Section E.2.1.5.c requires changes to correctly describe benefits eligibility as of January 1 2014 (following elimination of the 1-year waiting period) and to correct an error regarding retirement eligibility for temporary appointments. Temporary appointees have always been required to contribute to a retirement plan in lieu of Social Security.

Section E.2.1.5.d is being proposed to prevent the practice of using recurring temporary appointments when another appointment type should be used. Recurring temporary appointments create uncertainty and can be detrimental to members and departments. The fringe rate for a temporary appointment faculty member increases automatically to equal that of special and senior teaching appointment faculty after one year of employment.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

E.2.1.5 Temporary Faculty Appointments (*last revised May 2, 2007*)

Temporary faculty appointments may be either full-time or part-time and are distinguished from other types of appointments by the expectation that the appointment is for a specified period of time, at the end of which, it is anticipated that employment at the University ~~will~~ may not be renewed ~~or that the member will transition to a different appointment type (see d. below) in the foreseeable future.~~ Part time is defined as any fraction less than one hundred (100) percent of full-time. ~~Further features of this type of appointment~~ Conditions applicable to temporary appointments are:

- a. Temporary appointments are “at will” and are subject to termination by either party at any time. The process set forth in Section D.5.6 regarding the termination of “at will” appointments applies to temporary faculty appointments. Temporary appointments need not carry specified ending dates, but an ending date indicating the point in the future when the funding and/or appointment is expected to terminate should be included when known. The inclusion of a specified ending date on an appointment form or other such documentation ~~is for administrative convenience only and~~ does not create a minimum or fixed duration of appointment.
- b. Temporary appointees are not eligible for tenure.
- c. ~~Individuals receiving a temporary appointment for one (1) semester or less ordinarily are not enrolled in a retirement program (see~~ Temporary appointees are required to enroll in the retirement program and if half-time or greater are eligible to participate in other benefits offered by the University as described in the *Academic Faculty and Administrative Professional Benefits and Privileges Handbook* published annually by Human Resources and in Sections F and G of the *Manual*. Eligibility for sick leave is defined in Section F.3.2. Temporary appointees are eligible for faculty privileges (see described in Sections G.1 – G.3). Temporary appointees are not eligible for sabbatical leave (see Section F.3.4.1).
- d. The University recognizes that the nature of a temporary appointment is incompatible with recurring consecutive appointments over a long period of time. Therefore, after the second consecutive semester for a 9-month assignment (excluding summer session) or after the first year for a 12-month assignment, the faculty member’s appointment shall be required to convert to a special appointment and cannot be renewed as a temporary appointment.

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MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.6 General Policies Relating to Appointment and Employment of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.6 General Policies Relating to Appointment and Employment of Faculty

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This change is a necessary amendment to the Manual in order to maintain consistency in policy and practice of use regarding multi-year contracts for non-tenure-track faculty. This section operationalizes the use of contracts as specified in Sections E.2.1.3 and E.2.1.4.

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NOTE: Revisions are noted in the following manner:
 Additions - underlined Deletions - ~~overseored~~

E.6 General Policies Relating to Appointment and Employment of Faculty (*last revised May 9, 2014*)

a. The conditions and expectations of every appointment shall be confirmed in writing. Any subsequent modifications of the appointment shall also be confirmed in writing after the faculty member and the administrator have mutually determined the new conditions. The faculty member shall receive a copy of these documents.

b. All faculty members who are on regular full-time or regular part-time appointments and who have not acquired tenure, shall be appointed for a period not exceeding one (1) year. All faculty members on special or temporary appointments shall be appointed "at will."

c. Faculty members on multi-year contracts shall be appointed for periods of one (1) to five (5) years for research and one (1) to three (3) years for teaching.

1. A multi-year contract does not carry any guarantee ~~or implication~~ that the contract will be renewed, even though the duties of the employee may have been discharged satisfactorily.

2. Renewal of a multi-year contract does not entitle the individual to further renewals, a tenure-track appointment, or to a decision concerning tenure.

3. Renewal or extension of multi-year contracts may be made at any time during or after the onset of the contract and shall meet the same conditions required for the initial contract as specified in Sections E.2.1.3 and E.2.1.4.

4. If the contract is not renewed and the individual was originally 'at-will' and entered into a multi-year contract, employment as a senior teaching or special appointment faculty reverts to 'at-will' as specified in Sections E.2.1.3 and E.2.1.4.

d. If the department head does not propose to reappoint a non-tenured faculty member holding a regular full-time or regular part-time appointment, the faculty member shall be informed in writing that the appointment will not be renewed. This must be done by March 1 during the first year of employment, by December 15 during the second year, and at least twelve (12) months before the expiration of the appointment in succeeding years.

e. A non-tenured faculty member holding a regular full-time, regular part-time, or multi-year contract may be disciplined or terminated for cause without following the procedures of Section E.15 for tenured faculty. Such actions may be grieved as described in Section K.

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f. If a decision made at a higher administrative level will have the effect of altering or reversing a decision made at a departmental level regarding conditions of employment, including reappointment, tenure, promotion, and salary, then, before this change can take effect, the department head must be notified in writing of both the proposed change and the reasons for this change, and he or she must be given the opportunity to submit a written reply.

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MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section K Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K Resolution of Disputes.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The existing language in Section K.1 is needlessly wordy. There are no definitions of key terms in one place and this revision was included with approval by the Office of General Counsel.

State classified employees are specified as potential supervisors because an increasing number of administrative professionals can now report to state classified employees based on recent changes in our personnel classification system.

It is the policy of the University for its supervisors to act fairly and respectfully – that is, in a manner that *could not* be characterized as unfair, unreasonable, arbitrary, capricious, retaliatory, and/or discriminatory. The grievance process as described in Section K is the statement of policy and procedure to ensure administrators in a place of authority over other employees behave in a manner consistent with what the University expects. These revisions are a reorganization of essential aspects of Section K.3 and K.4. Classes of grievance as described in the current version of the *Manual* have been replaced with more readable, less legalistic language and organization; the same examples of grievable actions have been included in this revision. Some have been added, others clarified.

Section K.5, K.9, and K.12 changes all pertain to procedures for initiating Section K processes (either original complaint or beginning the formal grievance following unsuccessful mediation). Revisions provide more time for the grievant to assemble the formal written complaint and specify the role of the UGO in determining whether proper procedure was followed in the termination of an administrative professional or a non-tenure-track faculty member by an immediate supervisor.

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 Additions - underlined Deletions - ~~overseored~~

SECTION K. RESOLUTION OF DISPUTES (*Newly Revised Section Effective July 1, 2012*)

K.1 General Information

~~There are several different offices at Colorado State University that deal with various aspects of dispute resolution (see the following link: <http://www.facultyandstaff.colostate.edu/ugo/UGO8-EmployeeResources1109.pdf> on the website of the University Grievance Officer). In particular, the Office of the Ombuds provides the most informal consultation, and it is a good place to start if you are not sure which office to contact.~~

~~This section describes a process for resolving disputes that cannot be resolved informally. This process begins with a formal attempt to mediate the dispute. If formal mediation is not successful, then a formal Grievance may be initiated if the dispute involves a Grievable Action (see Section K.3). Note that mediation may be possible even if the dispute does not involve a Grievable Action or if there is not a submission of a claim within the required time limit (see Section K.5).~~

~~Faculty members and administrative professionals (hereinafter referred to as “Covered Members”), including administrators in either of these two categories, must follow all applicable parts of the Section K process before pursuing any action with external agents or agencies, except in cases where Federal and/or state law gives the Covered Member the right to institute action without exhausting internal administrative remedies. This process replaces and supersedes all mediation and grievance procedures found in department and/or college codes.~~

~~It shall be the responsibility of the University, through the Offices of the Provost and the President, to assure that the Section K process is supported, respected, and enforced. This includes financial support.~~

~~The person with overall responsibility for the Section K process is the University Grievance Officer (hereinafter referred to as the “UGO”). The UGO is a tenured faculty member whose selection has been approved by both Faculty Council and the Administrative Professional Council (see Section K.12).~~

~~The Mediation process is conducted by a University Mediator (hereinafter referred to as a “UM”) who is selected by the UGO from a pool of UMs. If the Covered Member is a faculty member, then the UM shall be a tenured faculty member; if the Covered Member is an administrative professional, then the UM shall be an administrative professional (see Section K.13).~~

~~If a formal Grievance is initiated and a Hearing occurs, then this Hearing shall be conducted by a Hearing Committee whose members are selected from the Grievance Panel (see Section K.11). If the Covered Member is a faculty member, then the members of the Hearing Committee shall be tenured faculty members; if the Covered Member is an administrative professional, then the members of the Hearing Committee shall be administrative professionals.~~

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~~The UGO is responsible for coordinating and facilitating the activities of the UMs, the Grievance Panel, and the Hearing Committees. The UGO also assures that the procedures herein established are followed reasonably and accurately and decides procedural issues as set forth herein. Any departure from these procedures shall occur only with the written approval of the UGO.~~

~~By agreement of the parties, or in the event of pressing emergencies, subject to the written approval of the UGO, the time limits set forth in Section K may be extended for reasonable periods.~~

Colorado State is committed to the timely and fair resolution of disputes. This section describes procedures for a faculty member or administrative professional to challenge a decision, recommendation or action by a supervisor that has or will have an adverse academic and/or professional impact on the faculty member or administrative professional and that is unfair, unreasonable, arbitrary, capricious, or discriminatory. If a decision, recommendation or action by a supervisor is retaliatory, it may serve as the basis for a grievance if it has or will have an adverse academic and/or professional impact on the faculty or administrative professional and is unfair, unreasonable, arbitrary, capricious, or discriminatory. The University Grievance Program generally provides three avenues for resolution of such claims: a) informal conciliation, b) mediation, and c) a formal grievance hearing process.

Several offices on campus are available to assist with the resolution of other disputes. See the website for the Office of the Ombuds and Employee Assistance Program for details and contact information. An overview of the procedures described in this section can be found on the website of the University Grievance Officer.

K.1.1 Participants in the Grievance Process and Definition of Terms

Grievant – A faculty member or administrative professional who asserts that one or more decisions, recommendations or actions by a supervisor (1) has an adverse academic and/or professional effect on the faculty member or administrative professional, and (2) is unfair, unreasonable, arbitrary, capricious, or discriminatory.

Hearing Committee – A group of between three and five (3-5) faculty members or administrative professionals from the University Grievance Panel who are convened to review and make recommendations about a Grievance.

Responsible Administrator – A university official to whom the supervisor in a Grievance reports and who oversees the activities of the unit where the Grievant is employed.

Reviewing Administrators – University officials responsible for review and approving recommendations from a Hearing Committee, namely the Provost and President. These senior officials are also responsible for supporting, respecting, enforcing the process and providing required financial resources.

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Supervisor – A university administrator, faculty member, or administrative professional who either directly oversees the work of the Grievant or who makes decisions directly affecting the terms and conditions of the Grievant’s employment. A supervisor also can be a state classified employee who directs the work of an administrative professional.

University Grievance Officer (UGO) – The university official responsible for administering the grievance process, advising Grievants and Supervisors, and coordinating involvement by others.

University Grievance Panel – A pool of faculty members or administrative professionals who are elected by their peers and volunteer to serve on a Hearing Committee, as needed and as available.

University Mediator (UM) – A neutral person from the university community appointed by the UGO to facilitate a resolution of a dispute or Grievance between a Grievant and Supervisor.

K.2 Expectations for Members of the University Community - *no changes*

~~K.3 Grievable Actions~~

~~There are three (3) separate classes of Grievable Actions. A Class A or Class B Grievance, as more fully described below, must involve a complaint by a Covered Member that a Grievable Action has occurred because a decision, recommendation, or action of an administrator (hereinafter referred to as the “Action”) is unfair, unreasonable, arbitrary, capricious, and/or discriminatory and that it does or will adversely affect the Grievant in his or her academic and/or professional capacity. An issue that does not directly affect a Covered Member in such a capacity, such as dissatisfaction with a University policy of general application, is not a Grievable Action. A Class C Grievance, as more fully described below, must involve a complaint by an "at will" employee whose employment was terminated by the University.~~

~~Only actions by administrators can constitute Grievable Actions. Also, specific sections of the Manual exempt certain actions by administrators from being Grievable Actions. In particular, a decision or action that is said to be final is not a Grievable Action.~~

~~If the administrator whose Action is being challenged no longer holds the relevant administrative position, then the administrative supervisor for this position, at his or her discretion, shall decide whether the new administrator in this position or the administrative supervisor shall participate in the Section K process.~~

~~Class A Grievances are those that involve complaints about the following specific actions: termination of contractual rights, reduction of salary, demotion, violation of academic and/or intellectual freedom, or assignment of unreasonable work loads. Class A Grievable Actions do not include a decision to terminate the employment of an "at will" employee. The burden of proof in Class A Grievances falls upon the administrator whose Action is being challenged.~~

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~~Class B Grievances involve complaints about a term or condition of employment other than those specific cases that are the basis for a Class A or Class C Grievance. Examples are reappointment, amount of salary, denial of promotion, denial of tenure, abuse of discretion, lower evaluation than deserved on a performance review, or denial of sabbatical leave. The burden of proof in Class B Grievances falls upon the Grievant.~~

~~Class C Grievances involve either a claim by an "at will" employee that the vice president's recommendation to the President regarding the employee's termination was due to discrimination prohibited under Federal or State law or University policy or a claim by an "at will" employee that the employee is entitled to post termination due process. The UGO, with legal advice from the Office of the General Counsel and as provided for in Section K.12.5, shall determine whether such due process rights are in question and whether review by a Hearing Committee regarding such due process rights is warranted. The burden of proof in Class C Grievances falls upon the Grievant.~~

K.3 Definition of an Action, Grievable Action and Grievance

An Action is a decision, recommendation or other act by a Supervisor.

A Grievable Action is an Action by a Supervisor that has or will have an adverse academic and/or professional effect on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory. If an Action by a Supervisor is retaliatory, it may serve as the basis for a Grievance if it has or will have an adverse academic and/or professional impact on the Grievant and is unfair, unreasonable, arbitrary, capricious, or discriminatory.

A Grievance is a written complaint by a Grievant asserting that a Grievable Action has occurred.

K.3.1 A Grievable Action does not include:

- a. An issue that does not individually affect a faculty member or administrative professional, such as dissatisfaction with a university policy of general application.
- b. Actions specified in the *Academic Faculty and Administrative Professional Manual* as "final" and thus not subject to redress through the grievance process. Any action deemed "final" constitutes exhaustion of internal grievance procedures.
- c. Manual as "final" and thus not subject to redress through the grievance process. Any action deemed "final" constitutes exhaustion of internal grievance procedures.
- d. An act by any person who is not the Grievant's Supervisor or responsible administrator.
- e. Terms agreed to by the Grievant under a Section K mediation agreement.
- f. Acts in response to possible violations of law or endangerment of public safety.
- g. A subsequent complaint for the same action by the same supervisor once a Grievance regarding the original complaint has concluded.

- h. Termination of “at-will” employees. For information about the university’s policy regarding at-will employees and the recommended steps and considerations for termination of at-will employees, employees should refer to the university policy for Administrative Professionals and Non-Tenured Academic Faculty (“At Will” Employment) found in the CSU Policy Library (see also Section D.5.6 and E.2.1 of the *Academic Faculty and Administrative Professional Manual*). Employees may contact the University Grievance Officer with questions about disciplinary action or termination of at-will employees.

K.3.2 Types of Grievable Actions and Burden of Proof

K.3.2.1 (“Class A”) In a Grievance that involves a complaint about the following specific actions, the burden of proof falls upon the Supervisor:

- a. termination of contractual rights;
- b. reduction of salary and/or demotion;
- c. violation of academic and/or intellectual freedom; or
- d. assignment of unreasonable workload.

K.3.2.2 (“Class B”) In a Grievance that involves complaints about a term or condition of employment other than those specific cases that are identified above in K.3.2.1, the burden of proof falls upon the Grievant. Examples of such Grievances include:

- a. decision on the amount of salary;
- b. denial of reappointment;
- c. denial of promotion or tenure;
- d. receipt of a lower evaluation than deserved on a performance review; or
- e. denial of sabbatical leave.

K.3.3 Determination of the Validity of a Grievance

- a. The UGO shall determine whether a Grievance sets forth a Grievable Action, i.e., ~~determination of whether an Action is a Grievable Action, i.e., whether there is a sufficient basis to pursue mediation (see Section K.8) and/or a hearing (see Section K.9), and, if so, whether it is Class A, Class B, or Class C shall be made by the UGO~~ based on the written complaint by the Grievant and the Supervisor’s response, as well as any supporting materials. The UGO may seek appropriate legal advice (see Section K.12.5). This determination by the UGO shall be made within five (5) working days of receiving the Grievant’s written complaint and the Supervisor’s response.
- b. If the ~~Covered Member~~ Grievant disagrees with ~~this~~ the UGO’s determination, he or she

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may appeal this decision. Such an appeal must be made in writing to the Chair of the Grievance Panel (see Section K.11.1) within ~~three (3)~~ ten (10) working days of ~~being notified~~ receiving written notification via email of the determination by the UGO. If such an appeal is submitted, the Chair of the Grievance Panel shall form an Appeal Committee consisting of three (3) members from the Grievance Panel, including the Chair of the Grievance Panel, for the purpose of reviewing whether the UGO's determination should be reversed or affirmed. The Chair of the Grievance Panel shall chair the Appeal Committee and recruit members following the same procedure as for the formation of a Hearing Committee (see Section K.11.4). ~~with the Chair of the Grievance Panel assuming the role of the UGO.~~ The Appeal Committee shall consider the appeal, the written Complaint of the Grievant and any supporting materials provided by the Grievant, as well as the response of the Supervisor and any supporting materials that are included. Within five (5) working days of the submission of the appeal, the Appeal Committee, with legal advice if appropriate, shall make a determination solely regarding the ~~classification~~ validity of the Grievant's appeal, specifically whether the Grievance sets forth a Grievable Action. ~~of the Action.~~ The Appeal Committee's determination shall be made by a majority vote. The Appeals Committee's determination shall be final. The Appeal Committee shall include a written report to the UGO and the Grievant notifying them of its decision. If the Appeal Committee reverses the determination of the UGO, ~~No~~ the members of this Appeal Committee may shall not serve on a Hearing Committee for this Grievance.

K.3.4 Basis of Proof

The ~~burden~~ basis of proof regarding a Grievable Action is determined by a preponderance of the evidence (i.e., that the claim is more likely to be true than not to be true).

K.4 The Right to Grieve

K.4.1 Persons Entitled to Grieve

~~Any Covered Member may initiate the formal Grievance Process regarding~~ faculty member or administrative professional may pursue resolution of a Grievable Action. ~~(see Section K.9) if formal Mediation has not been successful.~~ Grievances by more than one ~~(1) Covered Member~~ employee from a single administrative unit ~~or department~~ may be joined into a common grievance if, in the opinion of the UGO, their Grievances have sufficient commonality to be heard collectively, and if those employees filing Grievances from a single unit agree to join in a common Grievance. Persons initiating a Grievance under the terms and conditions of this policy are hereinafter referred to as "Grievants." ~~The Section K process may not be used to resolve grievable disputes involving State Classified personnel.~~

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K.4.2 Due Process

~~a. No action that may deprive a Covered Member of a constitutional right shall be taken unless such a member has first been accorded due process of law. If the Covered Member a Grievant initiates the Section K process with regard to such an action, the Grievable Action action shall not be effective taken prior to the completion of the Section K process.~~

~~b. University employees not designated pursuant to state law as having "at will" status have the right to initiate Class A and Class B Grievances as described in Section K.3.~~

~~c. Covered Members who have "at will" status shall have the right to initiate Class A and Class B Grievances as described in Section K.3, except that Grievances regarding termination of employment must be Class C Grievances, rather than Class A Grievances. For termination of employment, any due process required shall be provided administratively in such a manner as may be determined by the President and vice presidents of the University~~

K.4.3 Responsibility to Respond

a. The Supervisor whose decision, recommendation or action was the basis for the Grievance shall be responsible for responding to the Grievant and the UGO within five (5) working days from the day the Grievance is submitted to the UGO and the Supervisor.

b. If the administrator- Supervisor whose Action is being challenged no longer is employed by the university or no longer holds the relevant administrative supervisory position, then the administrative supervisor for this position- responsible administrator(s) for the unit, at his or her discretion, shall decide whether the new administrator in this position or the administrative supervisor shall participate in the who should represent the unit in the Section K process. The unavailability of the original Supervisor does not affect the right of a Grievant to seek resolution. If no person in authority responds to the Grievance, the UGO shall continue with the Section K process.

c. When a faculty member has been denied promotion or tenure (see Section E.10.5.1, paragraph 6, E.13.1 paragraphs 4 and 5) in the case of a negative recommendation by the department chair, the complaint shall be directed to the department chair, who shall be responsible to respond. In the case of a negative recommendation at the college level, the complaint shall be filed against the dean, who shall be responsible to respond. In the case of a negative recommendation at the provost level, the complaint shall be filed against the provost who shall be responsible to respond.

K.4.4 Section K Process

In the spirit of reaching an expeditious resolution of disputes, an aggrieved party shall follow all applicable parts of the Section K process before initiating legal action with external agents or agencies. However, the Grievant has the right to seek legal advice

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from outside counsel at any point during the Grievance process. Nothing in this section supersedes the Grievant's rights under federal and/or state laws.

K.5. Initiation of the Section K Process

A claim of a Grievable Action must be submitted in writing by an administrative professional or a faculty member ~~Covered Member~~ to the UGO no later than twenty (20) working days after the date of the Action giving rise to the Grievable Action or that point in time when the individual could reasonably be expected to have knowledge that a basis for a grievance existed. The UGO shall then meet with the ~~Covered Member~~ administrative professional or the faculty member to discuss the claim.

Within five (5) working days after receiving the written claim of a Grievable Action, the UGO shall assign a UM from the pool to mediate the dispute. The Mediation participants shall have five (5) working days from the date of the assignment of the UM to object to such an assignment. An objection may be raised only based on the UMs prior or current relationship with the Mediation participants and/or the UMs knowledge of previous related disputes. The UGO shall make the final decision on the assignment of a UM.

K.6 Documentation - *no change*

K.7 Right to Clerical Assistance – *no change*

K.8 Mediation Process – *no change*

K.9 Initiating the Grievance Hearing Process

A formal Grievance must be initiated by the Grievant submitting a written complaint (~~hereinafter referred to as the "Complaint"~~) to the UGO and to the supervisor whose Action is being challenged no later than ~~five~~ ten (10) working days after the expiration of the Mediation Period or after the decision by the UM that Mediation will not take place, as described in Section K.8. The written Complaint shall:

- a. ~~Identify~~ Describe the nature of the Grievable Action;
- b. Name the parties to the grievable dispute;
- c. Describe how the Action being challenged is unfair, unreasonable, arbitrary, capricious, or discriminatory;
- d. Identify how the Action adversely affects the Grievant in his or her present or future academic and/or professional capacity; and
- e. Summarize the material that the Grievant is prepared to submit to support the claim. Upon receipt of the Complaint from the Grievant, the supervisor shall prepare a written response (hereinafter referred to as the "Response") to the Complaint and submit it to the UGO and the Grievant no later than five (5) working days after receiving the Complaint. This Response should be limited to addressing the claims and statements made in the Complaint.

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K.10 Grievance Procedure – no change

K.11 Grievance Panel and Hearing Committees – no change

K.12 University Grievance Officer

K.12.1 Selection, Qualifications, and Term of the University Grievance Officer – No change

K.12.2 Oversight of the University Grievance Officer - No change

K.12.3 Service of the University Grievance Officer - No change

K.12.4 – Duties of the University Grievance officer

The UGO shall be responsible for:

- a. Maintaining a record of actions taken as part of the processes in Section K and Section E.15.
- b. Coordinating and facilitating the activities of the Grievance Panel by maintaining the records of the Panel, scheduling all meetings of the Panel for informational and organizational purposes, scheduling meetings of its Hearing Committees, calling individuals to appear before the Hearing Committees, and establishing the rotation order for service by the members of the Panel on Hearing Committees.
- c. Overseeing the processes of Section K and Section E.15 and preparing reports to the Grievance Panel, including recommendations for improving these processes.
- d. Assuring that faculty members and administrative professionals are familiar with the provisions, components, purposes, and procedures of the processes of Section K and Section E.15.
- e. Consulting with at-will employees and the Office of General Counsel about disciplinary action or termination of at-will employees, as discussed in Section K.3.1.g.
- f. Making recommendations to Hearing Committees regarding guidelines for the operation of these committees pursuant to Section K and Section E.15.
- g. Advising potential and active parties to a Grievance of their prospects for sustaining a Grievance, including their responsibilities for following the procedural rules of Section K.10.
- h. Facilitating the conduct of Hearings decision pursuant to Section K and Section E.15.

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- i. Preparing an annual report, in consultation with the Chair of the Grievance Panel each June for the Faculty Council and Administrative Professional Council, which summarizes activities and recommendations during the previous year.
- j. Maintaining and updating the list of UMs.
- k. Appointing appropriate UMs to mediate disputes involving faculty members, administrative professionals, and/or administrators.
- l. Coordinating orientation and training of University Mediators and Grievance Panel members.
- m. Assisting the Faculty Council and Administrative Professional Council in their annual evaluations of the UGO by distributing questionnaires to parties inquiring about or involved in mediation or the grievance process, and assigning numerical identifiers to each questionnaire, thus maintaining participants' anonymity.

K.12.5 Legal Advice – *no change*

K.12.6 Temporary Special University Grievance Officer – *no change*

K.13 University Mediators – *no change*

K.14 Key Time Limits Within the Mediation and Grievance Processes - *no change*

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REPORT ITEM:

Report: Emeritus Rank Designations Approved for Academic Year 2014-2015

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The faculty members approved for emeritus status have met the qualifications to be awarded the status of Emeritus as set forth in the CSU Academic Faculty and Administrative Professional Manual.

These recommendations have been reviewed at the Department, College, and University levels and have received approval at each level. As delegated by the Board of Governors, Dr. Tony Frank, President, has approved all of these emeritus designations.

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Colorado State University
Emeritus Rank Designations Approved in Academic Year 2014-2015

College of Health and Human Sciences

Leonard Albright, Professor – School of Education
Deborah Valentine, Professor – School of Social Work

College of Liberal Arts

William Davis, Professor – Music, Theatre, and Dance
Kathleen Kiefer, Professor – English
Richard Kitchener, Professor – Philosophy
David Milofsky, Professor – English
Sue Pendell, Associate Professor and Department Chair – Communication Studies
Donna Rouner, Professor – Journalism and Technical Communication
Steven Schwartz, Professor – English

College of Natural Sciences

Phillip Chapman, Professor – Statistics
C. Michael Elliott, Professor – Chemistry
Kenneth Klopfenstein, Associate Professor – Mathematics
Carl Patton, Professor - Physics

Warner College of Natural Resources

Joyce Berry, Dean and Professor – Human Dimensions of Natural Resources

College of Veterinary Medicine and Biomedical Sciences

Carol Brennan (Blair), Professor – Microbiology, Immunology, and Pathology

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**Emeritus Rank Justifications
Academic Year 2014-2015**

College of Health and Human Sciences

Leonard Albright, Professor – School of Education

Dr. Albright was appointed as a full time special appointment Professor of Education in August 2000. He was tasked with creating an interdisciplinary research and evaluation center for special populations. In a collaborative effort with Drs. Brian Cobb, Jean Lehmann, and Pat Sample, the Center for Special Needs Populations in Education was awarded a five year multi-million dollar grant which established meta-analysis as the priority research methodology for the Institute of Education Sciences.

In 2002, Dr. Albright was asked to establish a Center for Distance Education and to promote a small ‘seed-money’ competition to promote research in the area of distance education over a two year period. Dr. Albright, serving as director of the Center, was responsible for compiling a collective report of the research studies and disseminating the report to the university community. From 2007 until the present Dr. Albright has developed and conducted externally funded evaluation research with CSU colleagues as well as colleagues from across the country. As Dr. Albright’s salary was to be totally funded through external grants, he has successfully brought over two million dollars to CSU, the College of Health and Human Sciences, the School of Education and the CSU STEM Center. These grants have supported six Ph.D. graduate research assistants, produced four articles in scholarly journals and over forty evaluation research monographs and reports.

Dr. Albright taught two graduate courses per year during the period of 2000-2007, advised more than a dozen Ph.D. students, and served as the program coordinator for the School of Education distance education program. His student evaluations, as well as the evaluations of his work by the directors of the school, have been consistently high.

Although Dr. Albright’s work has been primarily focused on research, he has been active in the service arena, serving on the School of Education graduate programs committee, the school executive committee, and representing the School of Education and Colorado State University to the Colorado Council for Career and Technical Education. Since 2011, Dr. Albright has served as the lead evaluation researcher for the Wings Air and Space Museum for the State of Colorado. He has been a panel reviewer for the U.S. Department of Education and the National Science Foundation as well as reviewer and journal editor for Career Development for Exceptional Individuals and the Journal of Career and Technical Education Research.

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Deborah Valentine, Professor – School of Social Work

Dr. Valentine served as the Director of the School of Social Work for ten years. During that time, she brought positive attention to Colorado State University and the School of Social Work. In addition to creating the Center for Lifelong Learning and Continuing Education, she founded the Social Work Research Center. During her tenure, the School of Social Work became nationally ranked by the *U.S. News and World Report*. Her most recent accomplishment was to gain approval for a Ph.D. degree in Social Work at CSU.

In addition to receiving grant awards for her research, she published three books and over fifty publications on topics such as social work practice with people with disabilities, families and children, women and social work education. Dr. Valentine received national and international acclaim as evidenced by being selected to receive the following awards:

- 2007 Presidential Award for Service by the Council on Social Work Education
- 2009 Feminist Scholar Award by the Commission on the Role and Status of Women
- 2009 Leonard E. Gibbs Award from the Campbell Collaboration for Best Systematic Review: Kinship Care

Dr. Valentine is nationally recognized as a social work leader. She was elected to a three-year term as Board Member and a three year term as Treasurer to the National Association of Deans and Directors of Schools of Social Work (2000-2006). She was appointed and served as the Editor-in-Chief of the Journal of Social Work Education (2003-2006), a top tier social work journal.

College of Liberal Arts

William Davis, Professor – Music, Theatre, and Dance

During his 30 years at Colorado State University, Dr. Davis has accomplished a number of notable achievements in the discipline of music therapy. In 1982, as lead author, the first edition of an Introduction to Music Therapy: Theory and Practice was published by McGraw-Hill. The book is now in its third edition (now published by the American Music Therapy Association) and has been translated into Japanese, Korean, and Spanish. It has been the standard introductory text in many academic music therapy programs across the country and abroad. Dr. Davis has been author of a number of refereed publications on the history of music therapy and other topics appearing in print mainly in the Journal of Music Therapy, the premier publication for music therapy in the United States.

In 1998, Dr. Davis presented a proposal to the American Music Therapy Association, governing body for American music therapy, to develop and house an archive at CSU of materials related to the history of music therapy. This proposal was accepted and today the collection of historical documents, artifacts, and audio visual materials spans about 100 linear feet giving CSU the largest repository in the country for items related to the development of

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music therapy in the United States and to a lesser extent abroad.

Over the last three decades, Dr. Davis has served the profession through various capacities including archivist, historian, President of the Midwestern Region of AMTA, a member of the AMTA assembly of delegates and in various other ad hoc committees. In the spring of 2013 he was awarded the College of Liberal Arts John N Stern Distinguished Professor Award and in the fall of 2013, a lifetime achievement award from the American Music Therapy Association.

Kathleen Kiefer, Professor – English

Throughout her career, Dr. Kiefer taught graduate composition theory courses (including Computers and Composition; Reading/Writing Connections; and Chaos, Complexity, and Writing) as well as undergraduate composition. She designed, developed, and shepherded through the curricular process six undergraduate courses and three graduate courses (all successfully taught and still flourishing in the curriculum). She has authored dozens of teaching and reference modules for Writing @ CSU, the online writing resource that hosts thousands of pages of writing and teaching support materials visited by over a million users each year. Dr. Kiefer has been honored to hold the designation of University Distinguished Teaching Scholar for her efforts in CSU's classrooms and co-curricular sites related to writing and responding to writing.

Dr. Kiefer developed her long-standing interest and expertise in computers and writing in the early 1980s when she co-founded and co-edited *Computers and Composition*. She has continued to research teaching in both physical and virtual computer contexts, resulting in the 1998 publication of *Transitions* (co-authored with Mike Palmquist and others) and more recent publications in *Effective Learning and Teaching of Writing and Computers and Composition*. She actively pursued projects in writing across the curriculum, especially researching commenting practices and professional development of teachers across the curriculum. Most recently, her work has focused on studying complexity theory and the ways in which reading, writing, and thinking can be considered complex adaptive systems. In her 35 years at CSU, she has presented more than 65 papers at international, national, and regional conferences, and has authored or co-authored 34 refereed articles, three composition textbooks, and the *Transitions* study.

As part of her administrative work with the basic writing program here in the 1980s, she developed the Writing Center and continued to supervise it through the 1980s and intermittently through 2001. She worked with colleagues through the 1980s and 1990s to promote WAC efforts on campus. For these and other teaching, research, and professional development efforts at CSU, she was appointed a University Distinguished Teaching Scholar in 2003.

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During her career at CSU, she has served in a number of departmental administrative positions:

- Assistant Chair, Department of English – 2000-2010
- WAC/Writing Center Director – 2000-2001
- Director of Composition, Colorado State University – 1991-1994
- Director of the Writing Center, Colorado State University – 1990-1991
- Director of the Basic Writing Program, Colorado State University – 1979-1990
- Coordinator of the gtPathways Writing Initiative (2012-2014)

Richard Kitchener, Professor - Philosophy

Dr. Richard Kitchener served as a professor at CSU for 32 years. His contributions to the Department of Philosophy, the College of Liberal Arts, the University, and the students of CSU have been outstanding. He is a very well respected teacher and an extraordinarily well published researcher. For six years he served the Department, College, and University admirably as Chair of the Department of Philosophy. He is highly respected in his field of specialization (the philosophy of psychology) and is internationally recognized.

He published over 60 articles and several books that were very well received. He continues an admirable rate of scholarship in retirement with a manuscript in progress and an invited lead article in *The APA Handbook of Ethics in Psychology* recently published. He has a very strong record of teaching and mentoring, perhaps best known for his course on the history and philosophy of scientific thought. He served the academic community in editor and editorial board roles for major journals.

David Milofsky, Professor – English

A valued colleague and national presence in literary publishing, Professor Milofsky has taught at Colorado State University since 1988. For ten years, he directed the Center for Literary Publishing and edited the *Colorado Review* for eleven years. He has published four novels and twenty nine works of short fiction in his career, including one story forthcoming. His work has been recognized with the Colorado Book Award and a number of fellowships, prestigious nominations, grants, and residencies.

Professor Milofsky mentored students as he chaired their MFA thesis and annually advised undergraduates regarding their academic programs. Professor Milofsky has served on several department and university committees including the Post-Tenure Review Committee, the Tenure and Promotion Committee, and the university's judicial panel. He was the Director of Creative Writing and the Chair of the Faculty Committee on Research.

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Sue Pendell, Associate Professor and Department Chair – Communication Studies

Dr. Pendell has been a member of the Communication Studies Department for 35 years. She has a record of outstanding teaching and service to the Department, College, University, and profession. She has served as Chair of the Department of Communication Studies for six years.

She has received numerous awards for service at CSU including the Oliver P. Pennock Distinguished Service Award and the Margaret B. Hazaleus Award for service to women colleagues on campus. She was recently awarded the distinguished service award from the Western States Communication Association. Over the years she served the Western States Communication Association on a variety of committees and in the roles of Executive Director for four years, First Vice President, President-Elect/Primary Program Planner, President, and Immediate Past President. For many years she was a committed and effective member of the Faculty Council, holding nearly every leadership role, including Vice Chair, Chair, and representative to the Board of Governors.

Dr. Pendell taught interpersonal communication, intercultural communication and research methods for many years and received much acclaim from her students, who always found her courses engaging, practical, and useful in their careers. An impressive number of Communication Studies alumni attribute advances in their careers to communication skills learned in Dr. Pendell's courses.

Donna Rouner, Professor – Journalism and Technical Communication

Dr. Rouner served in the Department of Journalism and Technical Communication for 27 years. She is the author of 32 refereed manuscripts published in the leading scholarly journals in communication. She has more than 80 refereed and 25 invited presentations at academic conferences and meetings and has written two textbooks and other miscellaneous articles.

As the result of her work, Professor Rouner has been called a pioneer in narrative persuasion research, having just keynoted an international conference in the Netherlands on narrative impact. She has won several conference paper awards, and has conducted interdisciplinary research work on several federal grants from the National Institutes of Health and the United States Department of Agriculture. Her interdisciplinary work includes work with professors from psychology, nutrition, design and merchandising, and ethnic studies. She has been a visiting professor in the Netherlands, where she helped institute a narrative research program.

Outside of her research, Dr. Rouner received the CSU Alumni Association Best Teacher Award, worked on development of the department's Ph.D. program, and the Master's in Public Health Degree. She has served on Faculty Council, the University Curriculum Committee, the Institutional Review Board, and several terms on the Women's Studies Advisory Board.

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Aside from her many research and teaching accomplishments, Professor Rouner has always been an outstanding citizen of the Department, the College, and the University.

Stephen Schwartz, Professor – English

Professor of English since 1984, Professor Schwartz has taught and mentored students in the creative writing program at both the undergraduate and graduate level. He reports that many of his MFA students have gone on to publish books, short stories, and essays; some have become teachers themselves at major universities as well as writers; and others have taken positions in editing, public relations, or nonprofits.

Since coming to CSU, Professor Schwartz has published five books and more than fifty short stories and essays. His latest collection of short stories, *Little Raw Souls* (2013), was nominated for the American Library Association and *Booklist* for the Andrew Carnegie Medal in Fiction. For previous fiction and nonfiction, he received a National Endowment of the Arts Fellowship, the Nelson Algren Award from the *Chicago Tribune*, and two O. Henry Prize Story Awards, among others. He is frequently invited to give readings, talks, and panel presentations.

Professor Schwartz has served on nearly every major committee in the department, many of them more than once. His service to the Creative Writing program has been notable also. As director of the Creative Writing program, Professor Schwartz claims several significant accomplishments – replacing the comprehensive exam with a portfolio requirement, supervising the creation of a guidance manual for MFA students, and beginning the alumni newsletter. He recently accepted a position as the fiction editor of CSU's nationally recognized literary journal, *Colorado Review*, and has long served on the advisory board of that publication.

College of Natural Sciences

Phillip Chapman, Professor – Statistics

Dr. Chapman joined the CSU faculty in 1983. He was promoted to Associate Professor with tenure in 1989 and to Professor in 2006. Throughout his 31-year career at CSU, Dr. Chapman has served as the sole Experiment Station statistician at the university. In this role, Dr. Chapman has averaged about 300 consulting appointments per year. This number has been noted as extraordinarily high by his peers in similar positions at other universities. These consultations span every one of the colleges at CSU, covering 40+ departments along with various non-academic units.

On the academic side, this consulting activity included helping faculty and graduate students with grant submissions, graduate student research proposals, theses and dissertations, manuscript submissions, and manuscript revision, all of which provided invaluable service to

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the research, outreach, and education mission of CSU. Some of these consultations lead to collaborative research publications, and Dr. Chapman's contributions are recognized in over 100 co-authored publications in top journals from many fields, ranging from the *American Avalanche Review* to *Veterinary Dermatology*. In addition to his consulting duties, Dr. Chapman taught graduate classes to students in Statistics and other disciplines, supervised many M.S. and Ph.D. students in Statistics and has served on very large numbers of graduate committees in other departments at CSU.

C. Michael Elliott, Professor Chemistry

Until his passing on July 2, 2014, C. Michael (Mike) Elliott was an important part of the Chemistry Department at Colorado State University who contributed to many lives through his teaching, research, service, and friendship. Mike joined the Chemistry Department at Colorado State University in 1981. He served as the Chemistry Department chair from 1999 to 2003 and served as the CSU Co-Director for the Colorado Renewable Energy Collaboratory, Center for Revolutionary Solar Photoconversion since 2008. Over his 40 year career, Mike published hundreds of papers covering a variety of topics most notably in the area of materials for solar energy applications. His work has been cited over 5,000 times in some of the most prestigious Chemistry journals. He also held U.S. and international patents on the novel materials he developed.

At Colorado State University, Mike loved spending time with students, and he graduated over 30 Ph.D. and M.S. students and mentored countless others, including undergraduate research students as well as high school students. He was always willing to talk to anyone about their science or his. Virtually every member of the Chemistry Department sought Mike's scientific guidance at some point in their career. During his period as Chair numerous faculty were hired that now constitute a major core of the department leadership. In addition to his time as Department Chair, he also served for over two decades as Chair of the Analytical Division within the Department. As a result, he was part of many important decisions that have shaped the department for the last 30 years.

While at CSU, Professor Elliott taught a wide range of classes from General Chemistry to graduate level Electrochemistry. For many students, Mike's Electrochemistry class became a rite of passage. His unique style (he gave an oral final exam that lasted 2-3 hours) was both feared and respected by the students. Department alumni comment on this course more than any other as a preparation for their future careers.

Finally, numerous distinctions and awards including American Association for the Advancement of Science Fellow, College of Natural Sciences Professor Laureate, Outstanding Science Mentor Award, National Academy of Science Inter-academy Exchange Fellow, and Phillips Petroleum Award for Excellence in Research and Teaching have been given in recognition of his amazing passion for teaching and research.

Kenneth Klopfenstein, Associate Professor - Mathematics

During his 47 year career at CSU, Professor Klopfenstein's focus was primarily undergraduate education, especially pre-calculus and calculus, introductory analysis, and mathematics

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education. Professor Klopfenstein was Co-Director of the Individualized Mathematics Program (IMP) for more than 20 years. He was awarded the Provost's N. Preston Davis Award for Instructional Innovation for his work developing this program.

For the decade following his tenure as Co-Director of the IMP, Professor Klopfenstein supervised the first semester calculus course for physical science and engineering students. He taught the course, coordinated graduate assistants teaching smaller section, and developed resources and teaching strategies to improve the overall success rate. During this time, Professor Klopfenstein collaborated with two Ph.D. students on their dissertation research that involved designing and evaluating strategies for improving students' success in calculus.

Each year for the past three decades, Dr. Klopfenstein taught the junior level transition course MATH 317 Advanced Calculus. The class sessions and course materials were structured to emphasize patterns of thought mathematicians use to formulate mathematical conjectures and to develop and evaluate mathematical arguments. Many students attribute their decision to pursue further studies in mathematics to their experiences in this course. Professor Klopfenstein received the College of Natural Sciences Faculty Undergraduate Teaching Award for his work with MATH 317.

Dr. Klopfenstein served on numerous departmental and university committees, including the Mathematics Department Executive Committee, the Mathematics Department Undergraduate Committee, the Faculty Council, the Faculty Council Executive Committee, the Faculty Council Committee on Faculty Governance, and the Faculty Council Committee on Teaching and Learning. He served on the governing board, as treasurer, and as president of the International Society for Exploring Teaching Alternatives (now the International Society for Exploring Teaching and Learning).

Carl Patton, Professor Physics

Professor Patton came to CSU in 1971 after a stint at Raytheon Research as a Senior Scientist. He is now one of the College of Natural Sciences Professors Laureate, the highest honor for faculty in the College.

Dr. Patton's research program was for many years the largest in the CSU Physics Department. He had 80 grants or awards during his career totaling approximately \$10.1M over the 43 years. One must remember that much of this total came from earlier decades when costs and grants were much lower, so effectively his grant production is much higher. For example, his first grant of \$95K in 1974-1977 would inflate to \$365K today.

His research was in magnetics (both fundamental and applied physics) and it had a home professionally in the Institute of Electrical and Electronics Engineers (IEEE) on the more applied side. Dr. Patton was a Fellow of IEEE (1970), Senior Fellow (1989), and Life Fellow

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(2007). He served on about ten IEEE committees or posts, including Editor-in-Chief for the Technical Activities Board, and as IEEE Magnetics Society President. He is undoubtedly a world figure in his field. He was IEEE Distinguished Lecturer in 1993, IEEE Millennium Medal recipient in 2000, and received the IEEE Lifetime Achievement Award in 2003. He is also a Life Fellow of the American Physical Society, the professional society in the U.S. for physicists.

Dr. Patton counts 29 post-docs and visitors who worked in his lab. Since 2002, he has graduated 10 Ph.D. students. He has had 23 Research and Engineering Apprenticeship Program (REAP) students. REAP helps high school students with STEM interests get laboratory experience.

Dr. Patton has published 255 refereed papers in leading journals in his field. He published nine book chapters. He has given approximately 275 invited talks, including several lecture series.

Warner College of Natural Resources

Joyce Berry, Dean and Professor – Human Dimensions of Natural Resources

College of Veterinary Medicine and Biomedical Sciences

**Carol Blair, Professor
Microbiology, Immunology, and Pathology**

In 1975, Dr. Blair joined the faculty at Colorado State University and rose through the ranks to become full professor in 1985. She served as assistant dean in the college from 1983 to 1988 and then as head of the Department of Microbiology until 1999. She then went back to serve the college as associate dean of undergraduate education from 2000 – 2002 and served as interim department head of Microbiology, Immunology, and Pathology in 2007-2008. When the college or department called her to lead, she invariably answered.

During her 39 years at CSU, Dr. Blair has served on numerous departmental, college, and university standing committees, search committees, and task forces. She has trained more than 60 M.S. and Ph.D. students as major or co-major advisor. Meanwhile, her contribution to didactic teaching has been renowned at the undergraduate and graduate level, particularly in courses with an emphasis in virology. Her dedication to teaching is an inspiration to her students and colleagues alike. She has been a role model to all and a particular inspiration to other women pursuing an education and career in biomedical science.

Dr. Blair is a distinguished research virologist with more than 120 peer-reviewed publications with annual citations that continue to increase in number. She has been well funded throughout her career despite the enormous service and teaching load she has carried. Her service to her specialty includes professional societies, grant review, and manusc

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REPORT ITEM:

Report: Sabbatical Revisions Approved for Academic Year 2014-2015

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The recommendations for changes to sabbatical leaves previously approved for 2014-2015 are listed below. These revisions are reviewed at the Department, College, and University levels and have received approval at each level. The requests have been evaluated and judged appropriate with strict adherence to CCHE guidelines.

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**Colorado State University
 Sabbatical Leave Revisions Academic Year 2014-2015**

College of Agricultural Sciences

Bill Bauerle	Horticulture and Landscape Architecture	Change Fall 2014 to Fall 2015
M. Francesca Cotrufo	Soil and Crop Sciences	Change AY 2014-2015 to Spring 2015
Greg Graff	Agricultural and Resource Economics	Cancel AY 2014-2015
Keith Paustian	Soil and Crop Sciences	Change AY 2014-2015 to Spring 2015

College of Engineering

David Thompson	Atmospheric Science	Cancel AY 2014-2015
Sonia Kreidenweis	Atmospheric Science	Change from AY 2014-2015 to Fall 2014

College of Liberal Arts

Stephen Leisz	Anthropology	Change AY 2014-2015 to Fall 2014
Pena, Anita	Economics	Change from AY 2014-2015 to Fall 2015
Jason Sibold	Anthropology	Change AY 2014-2015 to Fall 2014

College of Natural Sciences

Anne Cleary	Psychology	Cancel AY 2013-2014
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Consent Item

MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.S. degree for his major in Electrical Engineering posthumously. The posthumous degree is to be conferred in conjunction with the May 2015 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

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Report Item

MATTERS FOR ACTION:

Report of Colorado State University-Pueblo Accreditation Schedule for AY 2015-2016.
Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Rick Kreminski, Provost and Executive Vice President for Academic Affairs.

REPORT ON ACCREDITATION SCHEDULE FOR AY2015-2016

CSU-Pueblo as an institution is accredited by the Higher Learning Commission. Special program-level accreditations exist in numerous programs, typically on a 5-year cycle although the period varies by discipline. The CSU-Pueblo Department of Nursing will undergo reaccreditation by the Accreditation Commission for Education in Nursing (ACEN – formerly NLNAC) for the undergraduate programs (traditional BSN, accelerated BSN, and RN to BSN programs) in fall 2015. No other programs have reaccreditation visits scheduled for AY2015-2016.

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 Report Item

MATTERS FOR ACTION:

Emeritus Rank Designation. Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Rick Kreminski, Provost and Executive Vice President for Academic Affairs.

The faculty members listed below have met the qualifications to be awarded the status of Professor Emeritus as set forth in the *CSU-Pueblo Faculty Handbook*.

College of Humanities and Social Sciences

Dr. Dan Forsyth – Professor Emeritus of Anthropology

Dr. Pearl (Penny) Green – Assistant Professor Emerita of Sociology

Dr. Carol Loats – Associate Professor Emerita of History

Jennifer Mullen – Professor Emerita of Mass Communications and New Media

Dr. Flor Maria Rodriquez-Arenas – Professor Emerita of English and Foreign Languages

College of Science and Mathematics

Dr. Scott Herrmann – Professor Emeritus of Biology

Dr. Marta Wallin – Associate Professor Emerita of Physics

Hasan School of Business

Dr. Peter Billington – Professor Emeritus of Management

University Library

Margaret Kleszynski – Associate Professor Emerita of Library Services

Conferral of the honorific Professor Emerita/Emeritus is governed by section 2.2.1.3.1.1 of the Faculty Handbook. It states in part that “The special status of ‘Professor Emeritus’ may be awarded to those persons who meet the following qualifications: a. Have completed at least ten (10) academic years of ranked faculty service to the University and held the rank of Associate Professor or Professor at retirement (in exceptional circumstances, documented by the appropriate Department Chair and Dean, candidates may be advanced who do not meet these qualifications); b. Have fulfilled the responsibilities of a faculty member with demonstrated merit; c. Have retired from regular service to the University. Recommendations for appointment to ‘Professor Emeritus’ status may be initiated by any member of the faculty member’s department or the faculty member’s Department Chair or Dean by the submission of a written request specifying the qualifications of the candidate for Emeritus title.” As outlined in 2.2.1.3.1, retired faculty are awarded certain privileges and opportunities to continue service to the university; in addition, Emeritus faculty have further privileges including attendance at

University commencement exercises and participation in processions, may be awarded office or research lab space (if available and recommended by the appropriate dean), and may collaborate on research and creative activity projects with existing faculty.

In a typical year perhaps five faculty members receive emeritus status; however, last year we had an unusual number of retirements. Narratives below are organized alphabetically by academic unit, and within a unit, alphabetically by last name.

Dr. Dan Forsyth (1983-2014). Professor of Anthropology, College of Humanities and Social Sciences. Professor Forsyth retired in May 2014 after a long and distinguished career at Colorado State University-Pueblo, spanning 31 years including the institution's name change from the University of Southern Colorado. He was hired as an Assistant Professor of Anthropology in 1983, was awarded tenure and promoted to Associate Professor in 1987, and was appointed Professor of Anthropology in 1993. During the 1993-1994 Academic Year, Professor Forsyth was an invited scholar in residence holding a position in the Department of Anthropology at the University of Oslo, Norway. As the only fulltime tenured Anthropologist in the Department during most of his career, Dan was instrumental in designing and maintaining the Anthropology minor. He supported the other academic programs in the department as well through developing a number of classes that were cross-listed in sociology/criminology; at least three of these courses, the Forensics of Bones, Crime and the Mind, and Deviance, Culture & Psychopathology, became favorites among students. Dan's theoretical interests included psychological anthropology, psychoanalysis, human origins, and evolutionary. From 1985- 1987, Dan gave a series of presentations as a Colorado Humanities Scholar, sponsored by the Colorado Endowment for the Arts. In 1991 he received the L. Bryce Boyer Prize in Psychoanalytic Anthropology from the Society for Psychological Anthropology for his manuscript, "What is God? An Answer from Psychoanalytic Anthropology". In 2002 Dan published the book Reinterpreting Freud from a Modern Psychoanalytic Anthropological Perspective. Up to the time of his retirement, Professor Forsyth remained dedicated to the teacher/scholar model. His most recent presentations at professional conferences examined the Obama presidency and, at the time of his retirement, Dr. Forsyth was working on an article "President Obama, Terrorism, and the American Mind," and a book on terrorism in America.

Dr. Pearl (Penny) Green (1982-2014). Assistant Professor of Sociology, College of Humanities and Social Sciences. Professor Green retired in May 2014 after being a ranked faculty member at Colorado State University-Pueblo (and, previously at the University of Southern Colorado) for 32 years. Professor Green was hired in 1983 by the University of Southern Colorado, an institution that was very different than CSU-Pueblo is today – her typical teaching load for years was 8 separate preparations per year. Her passion for teaching and joy in sharing the journey with students was expressed in the many hours she put into developing new courses and developing a strong social psychology emphasis in the curriculum, popular with students in a program that was putting most of its resources into developing a criminology emphasis. Her contributions for the sociology (and psychology, and social work, and women's studies) students who weren't interested in crime and deviance was exceptional: Self and Society; Emotions in American Society; Sociology of the Body; Aging, Culture, and Society; Human Sexuality and Social Behavior; and Hate Crimes. Professor Green served as the Women's Studies' Program coordinator more than once during her career. She created a course to serve as a core requirement for the Women's Studies' minor and was one of a very

small number of faculty that taught Women's Studies classes (often cross-listed with sociology) every semester. Within her own department she developed a number of courses cross-listed with Anthropology to serve the minors in that program. She also served multiple times on the Faculty Senate, her election to that position demonstrating the respect of her colleagues. She also was a member of and served multiple terms on the Academic Policies and Standards Board and the Student Academic Appeals Board.

Dr. Carol Loats (1993-2014). Associate Professor of History, College of Humanities and Social Sciences. Dr. Loats retired last year after giving this institution over 20 years of outstanding service in teaching, research, and service. She was instrumental in the establishment of the Women's Studies minor, serving on its advisory committee up to her retirement. Her research over the years has concentrated on the labor history of women in Europe and how it informs the historical condition of women in the United States. While her research and teaching were outstanding, it is clearly her service to the CSU-Pueblo and the community of Pueblo that demand recognition. On campus she was always willing to give her time as needed, on search committees, advisory committees, and at one point serving as the acting dean for the College of Humanities and Social Sciences. Her service to the community of Pueblo included her long-standing efforts organizing the Young Women's Conference, which in partnership with multiple local agencies brings together at-risk teenage girls for a day-long experience on campus to hopefully change their trajectory in life. Now in its 10th year, Dr. Loats has helped create a foundation that will allow it to continue into the future.

Jennifer Mullen (1990-2013). Professor Mass Communications and New Media, College of Humanities and Social Sciences. Professor Mullen retired from her role as professor of Mass Communications after a career that began at the then-University of Southern Colorado (USC) in 1990. Her time at USC and CSU-Pueblo is marked by a distinguished career that culminated in her service as Chief of Staff to President Lesley Di Mare. Her accomplishments as a faculty member in the Mass Communications Department include Phi Kappa Phi National Honor Society inductee, 2010; voted Outstanding Faculty Member by Associated Students Government, 2004-2005; Public Relations Society of America (PRSA) National Accreditation Chair for the Pikes Peak Region, 1997-2007; Faculty Representative to the CSU System Board of Governors, 2010-2011; chair of the KTSC/RMPBS Community Advisory Board, 2001-2012; and Board member and past president of the Southern Colorado Press Club.

Dr. Flor Maria Rodriguez-Arenas (1995-2014). Professor of English and Foreign Languages (Spanish), College of Humanities and Social Sciences. Over a 19-year career of service, Dr. Rodriguez-Arenas was granted tenure and promotion to Associate Professor and later to Full Professor of Spanish language, literature, and culture at CSU-Pueblo. Dr. Rodriguez-Arenas has an impressive publication record with several articles and books in print with publishers from Europe, North America, and South America, and is still active in her research - a former Fulbright scholar, her area of specialization is nineteenth-century Latin American literature. She has taught at several institutions including the University of Michigan-Ann Arbor, the University of Texas at Austin, Columbia University and CSU-Pueblo. After joining the Department of English and Foreign Languages at CSU-Pueblo in 1994, Professor Rodriguez-Arenas helped to significantly increase the number of Spanish majors and minors on our campus.

Dr. Scott Herrmann (1968-2014). Professor of Biology, College of Science and Mathematics. Dr.

Herrmann began at Southern Colorado State College in 1968 (i.e. he has had 46 years of service at now CSU-Pueblo). Dr. Herrmann's research and scholarly work over the years has been water-based, often studying fish, insects, and other organisms that inhabit primarily local rivers, streams and reservoirs, including most recently studying the effects of heavy metals on biota in rivers and reservoirs, as well as invasive species. He was sole or coauthor on over 20 journal publications and three technical reports as well as a book chapter. He also coauthored a college biology laboratory manual. As PI or coPI, Dr. Herrmann worked on many grants and contracts over the years, from entities such as the Pueblo Board of Water Works; Pueblo County Commissioners; Fountain Creek Watershed, Flood Control and Greenway District; Lower Arkansas Valley Water Conservancy District; New Mexico Department of Game and Fish; Colorado Division of Wild life; National Science Foundation; Colorado Department of Health; US Department of the Interior, US Fish and Wildlife Service; US Department of the Interior, US Bureau of Reclamation; and National Institutes of Health; City of Pueblo. For many of these entities, he received more than one grant or contract over the years. He also received numerous internal grants. He was honored with the outstanding faculty award in teaching for CSU-Pueblo in 2004, and University of Southern Colorado (USC) outstanding faculty awards in 1986 and 2001. He was recipient of researcher of the year award from the local chapter of Sigma Xi (the scientific research society) 11 times. In addition, Dr. Herrmann has been thesis advisor to over a dozen master's students.

Dr. Marta Wallin (1987-2014). Associate Professor of Physics, College of Science and Mathematics. Dr. Wallin began at the University of Southern Colorado in 1987 (27 years of service), and was the physics program coordinator from 2005 through 2014, overseeing the needs of the physics program including scheduling classes, managing the physics operating budget, advising physics majors, and maintaining equipment in the physics student labs. She brought numerous innovative practices to the physics courses, including the use of classroom iclickers, online homework, and other online resources. Her scholarly activities centered on the pedagogy of physics, endeavoring to make the physics curriculum approachable for a diverse student population, both at the university level as well as the K12 level. For example, Dr. Wallin participated in workshops such as the Chautauqua workshop on acting learning in introductory physics courses at the University of Oregon, and Project Kaleidoscope's Revitalizing Physics Curricula at the University of Nebraska, both in 1997. She also participated in a 3-year NSF grant, the Pueblo Project SEEK (Science Education for every kid) program, a \$400K grant over three years, including three-week long summer physics institutes for District 60 elementary school teachers. Dr. Wallin presented on this project at a national meeting of the American Association of Physics Teachers (AAPT). Over the years, Dr. Wallin regularly attended AAPT meetings, both national and the Colorado/Wyoming section - 18 times.

Dr. Peter Billington (1989-2014). Professor of Management, Hasan School of Business. Dr. Billington was recognized as a master teacher through HSB faculty awards in 1996, 1999 and 2005 and in addition was selected as the 1991 recipient of the University of Southern Colorado (USC) Provost's Award for Excellence in Teaching. He has held the Martec Professorship since its creation in 1990. Dr. Billington's commitment to teaching innovation is evidenced by his editorship of the *Business Education Innovation Journal* since 2008. Dr. Billington received his PhD from Cornell University in 1983. In the years that followed he published numerous journal articles including tier one articles in *IIE Transactions*, *Decision Sciences* and *Management Science* as well as numerous book chapters. His refereed research performance continued through his retirement in 2014. In addition to his service as a journal editor noted above, he also served the profession as referee for

numerous journals, a textbook reviewer, and an editor of a conference proceedings. Professor Billington's service at CSU-Pueblo includes time as department chair, as well as roles on many campus and HSB committees, including many leadership positions as committee chair. At retirement he was chair of the HSB Performance Review Committee, as well as a highly valued member of the HSB Assessment of Learning (AOL) Committee. In this role he became known affectionately as "Dr. Dashboard," for his innovations regarding the HSB AOL dashboard. At retirement he served on the CSU-Pueblo Curriculum and Academic Programs Board and the Instructional Technology Advisory Committee.

Margaret Kleszynski (2000-2014). Associate Professor of Library Services.

Professor Margaret Kleszynski retired in 2014 after significant service to the University Library. During her tenure here, Margaret worked diligently in a variety of positions, and was especially dedicated to enhancing the library collection while acquisitions librarian, provided continuity in supervision of various staff, and took on new responsibilities and supervisory roles in Access Services. She continues to promote good will for the library and the university, and has assisted immensely by working part time during a recent period reduction in staffing.

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MATTERS FOR ACTION:

CSU: Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the Student Conduct Code.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Student Conduct Code establishes the policies and procedures by which a variety of disciplinary actions and student judicial reviews are handled at the University. It undergoes periodic revisions every few years.

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Expectations of all CSU Students and Student Organizations

Colorado State University expects students and recognized student organizations to maintain standards of personal integrity in harmony with educational goals; to be responsible for their actions; to observe national, state, local laws and University policy; and to respect the rights, privileges, and property of other people.

A college education is a voluntary association with a community of scholars to explore new ideas, examine ourselves, make new friends, and develop ideals. A university environment is a place where faculty, students and organizations can freely exchange ideas and concepts in an atmosphere of civil debate and dialogue on contemporary issues.

Colorado State University considers this freedom of expression and inquiry essential to student and organizational education and development. All University members may engage in discussion; exchange thought and opinion; and speak, write, or print freely on any subject in accordance with Federal or State constitutions. This broad principle is the cornerstone of education in a democracy. Colorado State University values and respects diversity including political, philosophical and cultural viewpoints.

To protect these privileges and opportunities, the student and organization is responsible for upholding standards reasonably imposed by Colorado State University including, but not limited to academic integrity, personal honesty, tolerance, respect for diversity, civility, freedom from violence, and lifestyles free of alcohol and drug abuse.

The student and organization conduct process is a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and privileges. This process balances the needs and rights of students and organizations with the needs and expectations of the University and larger community. It supports Colorado State University values and community standards with a continuum of responses from disciplinary sanction or restriction to education, counseling and restorative justice.

Students and organizations are treated with care, fairness, tolerance and respect. The needs of the complainant, the respondent, and the community at large are equally important.

By formulating a general code of conduct, the University affirms student and organizational freedoms coupled with full responsibility for individual action including consequences of such action. Students and organizations are members of both the academic community and the larger society, retaining the rights, protection, guarantees, and responsibilities held by all citizens. Students and organizations are also responsible to know and obey the laws of the United States, the State of Colorado, and local governments. Therefore, a student and organization members may be subject to prosecution by law enforcement agencies whether the University initiates disciplinary proceedings or not.

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The University Student Conduct Code defines University intervention or disciplinary action related to the behavior of both individual students and University Recognized Student Organizations. Policies and procedures specific to student organizations are noted in each section.

The Colorado State University General Catalog summarizes a variety of University Policies and Guiding Principles, including the Commitment to Diversity, Freedom of Expression and Inquiry, Freedom from Personal Abuse, Sexual Harassment Policy and Student Rights.

Non-Discrimination Policy Statement: Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression. The University complies with the Civil Rights Act of 1964, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans. The Office of Equal Opportunity is located in 101 Student Services.

Article I: Definitions

A. General Terms

1. The terms University or institution means Colorado State University, Fort Collins, Colorado.
2. The term student includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education; those students who withdraw after allegedly violating the Student Conduct Code; those who are not officially enrolled for a particular term but who have a continuing relationship with the University; those who have been notified of their acceptance for admission are considered students; and persons who are living in University owned or operated housing though not enrolled in this institution. The Student Conduct Code applies to all Colorado State University students enrolled through University programs who are studying abroad or at other remote locations, including the Denver campuses.
3. The term faculty member or instructor means any person hired by Colorado State University to conduct classroom, research or teaching activities or who is otherwise considered by the University to be a member of its faculty.
4. The term university official includes any person employed by the University performing assigned administrative or professional responsibilities. University officials may be full or part-time, or may be student staff members.

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5. The term university premises includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, operated, controlled, or supervised by Colorado State University (including adjacent streets and sidewalks) whether on the main Fort Collins campus or other locations.
6. The term Director means the Director of Conflict Resolution and Student Conduct Services, designated by the Vice President for Student Affairs to be responsible for the administration of the Student Conduct Code.
7. The term Hearing Officer means a University official authorized on a case-by-case basis by the Director of Conflict Resolution and Student Conduct Services to determine whether a student has violated the Student Conduct Code and to impose sanctions when a rules violation has been committed.
8. The term University Discipline Panel refers to the pool of faculty and students authorized to hear appeals of student discipline cases determined by a Hearing Officer.
9. The term Appeals Committee refers to the individual members selected from the University Discipline Panel to consider case appeals.
10. The term shall is used in the imperative sense.
11. The term may is used in the permissive sense.
12. The term policy means the written rules and regulations of the University as found in, but not limited to, the Student Conduct Code; Residential Contract and Handbook; undergraduate, graduate and professional catalogs or policies; faculty manual; athletic policies, and University web pages including the Office of Policy and Compliance. These include policies related to computer use, solicitation, sexual harassment, non-discrimination policies, athletic events, use of facilities, travel, and participation in student organizations.
13. The term Honor Code refers to the following statement adopted by Colorado State University students, faculty, and staff affirming foundational principles of academic integrity.

As a student at Colorado State University, I recognize my active role in building a Campus of Character. This includes my commitment to honesty, integrity, and responsibility within the campus community. As such, I will refrain from acts of academic misconduct. Furthermore, reflecting upon this commitment, I find it my prerogative to conduct myself in a dignified and inclusive manner, taking the initiative to do justice within my institution, be considerate to my peers, and persevere both academically and personally.

14. The term academic misconduct includes but is not limited to:
 - a. Cheating by using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation;
 - b. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper

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acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken;

c. Unauthorized Possession or Disposition of Academic Materials includes the unauthorized selling or purchasing of examinations, term papers, or other academic work; stealing another student's work; using information from or possessing exams that an instructor did not authorize for release to students;

d. Falsification encompasses any untruth, either verbal or written, in one's academic work;

e. Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct.

(Academic Integrity policies may also appear in the General Catalog, the Graduate and Professional Bulletin, the Faculty and Administrative Professional Manual, the Honor Code of the Professional Veterinary School and the School of Public Health, or similar official publications as may be renamed or amended from time to time.)

15. The term Complainant means any person who submits a report alleging that a student violated this Student Conduct Code. When a student believes that she/he is the victim of another student's misconduct the student will have the same rights under this code as the respondent student, even if another member of the University community submitted the report.
16. The term Respondent means any student accused of violating this Student Code.

B. Student Organizations

1. The term University recognized student club or organization means any number of persons who have associated as a group and complied with the formal registration requirements for recognition as a University student organization or sport clubs.
2. The term student organization activity means any activity on or off campus which is group sponsored, initiated, financed, advertised, or attended by a significant portion of the members.
3. The term policy means the written rules and regulations of the University as found in, but not limited to informational resources governing participation in student organizations (see Student Organizations Source Book, Associated Students of Colorado State University Constitution and By-Laws, Greek Statement of Expectations/University Relationship, Alcohol Use and Risk Management Policies, and policies related to the Sport Clubs programs.)

Article II: Student Conduct Code Authority

The Vice President for Student Affairs, acting on behalf of the President of Colorado State University, designates appropriate individuals or entities to administer the University student

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disciplinary system. The responsibilities of these individuals or entities are briefly defined as follows:

1. The Director of Conflict Resolution and Student Conduct Services is designated by the Vice President for Student Affairs and represents the University in student disciplinary matters. As the senior discipline officer, the Director coordinates the entire University student discipline system and reports to the Vice President for Student Affairs. The Director may serve as a Hearing Officer. Conflict Resolution and Student Conduct Services monitors student compliance with all discipline conditions and sanctions and maintains all official student disciplinary records.
2. Hearing Officers are appointed by the Director and are responsible to the Director and Vice President for Student Affairs. The responsibilities of Hearing Officers include preparing notices of violation, collecting information, conducting administrative discipline hearings, making decisions related to disciplinary outcomes, and performing other functions as required in the discipline process.
3. The University Discipline Panel hears appeals of disciplinary decisions rendered by Hearing Officers. The appeal can be initiated by the Respondent(s) or the Complainant(s). The Panel consists of ten (10) faculty members and ten (10) students and is chaired by a faculty member, jointly appointed by the Vice President for Student Affairs and the Provost and approved by the Faculty Council. The University Discipline Panel will serve as a pool of members of the campus community that can be used to create an Appeal Committee to consider appeals of individual cases. The Appeal Committee shall consist of the Faculty Chair, two (2) additional faculty members and two (2) students, all selected from the University Discipline Panel. The Appeal Committee is chaired by the Faculty Chair (or faculty designee) from the University Discipline Panel.
4. Student Conduct Boards may be designated by the Director to hear cases involving student organizations or those in which self-governance is appropriate. Examples include, but are not limited to, the Professional Veterinary Medicine Honor Board and the All University Hearing Board.

Article III: Prohibited Conduct

A. Rules and Regulations

Any student or student organization that commits or attempts to commit the following misconduct is subject to disciplinary sanction.

1. Academic misconduct including, but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form. Specific procedures for cases of academic misconduct are also described in the Academic Integrity Policy in the General

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Catalog, the Graduate Student Bulletin, the Faculty Manual and the Honor Code of the Professional Veterinary School, as applicable.

2. Knowingly furnishing false information to any University official, instructor, office, organization or on any University applications. Intentionally initiating or causing to be initiated any false report; any warning or threat of fire, explosion, or any other emergency.
3. Forgery, alteration, misuse, mutilation, or unauthorized removal of any University document, record, identification, educational material, or property.
4. Disruption or obstruction of teaching, classroom or other educational interactions, research, administration or disciplinary proceedings, residential communities, or participation in an activity that disrupts normal University activities, and/or threatens property or bodily harm or intentionally interferes with the right of access to University facilities or freedom of movement of any person on campus. Disruption or obstruction also includes any form of abuse, threat, intimidation, bullying, coercion, harassment or attempt to influence any person who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of this Student Conduct Code or any federal or state law.
5. Engaging in behavior or activities that obstruct the right of free speech or expression of any person on campus. (For more information, refer to the CSU policy on Freedom of Expression and Inquiry, which addresses student rights and responsibilities related to political expression and contact the Conflict Resolution and Student Conduct Services Office if you believe you have been treated differently because of your political, or other, perspectives.)
6. Abusive conduct, including physical abuse, verbal abuse, threats, intimidation, bullying, stalking, coercion, and/or other conduct which threatens or endangers the physical or psychological health, safety, or welfare of one's self, another individual, a group of individuals or members of a student organization. Abusive conduct also includes any act of domestic violence, dating violence, stalking, and retaliation related to any such incidents, as established in the *Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Stalking and Retaliation* policy.
7. Harassment, meaning verbal or physical harassment on the basis of gender, race, sexual orientation, age, religion, or physical disability, including but not limited to any violation of federal or state laws, or University policy, prohibiting harassment.
8. Sexual misconduct including, but not limited to: obscene, lewd, or indecent behavior; deliberate observation of others for sexual purposes without their consent; taking, sharing, or posting of photographs/images of a sexual nature without consent; possession or distribution of illegal pornography; viewing or posting pornography in public venues; unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct that is severe or pervasive; physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery and sexual coercion; or any similar act in violation of state

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or federal law or the *Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Stalking and Retaliation Policy*.

9. Rioting: aiding, abetting, encouraging, participating in or inciting a riot. Failing to disperse at the direct request of police or University officials.
10. Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting police officers while acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.
11. Attempted or actual theft of, damage to, use of, or possession of other persons' or University property or identity or unauthorized use of such; unauthorized entry, use, or occupation of other persons' or University facilities, property, or vehicles; or unauthorized possession, duplication, or use of University keys or access devices.
12. Illegal use or possession on University property of firearms or simulated weapons; other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals, substances, or materials; or bombs, or incendiary devices prohibited by law. Use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Weapons for sporting purposes may be stored with the University Police, if such service is available.
13. Violations of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, and athletic or other authorized special events. Violation of any University policy, rule, or regulation, which is published in hard copy or available electronically on the University Website.
14. Unauthorized soliciting or selling in violation of the University solicitation policy.
15. Evidence of a violation or conviction of any federal or state law or local ordinance, when supported through the conduct process.
16. Use, possession, manufacturing, or distribution of alcoholic beverages except as expressly permitted by law or University policy. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty one (21) years of age.
17. Use, possession, manufacturing, or distribution of illegal (under federal or state law) drugs including but not limited to marijuana, narcotics, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances are prohibited. Use or possession of prescription drugs other than for the person prescribed, or for use other than the prescribed purpose or amount are prohibited. Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use illegal drugs are prohibited.
18. Abuse of computer facilities or technological resources including but not limited to: unauthorized entry to, or use of computers, access codes, telephones and identifications belonging to the University or other members of the University community; unauthorized entry to a file to use, read, transfer, or change the contents, or for any other purpose; interfering or disrupting the work of any University member; sending abusive or obscene messages or images; disrupting the normal operation of the University computing

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systems; violating copyright laws; or any other violation of the University computer use policy.

19. Abuse of the student conduct system including: failure to obey the notice to appear for a meeting or hearing; falsification, distortion, or misrepresentation of information; disruption or interference with the orderly conduct of a hearing; failure to comply with any requirements involving no contact with Complainants or witnesses or limitations related to access to specific facilities; harassment or intimidation of any person involved in a conduct proceeding; failure to comply with disciplinary sanctions or requirements.
20. Assisting, conspiring, or inciting others to commit any act of misconduct set forth in 1 through 19 above.

B. Prohibited Conduct Specific to Student Organizations (in addition to 1-20 above):

1. Violations of any rules, contracts, or agreements governing: recognized student organizations; Sport Clubs; fraternities and sororities; alcohol use, travel, solicitation, risk management, or hosting of events on or off University property; and participation in or attendance at athletic or other authorized special events. Violation of any University policy, rule, or regulation that is published in hard copy or available electronically on the University Website.
2. Participating in, condoning, encouraging, requiring, or allowing an opportunity for hazing, which includes any act that endangers the mental or physical health or safety of a student, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or student organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is not neutral; they are violations of this rule.

C. Jurisdiction—Individual Students

1. Location

The Colorado State University Student Conduct Code applies to conduct that occurs on University premises and at University-sponsored programs or activities. It also applies to off-campus conduct that adversely affects the University community, poses a threat to persons or property, or may damage the institution's reputation or relationship with the greater community. In addition, Colorado State University, in collaboration with the Fort Collins community, may respond to student violations of community-based laws and ordinances designed to protect civility and quality of life. The Director (or designee) decides whether the Student Conduct Code applies to off-campus conduct on a case-by-case basis.

2. Duration

The University holds each student accountable to the Student Conduct Code from application for admission through the actual awarding of a degree. This includes periods before classes begin or after classes end, during the academic year, and between terms of actual enrollment. The disciplinary process may proceed even if the student withdraws from school while a disciplinary matter is pending.

3. Academic units

Academic faculty, departments and colleges are responsible for establishing orderly procedures for academic and classroom discipline. Each instructor is primarily responsible for communicating standards of academic integrity and classroom behavior, implementing University policy, and responding to behavioral issues. Instructors may consult with and/or refer matters to Conflict Resolution and Student Conduct Services to consider University disciplinary charges or other means of conflict resolution. Faculty actions related to classroom discipline are reported to Conflict Resolution and Student Conduct Services and kept as part of the student disciplinary record.

Procedures for academic misconduct cases are also detailed in the Colorado State University Faculty and Administrative Professional Manual, General Catalog, the Graduate and Professional Bulletin, the Honor Code of the Professional Veterinary Medicine Program, and the School of Public Health as applicable.

4. Violation of Law and Colorado State University Discipline

A student may face both University disciplinary proceedings and criminal or civil litigation charges, since the same factual situation may allegedly violate both the Student Conduct Code and criminal or civil law. University discipline proceedings may happen before, during, or after civil or criminal proceedings. These proceedings are entirely separate; legal outcomes do not affect the university discipline process.

5. Interim Suspensions

When serious charges are filed against a student, whether criminal, civil, or conduct the Director (or designee) may temporarily suspend the student from all or part of the University, including residence halls, until those charges are resolved.

a. Interim Residential Suspension

The student is suspended from residing, dining, or being near University residence halls until the charges are resolved. The student does not lose other University privileges and may attend classes. If the student is under 21, the Director of Residence Life notifies the student's parents of the interim residential suspension. The student must arrange and pay for off-campus housing.

b. Interim University Suspension

The student is denied access to campus, classes, and University activities and privileges until the charges are resolved.

c. These conditions may warrant interim suspension:

- i. To ensure the safety and well-being of University members or residential communities
- ii. To ensure the student's own safety and well-being
- iii. To preserve University property
- iv. To prevent disruption or interference with normal University operations

d. The student is notified in writing of the terms of the Interim Suspension and the reasons for this action. The Director (or designee) typically reviews interim measures as the investigation and discipline process proceeds to determine if adjustments are appropriate. The student may also submit a letter and other relevant documentation to show cause why a continued presence on the campus does not threaten campus safety or operations. The Hearing Officer shall review the information provided by the student and, prior to making a decision, may consult with appropriate University officials, including but not limited to the CSU Police Department or other security personnel.

e. The Interim Suspension does not replace the regular disciplinary process, up to and through a University Hearing, if required.

D. Jurisdiction – Student Clubs and Organizations

Student clubs and organizations enjoy rights and privileges associated with official recognition by the University. They are also subject to disciplinary action for violation of these policies:

1. Student organizations and their members may be held responsible for violations if the misconduct occurs on University property, on premises used or controlled by the organization or its members; or at University or student organization-sponsored activities.
2. Student organizations are encouraged to engage in the practice of effective self-governance. Student members, organizational leaders, faculty/staff advisors, the University Student Organization Office, Campus Recreation/Sport Clubs Programs, All University Hearing Board, Conflict Resolution and Student Conduct Services, and the Vice President for Student Affairs have a shared responsibility for upholding the Student Conduct Code.
3. The officers or leaders of a student organization may be held responsible when such violations are committed by persons associated with the organization who have received consent or encouragement from the organization's officers or leaders or if those officers or leaders knew that such violations were being or would be committed.

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4. The officers or leaders of a student organization may be directed to take action designed to prevent or end such violations by the organization or by any persons associated with the organization. Failure to comply with a directive may be considered a violation of the Student Conduct Code, both by the officers or leaders of the organization and by the organization.
5. Alleged infractions related to the Student Organization as an entity (broader responsibility than the isolated behavior of individual members) will be addressed by the All University Hearing Board. Responsibilities and standards of Sport Clubs, Greek Organizations and other recognized Student Organizations may appear in their respective conduct codes or policies.
6. The appellate jurisdiction over Student Organization conduct hearings will be retained by the Director (or designee). If the Director serves as the original Hearing Officer, the Vice President of Student Affairs shall appoint a three person committee to consider the appeal. The committee shall then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal.
7. All cases may be reviewed by the Director and the Vice President for Student Affairs. In more serious cases or when pervasive patterns of problem behaviors exist, the University may take action concurrently with, instead of, or independently of the All University Hearing Board.
8. Individual members of student organizations are responsible for their own behavior and are subject to the standards and responsibilities as defined in this policy. The Director may choose to initiate disciplinary action against any individual organization member as would be done in the case of any student.

E. Jurisdiction – Fraternities and Sororities

1. Fraternities and sororities are private, independently chartered organizations that may also be officially recognized student organizations. Some chapters have members that reside in a housing facility located off University property. These facilities are neither owned nor operated by the University. Fraternities and sororities are responsible to their Inter/National Organizations through their charter agreements and to the University through the University Relationship Agreement/Statement of Expectations and University recruitment, risk management, and alcohol policies that apply to recognized student organizations through this Student Conduct Code.
2. Fraternities and sororities are encouraged to engage in the practice of effective self-governance. Student members, chapter leadership, student governing councils (Interfraternity, Panhellenic, Multicultural Greek, and National Pan-Hellenic Councils), chapter advisors, University Office of Greek Life, Conflict Resolution and Student Conduct Services, Vice President for Student Affairs, and Inter/National Organization Leadership have shared responsibility for upholding the Student Conduct Code and disciplinary rules affecting Greek Life.
3. The Governing Councils have jurisdiction over all member chapters and colonies. Alleged infractions related to the chapter as an entity (broader responsibility than the isolated behavior of individual members) will be addressed by the All University Hearing Board (AUHB).

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4. The AUHB will follow the general procedures for hearings, decisions, and sanctions as outlined in this policy and the Student Organization Conduct Board Procedures.
5. The decisions of the AUHB may be reviewed by the Director and the Vice President for Student Affairs. In more serious cases or when pervasive patterns of problem behaviors exist, these offices may take action concurrently with or independently of the AUHB.
6. Individual members of fraternities and sororities are responsible for their own behavior and are subject to the standards and responsibilities as defined in this policy. The Director (or designee) may choose to initiate disciplinary action against any individual fraternity or sorority member as would be done in the case of any student living off campus.

Article IV: Student Conduct Code Procedures—Individual Students

A. Charges

1. The discipline process begins when Conflict Resolution and Student Conduct Services receives a written account of the incident: police reports; residence hall incident reports; or reports from faculty, administrative staff, students, other members of the University community, or from outside the University community. Anonymous reports are not sufficient to begin the disciplinary process. In some instances, additional investigation may be warranted in response to an anonymous report and lead to documentation from an identifiable source that warrants charges of a Student Conduct Code violation.
2. The Hearing Officer may decide the incident warrants a University disciplinary hearing and charge the student with one or more Student Conduct Code violations. The Hearing Officer may also seek or conduct an additional investigation.
3. In some cases, the Hearing Officer may offer alternative dispute resolution such as Restorative Justice or mediation, if all parties involved are willing. All parties receive a written summary of the resulting agreements, which are binding and not subject to appeal. If the student violates these agreements, s/he may face additional disciplinary action.
4. Responsible Action Exemption – individual students:
 - a. Background: The health and safety of members of the Colorado State community is a primary concern. Students are encouraged to make responsible decisions in emergency situations that result from alcohol and other drug abuse (to include alcohol poisoning, overdose, serious injury, and victims of sexual assault) and to seek medical attention for someone who is in danger because of intoxication. Colorado State University seeks to remove the barriers that prevent students from seeking the medical attention they need. Therefore, students should alert Residence or Apartment Life staff, the Colorado State University Police Department, Fort Collins Police Department (when off campus) or other university personnel when they or another person are in danger.

- b. **Students Seeking Help for Self or Others – Exemption from Discipline:** Students, both on and off campus, who seek medical attention for themselves or on behalf of another student related to consumption of drugs or alcohol will not be charged with violations from the Student Conduct Code relating to that incident, provided that the student completes an assessment and any recommended treatment by the Hearing Officer. Failure to complete an assessment may result in charges filed with the Office of Conflict Resolution & Student Conduct Services. Parental notification may occur for students that are under the age 21 who have been transported to the hospital in need of medical assistance.
- c. **How to Receive Exemption:** If a student believes he or she qualifies for a disciplinary exemption, he or she must complete the following steps:
 - i. The student who contacts an appropriate resource (i.e. law enforcement or University staff) on behalf of an intoxicated student must remain with the intoxicated student.
 - ii. The student seeking assistance for an intoxicated student must give his/her name to law enforcement or staff.
 - iii. The student who calls, or needed assistance, must contact the Office of Conflict Resolution & Student Conduct Services within three (3) business days of the incident.
 - iv. The students seeking an exemption must submit confirmation to Conflict Resolution & Student Conduct Services an assessment was completed and he or she has complied with any additional educational or treatment requirements of the Hearing Officer.
- d. **Limitations to Exemption:** The disciplinary exemption does not apply to students or student organizations experiencing an alcohol or drug-related medical emergency that are found by university staff (i.e. Residence or Apartment Life staff, Colorado State Police Department, Fort Collins Police Department, Faculty, or Administrative Staff. The help must be sought by, or on behalf of, the student. In cases of repeated violations of the Student Conduct Code, the University reserves the right to take judicial action on a case-by-case basis regardless of the manner in which the incident was reported. The University reserves the right to adjudicate any case in which the violations are egregious. Individual students that make calls to assist other students in medical need will not have a limit on opportunities to receive the disciplinary exemption. Students in need of medical assistance shall receive only one exemption, regardless of who calls for assistance.
- e. **Records:** All proceedings and records directly related to a Responsible Action Exemption will be considered educational and will not be maintained as discipline records. If a student is under 21 years of age, parents may be notified.

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B. Hearing Notification

1. The student (respondent) is notified of the charges in writing, along with the date, time, and location of the hearing. A report of the incident may be included with the notice letter or may be available from the responding law enforcement agency. The student has no less than three (3) business days to prepare for the hearing (unless the student and Hearing Officer agree otherwise) nor typically more than fifteen (15) business days after the student has been notified of the charges (maximum time may be extended at the discretion of the Hearing Officer taking into consideration scheduled breaks and student requests).
2. The letter of notice may contain specific requirements or restrictions, until the matter is resolved through the student conduct process. These requirements could include, but are not limited to, temporary relocation in campus housing, restriction from specific campus locations, or orders prohibiting contact with Complainants or witnesses. The notice letter is sent to the student's current email address on record with the University. The letter may also be served to the student by the University police.

C. Options for Resolution of Disciplinary Charges

1. After reviewing the letter of notice and incident report, the Respondent may either accept responsibility or dispute the charges. If disputing, the Respondent should notify the Hearing Officer before the hearing.
2. If the Respondent disputes the charges, the case may require additional investigation or preparation time. The student or the Hearing Officer may ask to reschedule the hearing to allow more time to prepare. Student requests to reschedule will be considered by the Hearing Officer, based on the totality of circumstances, and may be granted or denied at the Hearing Officer's discretion.

D. Hearings

Disciplinary Hearing Guidelines are as follows:

1. The Complainant and the Respondent may bring an advisor or support person to the hearing, at their own expense. The advisor may be an attorney. The advisor is limited to counseling the student, but may not represent the student and speak on the student's behalf, or participate directly in the hearing. Advisors may not serve in a dual role as a witness in the hearing. Hearing Officers may also consult with or include University Counsel as an advisor at the hearing.
2. Disciplinary hearings are considered private educational interactions between the student(s) and the University. The Complainant, Respondent and their advisors, if any, may attend the entire hearing (excluding deliberations). Others may attend at the discretion of the Hearing Officer.
3. The Hearing Officer may consider relevant records, exhibits and written statements. The Complainant and the Respondent shall have the opportunity to review and

- respond to any reports or statements the Hearing Officer considers, but copies must be requested in writing. Student requests for copies will be considered by the Hearing Officer, based on the totality of circumstances including the sensitive nature of the allegations or information, and may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Conflict Resolution and Student Conduct Services office.
4. The Complainant and the Respondent may present their own versions of the incident to the Hearing Officer. They may include written statements and witnesses.
 5. If the Respondent misses the scheduled hearing, the Hearing Officer may make a decision with the information available.
 6. If the Respondent disputes the charges, the hearing may be recorded. The recording is the property of the University. If a student wishes to obtain a copy of the hearing record, a request must be submitted in writing to the Conflict Resolution and Student Conduct Services Office. This may be done via FAX, mail, or in person. If the student wishes to have a copy, the recording of the hearing must be reduced to a written transcript at the expense of the student and prepared by a certified reporter. Alternatively, the recording may be made available for the Complainant or Respondent to listen to within the Conflict Resolution and Student Conduct Services office.
 7. In disputed cases, the Complainant, the Respondent and the Hearing Officer may bring or request relevant witnesses. If the Complainant or Respondent requests witnesses identified in the report at least two business days before the hearing, the Hearing Officer will make reasonable efforts to arrange for the attendance of the requested witnesses. Witnesses may be present only when they are giving information. Only the Hearing Officer may ask questions; the Respondent and/or Complainant may suggest questions for each other or witnesses. The Hearing Officer guides all questioning and limits repetition/statements. All procedural questions are subject to the final decision of the Hearing Officer.
 8. The Hearing Officer may reschedule the hearing if the case requires further investigation or to accommodate irresolvable scheduling conflicts.
 9. If a case involves more than one Respondent, the Hearing Officer may permit the students to have combined or separate hearings.
 10. The Hearing Officer may accommodate witnesses through conference phone calls or other alternate means. Accommodations may also be made related to concern for their personal safety or fear of confrontation with the Complainant, Respondent, or other witnesses. Possible accommodations include separate facilities, a visual screen, participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means.
 11. The formal rules of process, procedure, or evidence used by the justice system do not apply to the discipline process.

E. Decisions

1. After the hearing, the Hearing Officer decides the outcome of each charge based on the ‘preponderance of evidence’ standard - whether it is more likely than not that the Respondent violated the Student Conduct Code.
2. The Hearing Officer determines appropriate disciplinary action based on the incident’s severity, impact on others, and the student’s past record of conduct violations. Possible actions include limits or conditions, relocation in campus housing, restitution, community service, and/or educational programs and interventions related to alcohol or drug use, ethical decision making, personal counseling, community issues, and restorative justice.
3. The Respondent receives the Hearing Officer’s decision in writing within ten (10) business days of the hearing. The decision includes: determination of responsibility, level of discipline imposed, and a complete description of any sanctions or requirements. In sex offense cases, both the accuser and the accused receive the Hearing Officer’s decision. A copy of the decision may also be sent to other appropriate University offices. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act (FERPA). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution’s final determination with respect to the alleged sex offense and any sanction that is imposed against the accused. The notification shall consist of the determination of responsibility, level of discipline imposed, and a complete description of any sanctions or requirements. In disputed cases, when the Respondent is found responsible for the charges, the notification will also include a summary of the basis for the determination. (Recommended via Title IX)
4. The Respondent may not release decision letters that include victim information to unauthorized third parties. Additional disciplinary charges may apply in the event of unauthorized disclosure.

F. Sanctions

Due to the educational and assessment based nature of the conduct process, the Hearing Officer considers the totality of information provided in determining the appropriate outcomes and sanctions following hearings. The Hearing Officer may impose one or more of these sanctions as appropriate for the student’s personal development and the well-being of the campus community. The following sanctions may be applied when appropriate to individual students. More than one of the sanctions listed below may be imposed for any single violation. If the student fails to complete disciplinary sanctions by the stated deadline, a “hold” is placed on the student’s registration status.

1. No Action

No disciplinary action is taken.

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2. Warning or Written Reprimand

A student is formally warned or reprimanded for minor infractions.

3. General Disciplinary Probation

Probation is for a designated period of time during which the student is required to show appropriate changes in attitude and behavior. Specific sanctions or restrictions may be imposed as a part of this discipline but do not result in loss of good standing with the University. A violation of the terms of General Disciplinary Probation, or subsequent misconduct after discipline, is grounds for further disciplinary action, including loss of good standing, suspension, or expulsion.

4. Loss of Good Standing

Loss of Good Standing status is for a designated period of time during which the student is required to show appropriate changes in attitude and behavior. Specific sanctions or restrictions may be imposed. The student is not in good standing with the University and is prohibited from:

1. representing the University through official events
2. serving on a University committee
3. participating in intercollegiate or Sports Club athletics
4. holding office in a student organization

A student who commits a conduct violation while on in Loss of Good Standing status may face further disciplinary action, suspension or expulsion.

5. Discretionary Sanctions

The Hearing Officer offers or requires educational programs or assignments, Restorative Justice, mediation, community service, individual assessment, counseling, substance abuse education, intervention or treatment, or other discretionary sanctions.

6. Restitution

Compensation for loss, damages, or injury. This may take the form of appropriate service or monetary or material replacement.

7. Grading Penalty

The instructor imposes a grading penalty such as a zero on the assignment, a grade reduction or failure in the class, or loss of the repeat/delete option. This action will be recorded in the student's discipline file. For serious or repeated academic misconduct

offenses with reduced course grade, the student's transcript may be marked with "AM" indicating a "reduction of letter grade for Academic Misconduct."

8. Residential Reassignment

A student may be reassigned to another residence hall room or building for disrupting the residential community or to appropriately separate persons.

9. Residential Expulsion

The student is banned from the residence halls permanently. Since first-year students are required to live in University Residence Halls and manage their behavior to comply with community standards, the Director of Conflict Resolution and Student Conduct Services decides if the student is exempted from that requirement.

10. Disciplinary Suspension

Suspension is for a distinct period of time during which the student may not attend classes, use University facilities, participate in University activities, or be employed by the University for a certain time. In some instances, the student must fulfill specified requirements before the University will consider re-admission or reinstatement. Special conditions may be stipulated for reinstatement at the conclusion of the period of suspension.

Disciplinary suspension is noted on the transcript during the period of suspension and/or until the conditions for re-admission have been met. When the conditions for re-admission have been met, the student may petition for admissions clearance and/or removal of the notation whether or not the student intends to return to Colorado State University. If the petition is denied the student may appeal the decision to the University Discipline Panel.

11. Deferred Suspension

Suspension is deferred while the student participates in a designated program, remaining in school under a strict probationary status.

12. Disciplinary Expulsion

The student is permanently separated from the University and may not return. The expulsion is permanently noted on the student's transcript and will not be removed.

13. Revocation of Admission or Degree

The University may revoke admission or a degree for fraud, misrepresentation, or for other serious violations committed by the student prior to matriculation or graduation. Only the Board of Governors may revoke a degree.

14. Withholding Degree

The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of sanctions imposed.

15. Parental Notification

The University may notify parents when a student under age 21 is found responsible for infraction(s) involving alcohol, drugs, or violence, and is placed on disciplinary probation, suspended, or expelled from the residence hall or University.

G. Appeal of a Disciplinary Decision

1. A Hearing Officer's decision may be appealed to the University Discipline Panel by either the Respondent(s) or Complainant(s). The student appealing must submit a written request to the Office of Conflict Resolution and Student Conduct Services within seven (7) business days after the student is notified of the Hearing Officer's decision. The appeal request must include the reasons for the request and be addressed to the Chair of the University Discipline Panel. Administrative support for the Discipline Panel is provided through Conflict Resolution and Student Conduct Services. Failure to submit a request for appeal in writing within the specified time will render the Hearing Officer's decision as final.

2. Except as necessary to explain the basis of new information not available at the time of the original hearing, an appeal shall be limited to a review of the record of the hearing and supporting documents. The Chair of the University Discipline Panel shall consider the appeal request based on one or more of the following:

- a. Whether the hearing was conducted fairly, giving both the Respondent and Complainant the opportunity to present relevant information. Minor deviations from designated procedures will not be a basis for sustaining an appeal unless there is an adverse effect on the outcome of the hearing.
- b. Whether the decision was based on substantial and sufficient information. That is, whether there was information presented in the case that, if believed by the Hearing Officer, was sufficient to establish that a violation of the Student Conduct Code occurred.
- c. Whether the sanction(s) imposed were appropriate for the violation.

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- d. Whether the decision separates the student from the University through disciplinary suspension or expulsion.
 - e. Whether there is new information not available at the time of the original hearing that may be relevant to the final decision.
 - f. To petition for removal of a disciplinary transcript notation or for eligibility to re-apply to the University after completing the terms of a disciplinary suspension. Appeals are directed to the panel only when the Hearing Officer determines the original terms were not satisfactorily completed.
3. The Chair of the Discipline Panel will review the written request for appeal to determine if an appeal should be granted. After reviewing the request, which may include a review of the record and/or meeting with the parties involved and/or the Hearing Officer, the Chair of the Discipline Panel shall take one of the following actions:
- a. Deny the appeal.
 - b. Return the case to the Hearing Officer or Director of Conflict Resolution and Student Conduct Services for further consideration. The student must abide by the original conditions while the case is under review.
 - c. Convene an Appeals Committee to review the record of the original case.
 - d. Grant a hearing with an Appeals Committee to consider new information not available at the time of the original hearing.
4. When an appeal is granted, the Appeal Committee reviews the record, or schedules a hearing to address new information not available at the time of the original hearing, if necessary. In the meantime, the Respondent must comply with all restrictions from the Hearing Officer's original decision, including separation from University housing, no contact orders, restrictions from specific facilities, suspensions or other conditions. Unless otherwise specified, a student may continue to attend classes while the appeal is pending.
5. When questions of law arise, the Chair may consult with University Legal Counsel.
6. A list of University Discipline Panel members is provided to the Respondent and/or the Complainant(s). The Hearing Officer, Respondent or Complainant may request, to the Chair, the removal of a member of the panel with cause. The Chair decides whether sufficient cause exists to remove members. Members of the panel shall excuse themselves if they have a conflict of interest. The Chair of the University Discipline Panel either chairs the Appeals Committee or selects a Chair from among the faculty members of the University Discipline Panel. The two faculty and two students are selected from the remaining names.

In all cases involving sexual misconduct or harassment, the Director of Equal Opportunity (or qualified designee) shall participate, as a non-voting member, in all deliberations of the Appeal Committee.

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7. If a hearing is granted to consider new information that was not available at the time of the original hearing, it follows the hearing process set forth in Article IV, Section D.
8. The Appeal Committee, upon conclusion of its review, shall do one of the following:
 - a. Affirm the decision, if the Appeal Committee agrees that the information supports the decision of the Hearing Officer. Decisions affirmed by the Appeal Committee are final.
 - b. Return the case to the Hearing Officer for further consideration, which may include recommendations for increasing or decreasing the penalty or addressing additional issues. While the case is being reconsidered, the student must continue to abide by any stated conditions.
 - c. Recommend reversal of the decision, if the Appeal Committee disagrees with the Hearing Officer's evaluation of evidence and does not believe sufficient evidence exists to support a violation of the Student Conduct Code. If the Appeal Committee recommends a reversal, the Chair shall submit a recommendation in writing, as follows:
 - i. In all cases involving suspension or expulsion from the University (whether imposed by the original Hearing Officer or recommended by the Appeal Committee after review), the Chair of the Appeal Committee shall make a recommendation in writing to the Vice Provost for Faculty Affairs and the Vice President of Student Affairs for final review.
 - ii. In all cases involving any form of sexual misconduct or harassment, the Chair of the Appeal Committee shall make a recommendation in writing to the Vice Provost for Faculty Affairs and Vice President of Student Affairs for final review, who may also consult with the Director of Equal Opportunity.
 - iii. In all other cases involving individual student violations of the Conduct Code, the Chair of the Appeal Committee shall make a recommendation in writing to the Dean of Students for final review.
9. The Vice Provost for Faculty Affairs, Vice President of Student Affairs and Dean of Students, as applicable, after review of the recommendations of the Appeal Committee and consultation with others as deemed appropriate or necessary, shall do one of the following:
 - a. Affirm the recommendation of the Appeal Committee;
 - b. Affirm the decision of the original Hearing Officer;
 - c. Return the case to the Director for additional review or to impose alternate sanctions.

If the Vice Provost for Faculty Affairs and Vice President of Student Affairs are unable to agree on the action to be taken, it may be referred to the Executive Vice President/Provost for final action.

H. Other Appeals

1. Housing Re-assignments or Cancellation of the Residence Hall Contract

Residential move appeals are made directly to the Director of Residence Life whether or not an appeal of the entire disciplinary decision is filed with the Discipline Panel.

2. Grading Penalty

If the student disputes a finding of academic misconduct and an associated grading penalty, the student may request a disciplinary hearing through Conflict Resolution and Student Conduct Services. The request must be submitted (or postmarked, if mailed) no later than within thirty (30) calendar days after the next semester's first day of classes of the next regular semester following the date the grade for the course was initially recorded or subsequently revised. If the Hearing Officer clears the charges, the instructor revises the grade, considering only academic performance and disregards the academic misconduct charge. If the Hearing Officer finds the student responsible for academic misconduct, the grading penalty stands and additional sanctions may be imposed.

Article V: All University Hearing Board Procedures

A. Composition

1. The All University Hearing Board (AUHB) is comprised of the seven (7) justices of the ASCSU Supreme Court, a representative from each specific community or area that may be subject to proceedings before the AUHB, to be identified and appointed by the Director, and two (2) staff members from the Office of Conflict Resolution and Student Conduct Services. Each individual on the AUHB shall serve two year terms and be trained regarding conflict resolution and student conduct policies, procedures and philosophies.
2. For each AUHB case to be heard, a committee comprised of AUHB members shall be formed to hear the case and include the following:
 - a. Three members from the ASCSU Supreme Court, who are selected by the President of ASCSU. The Chair of the AUHB committee hearing the case shall be one of these three members and designated by the President of ASCSU;
 - b. One member from the specific community or area of the student organization being reviewed (i.e.: a member of a fraternity or sorority, a sport club, or a faith based organization) as identified and approved by the Director; and
 - c. One staff member from the Office of Conflict Resolution and Student, to be appointed by the Director.

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3. Vacancies will be filled promptly by the responsible party from the areas set forth above. As necessary, alternate members, such as ASCSU leaders or students designated by the Director, who have received appropriate training, may serve to achieve a quorum over academic breaks if appointed members are not reasonably available.

B: Charges

1. Any member of the University or larger community may report alleged misconduct involving a student club or organization. This process is initiated through the submission of a written account of the incident to Conflict Resolution and Student Conduct Services or the respective advising staff or student leaders (i.e. Student Leadership, Involvement, and Community Engagement, Campus Activities, Fraternity and Sorority Life, Sport Clubs, ASCSU). Reports should be submitted as soon as possible after the event takes place. In cases in which a University staff member is notified of an incident from an outside person or entity, the staff member may document the call and prepare the charging report. In cases in which the reporting person fears retribution, the name may be withheld by the reporting staff member at the discretion of the Director. Anonymous calls or reports may warrant additional investigation to substantiate the validity of the complaint.
2. After reviewing the written report, the Director (or designee) determines whether there is sufficient reason to charge the student organization with a violation of the Student Conduct Code through the information provided in the written report or through further investigation. If a hearing is warranted, the case may be referred to the AUHB or hearing officer, depending on the severity of the case or the student organization's conduct history.
3. If the incident is referred to the AUHB, the Chair shall identify members to serve and convene for a preliminary review meeting within two (2) weeks.
4. The AUHB shall review all relevant information, and develop questions for the hearing, review information regarding the organization, and consider restorative opportunities that may repair harm to others caused by the incident.
5. At the conclusion of the preliminary review meeting, the AUHB shall schedule the hearing to occur within one (1) week, and notify the President or designated student leadership of the Respondent as set forth below.
6. Responsible Action Exemption for Student Organizations
 - a. Background: The health and safety of members of the Colorado State community is a primary concern. Students are encouraged to make responsible decisions in emergency situations that result from alcohol and other drug abuse (to include alcohol poisoning, overdose, serious injury, and victims of sexual assault) and to seek medical attention for someone who is in danger because of intoxication. Colorado State University seeks to remove the barriers that prevent students from seeking the medical attention they need. Therefore, students should alert Residence or Apartment Life staff, the Colorado State University Police Department, Fort Collins Police Department or other university personnel when they or another person are in danger.

- b. Exemption from Discipline: Student organizations and their leaders/members that seek immediate assistance from appropriate sources will not be charged with violations of the Student Conduct Code related to alcohol and other drugs, providing that the organization's members and/or the student impacted, including the organization's leaders, completes an assessment and any recommended treatment by the University Hearing Officer. The organization must also cooperate with University officials and procure its members for training or educational programs deemed necessary or advisable by the Hearing Officer. Failure to complete an assessment, recommended treatment or training/ educational programming may result in charges from the Conflict Resolution & Student Conduct Services Office.
- c. How to Receive Exemption: The student and organization that seeks a disciplinary exemption must complete the following steps:
 - i. The student who contacts an appropriate resource (i.e. law enforcement or other University staff) on behalf of an intoxicated student must remain with the intoxicated student. Alternatively, a leader from the student organization may also remain with the intoxicated student.
 - ii. The student seeking assistance for an intoxicated student must give his/her name to law enforcement or staff. Alternatively, a leader from the student organization may also provide his/her name.
 - iii. The student who calls and representative from the organization's leadership must contact the Office of Conflict Resolution & Student Conduct Services within three (3) business days of the incident.
 - iv. The student and/or organization's leadership must work with the organization's membership and submit confirmation to the office of Conflict Resolution & Student Conduct Services an assessment was completed by all members deemed necessary by the Hearing Officer, and that any additional educational or treatment requirements have been completed.
- d. Limitations to Exemption. The disciplinary exemption does not apply to students or student organizations experiencing an alcohol or drug-related medical emergency that are found by university staff (i.e. Residence or Apartment Life staff, Colorado State Police Department, Faculty, or Administrative Staff) or local law enforcement. The help must be sought by, or on behalf, of a student. In cases of repeated violations of the Student Conduct Code, the University reserves the right to take judicial action on a case by case basis regardless of the manner in which the incident was reported. The University reserves the right to adjudicate any case in which the violations are egregious. The University may consider all prior exemptions granted to student organizations in determining whether additional exemptions should be granted. If it is determined that a student organization is engaging in repeat, similar conduct that results in alcohol or drug related incidents that negatively impact the campus or community, exemptions may be denied. No exemptions will be provided related to any activities that may constitute hazing in violation of the Student Conduct Code or Colorado law.

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- e. Records. All proceedings and records directly related to a Responsible Action Exemption will be considered educational and will not be maintained as discipline records. If the incident involves a student under the age of 21, parents may be notified.

C. Hearing Notification

1. All charges shall be presented to the President of the Respondent student organization in written form through the email on file with the University at least five (5) business days prior to the meeting date.
2. The letter of notice will provide a copy of the initiating report(s) and set a time for the hearing. Hearings will be arranged as expeditiously as possible but depending on the academic calendar, may be extended until the AUHB reconvenes following scheduled breaks. The student organization, with the consent of the Director of Conflict Resolution & Student Conduct Services (or designee), may waive the minimum notice requirements through existing waiver forms.
3. The letter of notice may contain specific requirements or restrictions, pending the resolution of the matter through the hearing process as needed to protect the interests of the involved students, student organization, or the University. These requirements could include but are not limited to:
 - a. Restriction of Certain Activities – in some cases, it is necessary to limit specific functions of a student organization, such as social functions or new member activities, pending resolution of the matter through the hearing process.
 - b. Cease and Desist – a temporary suspension of all student organization activity pending resolution of the matter through the hearing process. This includes meetings, practices, philanthropic endeavors, and social gatherings and essentially serves as a “time out” for student organizations until the matter is resolved.
 - c. No Contact Orders - this designation prohibits contact with Complainants or witnesses via text, phone, email, online, in person, in writing, through a third party, or in any other way. If violated, students or organizations may be cited/arrested for harassment and face additional disciplinary action. If a No Contact Order is implemented, the onus is on the Respondent student organization to remove themselves from any situation involving potential contact with Complainants or witnesses.
4. The notice letter will also be sent to the student organization’s local Advisor(s) and inter/national organization (if any) on file with the University.
5. The student organization shall be presumed not to have violated the University Student Conduct Code until such a violation is proven. The standard of proof shall be preponderance of the evidence.

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D. Options for Advisement:

Following notification of the charges, the President and Advisor of the student organization may meet with the designated Chairperson(s) of the AUHB to discuss the charges, options and the disciplinary process.

E. Administrative Meetings and Disciplinary Hearings:

1. Administrative meetings are conducted when Respondent student organizations accept all of the charges outlined in the notification letter sent prior to the meeting.
2. Disciplinary hearings shall be conducted when Respondent student organizations dispute one or more of the charges outlined in the notification letter sent prior to the meeting.
3. Disciplinary hearings will be recorded for appeals purposes. A copy of the record may be requested at the Respondent student organization's expense. The original will be considered the official record of the hearing. Recesses and deliberations are not recorded.
4. In some cases, if the charges are not disputed, alternative resolution through restorative Justice, mediation or other resolution processes may be offered by mutual consent of the parties involved and on a basis acceptable to the Director (or designee). A written summary of these agreements are provided to all parties. These agreements are binding and once entered are not subject to appeal. Failure to abide by the agreements could result in the situation being returned through the AUHB or hearing officer process for possible disciplinary action.

F. Process

Administrative meetings and disciplinary Hearings shall be conducted by the AUHB or hearing officer according to the following guidelines:

1. The student organization may be accompanied by an Advisor or support person they choose, at their own expense. Such advisor may be an attorney. Since the direct interaction with the students involved is essential to the educational relationship with the University, the Advisor is limited to counseling the student(s) present and may not act as a representative of the student organization, speak on the organization's behalf, or participate directly in the hearing. Advisors may not serve in a dual role as a witness in the hearing. The AUHB or hearing officer may also consult with or choose to have University Counsel present at a hearing.
2. Administrative meetings and disciplinary hearings with the AUHB or hearing officers are considered private educational interactions between the student organization and the University. The Complainant, students representing the Respondent student organization, and their Advisors, if any, shall be allowed to attend the entire meeting or hearing at which information is received (excluding deliberations). Admission of any other person to the hearing shall be at the discretion of the AUHB or hearing officer.
3. Pertinent records, exhibits, and written statements, including impact statements, may be accepted as information for consideration. The Complainant and the students representing

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the Respondent student organization shall be allowed to review and respond to any reports or statements the AUHB or hearing officer will consider as the basis for the charges or determination of evidence related to the hearing.

4. The Complainant and the student representatives of the Respondent student organization will have the opportunity to present their own perspective of the incident or events by personal statements, as well as through written statements and witnesses.
5. If the representatives of the Respondent student organization, with notice, do not appear for the hearing, a decision may be made by the AUHB or hearing officer taking into consideration the totality of the information related to the charges available at the time of the hearing.
6. In disputed cases, the Complainant, the student representatives of the Respondent student organization, and the AUHB or hearing officer may bring witnesses and/or ask for relevant witnesses to be called. The AUHB or hearing officer will try to arrange upon reasonable request (at least two days prior to the hearing) witnesses who were identified by or contributed to the report. Witnesses outside of the University community could be asked to participate via conference call or the University staff member who responded to the complaint could appear and present the information from the original complaint. Witnesses shall be present only during the time they are presenting information in the hearing. The AUHB may confer on procedural issues.
7. If information presented in the hearing creates additional need for clarification or investigation, or to accommodate irresolvable scheduling conflicts with key witnesses, the AUHB or hearing officer may reschedule the hearing.
8. If the hearing involves more than one Respondent student organization, the AUHB or hearing officer may permit the hearings concerning each student organization to be conducted either jointly or separately.
9. The AUHB or hearing officer may accommodate concerns for the personal safety, well-being, and/or fears of confrontation/retribution of the Complainant, Respondent student organization, and/or other witnesses during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined to be appropriate.
10. The order of the hearing shall proceed as follows:
 - a. The Chairperson(s) of the AUHB or hearing officer begins the hearing.
 - b. The parties are introduced, and the charges (alleged violations) are read. The Chairperson(s) or hearing officer will confirm that the student was given notice and understands the charges (alleged violations).
 - c. The Chairperson(s) or hearing officer will explain the order of the hearing.
 - d. The Chairperson(s) or hearing officer will review the charges listed in the notification letter and ask the student representative of the Respondent student organization to accept or dispute each individual charge. If charges are disputed, the administrative meeting becomes a disciplinary hearing and the meeting will be recorded for appeals purposes.

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- e. If witnesses have been identified, the Chairperson(s) or hearing officer will explain the order in which witnesses will be called. The AUHB or hearing officer will consider the addition of witnesses and/or evidence that were not previously submitted according to procedure as well as the reason for the late addition(s). The decision to allow the addition(s) is at the discretion of the AUHB or hearing officer.
 - f. The Chairperson(s) or hearing officer asks preliminary questions to better understand the general nature and culture of the Respondent student organization.
 - g. The student representative of the Respondent student organization is asked to share information regarding the alleged violation and pending charges.
 - h. The AUHB or hearing officer may ask questions regarding the information provided and statements made.
 - i. In the event witnesses have been identified, the AUHB or hearing officer will call witnesses, first on behalf of the Respondent student organization, then on behalf of the AUHB or hearing officer. Witnesses will provide information to and answer questions directed from the AUHB or hearing officer. Questions may be suggested by the Respondent student organization and/or Complainant to be answered by each other or by witnesses. To preserve the educational tone of the hearing and appropriately manage the proceedings, the AUHB or hearing officer may ask that all questioning be directed through him/her and use discretion related to limiting repetitive information/statements. Once the witness has made his/her statement and questions have been asked of that person, the witness will be excused.
 - j. At the conclusion of witness statements, the Respondent student organization will have the opportunity to address information/statements presented by witnesses and the AUHB or hearing officer will have the opportunity to ask follow up questions to ensure all of the information is thoroughly understood.
11. After all of the information is heard and understood, the AUHB or hearing officer will take a restorative approach to a solution, including identifying the harm that has been caused and the ways in which the AUHB or hearing officer can support the Respondent student organization in meeting their goals.
 12. Formal rules of process, procedure, or evidence as established and applied in the civil or criminal justice system do not apply to this process.

G. Decisions:

1. After the hearing concludes, the AUHB or hearing officer will review all pertinent information and make a determination related to each of the charges specified from the Student Conduct Code. The determination is based on the preponderance of evidence standard, which indicates whether it is more likely than not that the Respondent student organization violated the Student Conduct Code.
2. The AUHB or hearing officer will have the authority to determine the appropriate level of discipline action taking into consideration: the severity of the infraction; impact on individuals or the community; willingness to remedy the situation; effectiveness of

internally or externally imposed sanctions or restrictions; and the past record of discipline.

3. Written notice of the AUHB or hearing officer decision will be sent to the Respondent student organization within ten (10) business days of the hearing. The notification shall consist of the determination of responsibility, level of discipline imposed, and a complete description of any sanctions or requirements. If the charges were disputed, the notification will include a summary of the basis for the determination. A copy of the decision will also be sent to other appropriate University offices, such as the Office of Fraternity and Sorority Life, Sport Clubs, or the Student Involvement, Engagement, and Community Engagement Office. The University reserves the right to inform parents or appropriate family members of involved students of the disciplinary decisions related to student organizations.
4. Decision letters that include information identifying persons listed as victims may not be released by the Respondent student organization to unauthorized third parties. Failure to comply with this requirement could result in additional disciplinary charges.

H. Sanctions and Disciplinary Status:

These are possible types of disciplinary status that may be levied against student organizations:

1. No Action - The AUHB or hearing officer takes no disciplinary action.
2. Warning or Written Reprimand - A student organization is issued a formal warning or reprimand for minor infractions.
3. Partial Probation – The Respondent student organization is required to change problem behaviors and implement specific plans or remedies over a designated period of time. See Restrictions and Other Educational Sanctions in Discretionary Sanctions for examples. The student organization remains in good standing with the University. If the student organization commits a conduct violation while on partial probation, it may face further disciplinary action, including full disciplinary probation, suspension, or recommendation for loss of recognition as a Colorado State University Student Organization.
4. Full Disciplinary Probation – This is the strictest form of probation imposed by the AUHB. The student organization is not in good standing with the University. Under Full Disciplinary Probation, the student organization is required to undergo significant culture change to address problem behaviors through the implementation of specific plans or remedies over a designated period of time. Further, the organization is required to work with appropriate University offices and/or inter/national organizations to implement this culture change and is expected to show progress toward tangible behavioral changes over a designated period of time. Because the student organization is not in good standing with the University, :

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- a. Individuals may not serve on University committees, panels, or governing bodies on behalf of the student organization
 - b. The student organization may not participate in University-sanctioned events, including, but not limited to: intramural, intercollegiate or Sport Clubs athletic games, Homecoming & Family Weekend, or campus-wide community service events. The student organization may participate in office-sanctioned events at the discretion of the Office of Fraternity and Sorority Life, Sport Clubs, and Student Leadership, Involvement, and Community Engagement Office.
 - c. If the organization commits a conduct violation while on probation, it may face further disciplinary action, including suspension or recommendation for removal of recognition.
5. Suspension of University Registration – Temporary severance of the organization’s relationship with the University for a designated period of time. The AUHB or hearing officer may require the student organization to cease operations and forfeit the rights and privileges associated with recognition by the University for a designated period of time. While on suspension, the student organization may not: represent itself as affiliated with Colorado State University, participate in University events using the name of the suspended organization, recruit new CSU student members, or use University facilities or resources. The student organization must fulfill certain requirements before the University will consider reinstatement.
 6. Recommendation for Removal of Recognition – The AUHB or hearing officer may recommend to the Vice President for Student Affairs recognized student organizations lose recognition after a University Hearing. Approval of this action deprives the student organization of the use of campus resources, the use of the University’s name, and the right to participate in campus sponsored activities. This loss of recognition may be for a specific period, for an indefinite period of time, or until stated conditions are met.
 7. Recommendation for Charter Revocation - An official request to the national office that the local student organization’s charter be revoked.
 8. Discretionary Sanctions:
 - a. Educational Sanctions - The student organization participates in educational programs or assignments aimed at supporting culture change, including but not limited to:
 - i. Implementation of a new program or policy to support officer transition and general membership education,
 - ii. Leadership development, ethics, or values development,
 - iii. Restorative Justice practices or mediation with impacted parties,
 - iv. Risk management plans and programs, including alcohol awareness, event-planning procedures and processes, and development and implementation of risk management teams,
 - v. Use of University programs or workshops to educate the student organization membership on issues identified during the administrative meeting or disciplinary hearing,

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vi. or other related discretionary sanctions.

b. Educational sanctions may include the regular submission of an accountability report to update the appropriate University offices and/or inter/national organizations on progress made toward a sanction.

9. Restitution - The organization compensates for loss, damage, or injury with appropriate service, monetary or material replacement.
10. Restrictions – Restriction of some or all of the organizations activities or privileges, including but not limited to: social privileges, community service opportunities, a limited number of intramural, intercollegiate, or Sport Club games, and recruitment privileges. Specific restrictions will be outlined in the outcome letter sent to the Respondent student organization and may not be tied to disciplinary status.

I. Appeals

1. The Director (or designee) serves as the appellate board for review of decisions made by the AUHB or hearing officer. If the Director serves as the original Hearing Officer, the Vice President of Student Affairs shall appoint a three person committee to consider the appeal. The committee shall then make recommendations to the Vice President of Student Affairs, who will make the final decision regarding the appeal.
2. The Respondent student organization or Complainant(s) may appeal the decision of the AUHB or hearing officer in writing within seven (7) business days from the decision being sent. The appeal request must clearly state the reasons for the request and be addressed to the Director. After seven (7) business days the decision of the AUHB or hearing officer is considered final.
3. The appeal request will be considered based on:
 - a. Whether the original hearing was conducted fairly, giving both the respondent and complaining parties the opportunity to present relevant information.
 - b. Whether the decision is based on substantial and sufficient information.
 - c. Whether the sanctions(s) imposed are appropriate for the violation.
 - d. Whether the decision revokes recognition by the University.
 - e. Whether new information exists that was not available at the original hearing.
4. After reviewing the appellant's request, the Director will take one of these actions:
 - a. Deny the appeal.
 - b. Return the case to the AUHB or hearing officer for further consideration; while the case is being re-considered, the student organization must continue to abide by any stated conditions.
 - c. Grant a hearing to consider new information.
5. If an appeal is granted, the Director will review the record or arrange for a hearing if one is necessary to hear new information. While the decision of the Appeals Committee is pending, the Respondent student organization must comply with all conditions of the decision of the AUHB or hearing officer.

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6. If a hearing is granted to consider new information, the general process outlined under the AUHB procedures will be used.
7. The Director (or designee) may make one of the following decisions:
 - a. Reverse the decision: If the appeal is resolved in the Respondent's favor, the disciplinary decision will be changed to "No Action." If the appeal is resolved in favor of the Complainant, the case is referred back to the Hearing Officer or Director for possible revision of sanctions.
 - b. Affirm the decision: the committee agrees that the information supports the decision reached by the AUHB or hearing officer.
 - c. Amend the decision: the committee agrees that the information supports the decision reached by the AUHB or hearing officer, but takes the opportunity to clarify sanctions or offer additional resources to support the Respondent student organization.
 - d. Return the case to the AUHB or hearing officer for further consideration: the committee believes that additional considerations should be made which could include increasing or decreasing the penalty or addressing additional issues raised through the appeals process. While the case is being re-considered, the student organization must continue to abide by any stated conditions.
8. The Director (or designee) will communicate the decision to the student organization in writing. Unless the case is returned for further consideration, the matter is considered final.

Article VI: Record of Discipline

A. Student Records

1. Conflict Resolution and Student Conduct Services maintain student disciplinary records keeping with the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), subsequent amendments, and implementation guidelines. These records are maintained for seven years from the date of the last disciplinary decision, if the student is no longer enrolled at the University. All disciplinary records are destroyed after this period, except in cases of expulsion. Information regarding a student's disciplinary record is available to University members or offices with a "demonstrated need to know." Disclosure of disciplinary records to others generally requires a written release from the student.
2. Notations of disciplinary action on the student's transcript will be made only by the Conflict Resolution and Student Conduct Services office. Disciplinary expulsion will be permanently noted on the academic transcript and cannot be removed. Disciplinary suspension is noted on the transcript during the period of suspension and/or until the conditions for re-admission have been met. In the case of suspension, when the conditions for re-admission have been met, the student may petition for admissions clearance and/or removal of the notation whether or not the student intends to return to Colorado State University. If the petition is denied the student may appeal the decision to the University Discipline Panel. The "AM" notation by a course grade as a result of academic

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misconduct may only be added to the transcript with agreement of both the course instructor and a hearing officer. That negative notation is generally permanent. A transcript hold may be placed by the Director (or designee) to prevent release of an official transcript while serious disciplinary charges are pending.

3. Should a student wish a copy of the record, a request must be submitted in writing to the Conflict Resolution and Student Conduct Services Office. This may be done via FAX, mail, or in person. Once the request has been received, a copy will be made available to the student after three business days. Alternatively, based on the totality of circumstances including the sensitive nature of the allegations or information, the request for copies may be granted or denied at the Hearing Officer's discretion. If the request for copies is denied, the information may be reviewed at the Conflict Resolution and Student Conduct Services Office.

B. Student Organization Records

Disciplinary records related to Student Organizations are kept on file in the Conflict Resolution and Student Conduct Services Office. FERPA prohibits unauthorized disclosure of information considered personally identifiable to any individual student if that information would be considered part of that student's education record. The general disciplinary findings related to Student Organizations may be disclosed publicly or internally to the University.

Article VII: Victims

A. Records:

In situations involving both a Respondent student(s) (or group or organization) and when a student claims to be the victim of another student's or student organizations conduct, the incident record is considered an education record of each party. This provision allows for alleged victims/complainants to participate in the hearing process and be informed of the determination and sanctions imposed, if any. If the alleged victim is deceased as a result of the conduct, the next of kin of such victim may be treated as the alleged victim with regard to requests for information. The victim may ask to be informed (to the extent permitted by law) of the impending return of the Respondent student to campus, if the Respondent met all conditions of the suspension while the victim remains a student.

B. Support for Victims:

1. The University is committed to providing appropriate support and referrals to victims of crimes or violations of the Student Conduct Code. A victim of another person's unlawful or prohibited actions may seek personal support, explore options, and report the incident.
2. Confidential services are available through the Victim Assistance Team, University Counseling Center, CSU Health Network, and Student Legal Services. Other University

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- agencies may be required by law and University policy to take appropriate action when notified.
3. Victims may receive assistance from other appropriate University resources, such as relocation within or to campus housing; academic support services; notification of appropriate persons/agencies; and at the victim's request, University cooperation in using University procedures to deter harassment or retribution.
 4. Students are encouraged to report complaints of:
 - a. sexual harassment or discrimination to the Office of Equal Opportunity and Diversity;
 - b. crimes to the Colorado State University Police;
 - c. violations of the University Student Conduct Code to residential staff or Conflict Resolution and Student Conduct Services;
 - d. interpersonal and sexual violence to the Office of Support and Safety Assessment, CSU police and Victim Assistance Team (confidential resource);
 - e. violations of their right to free speech in the classroom directly to the instructor involved or applicable department chair or the Conflict Resolution and Student Conduct Services Office.
 5. Sexual Misconduct Reporting Exemption: The University encourages reporting of sexual misconduct by the impacted party or others who are aware of sexual misconduct incidents. To encourage reporting, it is the practice of CRSCS to not charge reporting parties for other, lesser violations of this Student Conduct Code that may be related to the sexual misconduct incident. For example, a student who may have been under the influence of drugs or alcohol at the time of experiencing or witnessing a sexual misconduct incident will not be charged with drug or alcohol violations under this code.

Article VIII: Interpretation and Revision

Under the authority of the President, any question of interpretation or application of the Student Conduct Code shall be referred to the Vice President for Student Affairs (or designee) for final determination. The Student Conduct Code shall be reviewed a minimum of every three years under the direction of the Vice President for Student Affairs, in consultation with the General Counsel and subject to the approval of the University President and Board of Governors.

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Proposed Student Conduct Code Edit Summary

Code Section	Summary of Proposed Change	Rationale
Entire Code	<p>Utilized defined terms and acronyms to minimize repetitive references to various offices, employment positions, appeal committees and student hearing boards</p> <p>Increased use of inclusive, gender neutral language and avoided references to he/she and his/her</p>	This eliminates repetitive and language, improves the reading of the overall document, and enhances inclusivity.
Article III, Section A, Paragraph 6 (Page 5)	Incorporates domestic violence, dating violence, stalking and retaliation into definition of “abusive conduct,” and incorporates by reference the University policy that prohibits these acts of interpersonal violence.	This harmonizes existing University policy and legal requirements with the Student Conduct Code.
Article III, Section A, Paragraph 7 (Page 6)	Incorporates by reference the University policy that prohibits sexual misconduct.	This harmonizes existing University policy and legal requirements with the Student Conduct Code.
Article III, Section C, Paragraph 5(d) (Page 9)	Modifies the existing policy of allowing a student to request a show cause hearing on why the student should not be on interim suspension to requiring a request to be in writing. This changes the process from a show cause hearing in person to review of a letter and any relevant documentation from the student.	This change enhances efficiency while still giving students who are placed on an interim suspension a meaningful opportunity to be heard. After a student is placed on interim suspension (which occurs in serious cases that typically involve some threat or risk of violence or in interpersonal violence cases), the student may submit a request for the interim measures to be modified based on their circumstances. This may impact housing, academics and other important facets of the student’s life,

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		while also having University review related to campus safety.
Article IV, Section F, Paragraphs 3 and 4 (Page 15)	Currently, two sanctions included “General Disciplinary Probation” and “General Disciplinary Probation, Loss of Good Standing.” This section bifurcates those two sanctions and clarifies what each of them means.	The two separate sanctions, which both contained the title “General Disciplinary Probation” caused confusion. This change separates the two clearly.
Article V, Section A, Composition of Hearing Board (Page 20)	<p>This section updates the composition of the All University Hearing Board and provides for a reduced number of members to hear each case. Currently, the AUHB is comprised of “seven and up to eleven students” from the Greek community or ASCSU, who then hear each case. The new composition would create a pool of members who could serve on hearing committees for specific cases, while also reducing the number of students on each hearing committee. The AUHB pool would consist of the seven (7) justices of the ASCSU Supreme Court, a representative from each specific community or area that may be subject to proceedings before the AUHB, to be identified and appointed by the Director, and two (2) staff members from the Office of Conflict Resolution and Student Conduct Services.</p> <p>However, for each AUHB</p>	<p>Reducing the size of the AUHB will enhance efficiency in reviewing cases, improve training opportunities and enhance consistency in the review and outcome of cases.</p> <p>It also ensures that at least one member is appointed from the community or area of the organization. For example, if the incident involved a sports club, a sport club member would be involved in the review.</p> <p>The addition of a staff member appointed by Conflict Resolution and Student Conduct Services helps ensure there is a trained professional to provide consistency and expertise for the AUHB over time, as there will be fairly frequent student turnover.</p> <p>Importantly, the revised composition is supported by existing AUHB members and the ASCSU President. While the revised AUHB hearing committees will be smaller</p>

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	case to be heard, a committee comprised of five members including three members from ASCSU, one member from the area of the incident (such as Greek life, sports clubs, or a religious organization), and a staff member designated by the Office of Conflict Resolution and Student Conduct Services.	and more agile, both the AUHB and the hearing committees it retain a student focus.
Article V, Section B, Paragraphs 3-5 (Page 20)	These paragraphs establish a preliminary review process and timelines for the AUHB to convene, conduct a preliminary review of an incident and the organization involved, and plan for the official hearing with the organization	This establishes timelines and enhances efficient review by the AUHB.
Article VI, Section A, Paragraph 2 (Page 29)	Provides for a transcript hold to be placed while serious disciplinary charges are pending.	In many instances, students charged with serious violations of the Code that may result in suspension or expulsion may withdraw from CSU, and seek admission at an alternate institution. This has become more prevalent in sexual misconduct cases. Providing for a hold that prevents release of a transcript until the disciplinary charges are resolved helps ensure accountability and prevents a student from “slipping through the cracks” at another institution if found responsible for serious Code violations.
Article VII, Section B (Page 30)	Minor updates to information regarding victim support and reporting.	Minor updates to reflect accurate office titles, confidential resources and reporting options.

ACADEMIC POLICIES

Students are advised to become familiar with the academic policies of CSU-Global Campus. Each student owns the responsibility to comply with these policies.

Academic Calendar

The CSU-Global academic calendar consists of 12 eight-week terms, split into three trimesters (Fall, Winter, and Spring) of four terms each. A student is placed into one of two registration tracks (Burgundy and Gold) based on their initial enrollment. For financial aid purposes, the academic year is defined as two consecutive trimesters.

Registration Tracks (Burgundy and Gold)

There are up to three (3) terms available for students in each trimester and nine (9) terms within the year. Students in the Burgundy track can take classes in any term except the "D" term in each trimester. Students in the Gold track can take classes in any term except the "A" term of each trimester. Due to federal requirements for monitoring Satisfactory Academic Progress (SAP), registration track switches are generally not permitted.

The academic calendar is provided in this catalog. In case of unforeseen changes, students should refer to the Academic Calendar posted in the Student Portal for current information regarding calendar updates and upcoming term starts.

Course Registration

Course registration opens approximately 60 days prior to the start of the term. Continuing students may be able to self-register prior to this time through the Student Portal.

Course registration closes the Friday prior to the start of the term. Late registration requests must be approved by the Office of Student Success or the Office of the Registrar.

Courses open for registered students at least 48 hours prior to the term start date.

Grades

Grades are due from faculty approximately one (1) week after each term ends, and will be available on transcripts once they are finalized.

Student Rights and Responsibilities

CSU-Global Campus was established to meet the needs of nontraditional learners in the state of Colorado and beyond with fully online degree programs in career-relevant disciplines. CSU-Global programs are designed based on the best practices of adult and online learning theory in an accelerated online format (8 week terms). Faculty and staff are committed to the success of CSU-Global students. In order to support student success and maximize educational benefit, CSU-Global has established the following student rights and responsibilities.

Student Rights

- To expect that student-faculty and student-staff interactions will meet the highest standards of academic dialogue.
- To interact with faculty and staff members who are responsive, participatory, dedicated, and committed to student learning and success.
- To engage with faculty and staff members who demonstrate excellence and expertise in their discipline and scope of responsibility.
- To expect that faculty and staff members will be leaders in adult and online learning as well as experts in their specific content areas.
- To receive reasonable accommodations when extenuating circumstances prevent successful completion of academic requirements.
- To receive guidance in identifying and applying the tools required for successful course and degree completion.
- To respectful self-expression.
- To engage in a dynamic learning process and dialogue with faculty members and peers.
- To participate in and learn from a multi-cultural learning experience.
- To clarify and respond to concerns and questions that may arise from academic discourse.

- To raise questions and request clarification from others with regard to issues and opinions that arise during academic discourse.

Student Responsibilities

- To engage fully in class activities and assignments based on best practices in adult and online learning theory. This may include being active online an average of 3-4 times per week and completing assignments by their due date. This will ensure the maximum educational benefit is received from our accelerated, participatory curriculum design. Specific requirements may vary by instructor.
- To assume financial responsibility for tuition payments and fulfill all financial obligations.
- To be aware of all university policies and processes required for degree completion and to comply with those policies and meet required deadlines as documented in the Academic Catalog and other communications.
- To meet requirements regarding minimum academic standards and course completion in order to maintain financial and academic eligibility for enrollment. *Please see the "Satisfactory Academic Progress" section on page 41 for more information.*
- To engage with others in a professional and respectful manner within all CSU-Global environments.
- To take responsibility for initiating and pursuing communication through all available means (both phone and email) when questions, concerns, or obstacles are encountered.
- To acquire the technical and academic skills necessary to successfully complete coursework.
- To own or maintain consistent access to equipment and internet connectivity required for engagement in the online learning environment.
- To maintain academic excellence and practice academic integrity in all its shapes and forms. This includes submitting original work supported by research and citing references as required.
- To use the CSU-Global email account as the official means of communication with the university, including

its staff and faculty. This account will be used for important student notifications.

The Student Code of Conduct

Members of the CSU-Global community are expected to observe all laws and to respect the rights and privileges of other members of the community. As a community, CSU-Global has the obligation to establish those regulations that best serve and protect its integrity as an institution of higher learning and the rights, dignity, and integrity of the members of the community. All CSU-Global students are expected to adhere to the following code of conduct:

Property

- Access CSU-Global courses only for lawful purposes including but not limited to: using only authorized accounts, files and access codes; protecting access privileges from third party users; taking no action by which a student will knowingly disrupt computing services, violate copyright laws, or other university policies; and respect for and proper use of all university property and systems.
- Refrain from theft of any university property whether physical or virtual.

Records

- Maintain academic integrity and honesty in accordance with academic policies, grading, APA, and copyright policies.
- Submit only true and accurate documentation and information including but not limited to: the application for admission; any university forms, requests, or petitions; and registration or withdrawal information.

Classroom Behavior

- Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner.
- Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

ACADEMIC POLICIES

- Respect the professional authority of the faculty within the classroom and maintain an environment free from bullying, threats, harassment, or coercion related to grading and the application of institutional policies and procedures.
- Abide by all university policies, rules, regulations and responsibilities including, but not limited to: Students Rights and Responsibilities; Student Code of Conduct; Sexual Harassment; and Policies for Student with Disabilities. Agree to be subject to disciplinary actions as described in the Academic Catalog.
- Maintain adherence to all applicable federal, state and local laws.

Alcohol and Drug Prevention Program and Policy

Under the "Drug Free Workplace Act of 1988" CSU-Global is required to notify all employees and students of its specific alcohol and drug policy program.

The elements of the policy and program include consequences that may follow the use of alcohol and other drugs, and sanctions that may be applied. The law requires that individuals be notified of possible sources of assistance for problems that may arise as a result of use.

The policy is intended to educate the university community about the health risks associated with the use and abuse of alcohol and other drugs and about the resources available for counseling and therapy. In addition, in order to assure a work and learning environment that supports the mission and properly function, CSU-Global prohibits unlawful possession, use, or distribution of alcohol or illicit drugs by faculty, staff, or students.

CSU-Global encourages individuals with alcohol or other drug related problems to seek assistance.

Counseling and Support Services

Substance Abuse and Mental Health Services Administration – SAMHSA (www.samhsa.gov)

24/7 Treatment Referral Line: 1-800-662-HELP (4357)

CSU-Global will also provide additional information on local, state, and national resources for those seeking assistance with substance abuse.

Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol or illicit drugs may also lead to a referral to the appropriate local, state, and/or federal authorities for prosecution for a misdemeanor or felony, depending on the nature of the offense. The sanctions for such offenses may include fines and/or imprisonment.

Anyone found consuming or selling illegal drugs on university property shall be subject to discipline on a case-by-case basis. In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol. A case may result in university dismissal and additional state penalties and sanctions may also apply.

Federal Financial Aid Penalties for Drug Violations

The Higher Education Opportunity Act states students convicted for an illicit drug violation can be denied federal financial aid for a specific period, in addition to other legal penalties. Students who have been convicted of a drug related offense are required to submit the Drug Eligibility Worksheet to determine if the conviction affects aid eligibility. Students who fail to answer the question or who falsify their response may be disqualified from receiving federal financial aid or face fines, imprisonment, or both.

Federal guidelines further state that Pell Grant recipients must certify that they will not engage in unlawful activities related to controlled substances while receiving the grant.

More information about federal penalties and sanctions is located at <http://www.justice.gov/dea/druginfo/ftp3.shtml>. If the student was convicted of both possessing and selling illegal drugs, the student may be ineligible for the longer period.

Possession of Illegal Drugs

- First offense: A student loses eligibility for federal financial aid for one year from the date of conviction.
- Second offense: A student loses eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: A student has indefinite ineligibility for federal financial aid from the date of conviction.

Sale of Illegal Drugs

- First offense: A student loses eligibility for federal financial aid for two years from the date of conviction.

- Second and subsequent offenses: A student has indefinite ineligibility from the date of conviction.

How to Regain Eligibility

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must:

- Include at least two unannounced drug tests, AND
- Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program.

Students denied eligibility for an indefinite period can regain it after successfully completing a rehabilitation program, passing two unannounced drug tests from such a program, or if a conviction is reversed, set aside or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. The student is responsible to certify that a rehabilitation program was successfully completed. As with the conviction question on the FAFSA, CSU-Global is not required to confirm the reported information unless conflicting information is determined.

Convictions During Enrollment

Federal regulations require enrolled students receiving federal financial aid to notify the university immediately if convicted of a drug offense. They may become ineligible for further federal financial aid and must repay federal financial aid received after the conviction.

Violations of Student Code

Disciplinary proceedings may be instituted against a student charged with a violation of federal, state, or local criminal law and this Student Conduct Code without regard to the settlement of civil or criminal litigation in court or criminal arrest and/or prosecution. Proceedings under the Student Conduct Code may be carried out prior to, simultaneously with, or following off-campus civil or criminal proceedings at the discretion of the Provost or his/her designee. Determinations made or sanctions imposed under this Student Conduct Code shall not be subject to change because criminal or civil charges arising out of the same facts giving rise to violations of university rules were dismissed, reduced, or resolved in favor of or against the criminal or civil law defendant.

Students who are found to be in violation of the code of conduct may be subject to disciplinary action including, but not limited to: loss of credit, warning, degree revocation, probation, suspension, or permanent expulsion. Reports of violation of the code of conduct may be submitted, by any member of the CSU-Global community, to the Office of Student Success. Those submitting a report should supply documentation demonstrating or describing the violation. Reports of misconduct will be investigated by the Office of Student Success or by a panel appointed by the Provost. Investigations must be completed within three (3) weeks of receipt of the report. After review, a determination of action will be made and the student will be notified within one (1) week of the decision for action. Students may appeal the decision by submitting their request and documentation to the Provost within two (2) weeks of receipt of the decision for action. No later than three (3) weeks from receipt of the appeal, the Provost or his/her designee will notify the student of the final decision of the appeal.

Academic Dishonesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the Program Coordinator and the Office of Student Success prior to implementation of punitive action. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any lesser penalty which the instructor finds appropriate.

To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the Provost. Students who require contact information for the program faculty should contact the Office of Student Success.

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Provost who may initiate additional disciplinary action. A student may appeal the decision to the Provost.

Specific Acts of Academic Dishonesty

The following misconduct is considered by the university to be acts of academic dishonesty. This is not intended to be an exhaustive list of all acts of academic dishonesty, but

ACADEMIC POLICIES

should be used as a guide to help faculty and students understand what constitutes academic dishonesty.

Cheating. intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Academic exercises include all forms of work submitted for credit.

Fabrication. Intentionally and unauthorized falsification or invention of any information or citation in an academic exercise; or of documentation meant to excuse or justify adjustments related to attendance or completion of work (exams, exercises, etc.)

Facilitating Academic Dishonesty. Intentionally or knowingly helping another to violate a provision of the institutional code of academic integrity.

Plagiarism. The deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgment. Plagiarism includes submission of work written in part, or in whole, by a family member, friend, or associate.

Unauthorized Collaboration . Intentionally sharing information or working together in an academic exercise when such actions are not approved by the instructor. Individuals may study together but all work submitted for credit must be the unique work of the individual student.

Re-Using and Re-Purposing One's Own Work

CSU-Global assignments are designed to build professional skills, develop critical thinking, and ensure students are able to meet the learning outcomes of each course. In order to accomplish these goals, the re-use and re-purposing policy limits the amount of prior work that can be recycled or reapplied in either a repeated or subsequent course. No more than 20% of an assignment's content should consist of quoted material (from either an external source or your own previously submitted content) unless the student has obtained permission from their current instructor. This policy allows for use of a limited amount of prior research, data, or quotes while ensuring that up-to-date analysis and application are being made to address the unique course assignment and learning outcomes. When repeating a course, students should plan to submit newly created work.

Classroom Expectations

The instructor is responsible for setting standards for all physical or virtual classroom conduct, behavior, and disci-

pline. Only enrolled students, administrative personnel, and persons authorized by the instructor are permitted access to physical or virtual classrooms. University policy and Colorado state law prohibit all forms of disruptive or obstructive behavior in a physical or virtual classroom or any action which would disrupt scheduled academic activity. All communications with instructors, whether in class, face-to-face, on paper, or by telephone, email, or other means are subject to the same standards for conduct, behavior, and discipline as classroom behavior. Standards of conduct outlined elsewhere (Student Conduct Code, Sexual Harassment Policy, etc.) also apply.

Plagiarism Policy

CSU-Global expects each assignment, and course room submissions, to represent the original work of the individual student. Approximately 70% of the content should be the student's original thoughts, analysis, and synthesis of course material. Paraphrasing, with proper citations, is considered appropriate analysis in supporting student's thoughts. CSU-Global integrates an originality check with each student's assignment submission. CSU-Global accepts an overall originality check similarity score of 30% or less, with no more than 20% of the student's paper containing quoted material. Quoted material should be used with discretion and include correct formatting in compliance with the CSU-Global Guide to Writing and APA. Incorporating and citing scholarly articles supports concepts and facts present in the student's analysis and writing, as acknowledging sources is the primary focus for preventing plagiarism.

Plagiarism offenses are to be reported to the Office of Student Success who will record offenses, instruct Faculty of needed interventions, and communicate with students as appropriate.

First Offense. Faculty will inform the Office of Student Success of any suspected case of plagiarism. The Office of Student Success will check for prior reports of plagiarism. Upon confirmation of a first offence the Office of Student Success will notify instructor to educate student(s) in identifying and preventing instances of plagiarism and request a follow-up email to the student with a copy sent to the Office of Student Success to document communication regarding the situation with the student. The Office of Student Success will record the instance in the Plagiarism Log and in the student's record. There will be no penalties for the first offense. The student will be provided with the option to resubmit the assignment. Grading of all work will

be completed in alignment with the assignment grading rubric.

Second Offense. Faculty will inform the Office of Student Success of any suspected case of plagiarism. Upon confirmation of a prior offence, the Office of Student Success will notify instructor, ask that the instructor discuss the situation with the student, and determine if the work should be re-done or if a grade of zero should be given. Instructor will send a follow-up email to the student to document the discussion with a copy sent to the Office of Student Success. The student will be required to review CSU-Global APA tutorials and make an appointment with tutors to review any working being resubmitted or, if nothing resubmitted, at least one upcoming class assignment. The Office of Student Success will notify the student of CSU-Global requirements and policy and the consequences of failure to meet requirements. The Office of Student Success will record it in the Plagiarism Log and student record.

Third Offense. Faculty will inform the Office of Student Success of any suspected case of plagiarism. Upon confirmation of prior offenses, the Office of Student Success will notify the instructor of the subsequent offense and the student will receive a grade of zero for the assignment(s). Instructor will contact the student to explain why the student is not receiving points, and send a follow-up email detailing the discussion with a copy sent to the Office of Student Success. The Office of Student Success will contact the student to notify them that they are on disciplinary warning and that further offenses may result in dismissal from the University. The Office of Student Success will record the offense in the student's file and in the Plagiarism Log. At the discretion of the Provost, the student may face immediate dismissal from the university.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) applies to all students and denotes successful completion of coursework towards a degree in each trimester. Students who fail to achieve minimum standards for grade point average and/or course completion rate (CR) in a Maximum Time Frame (MTF) will face academic consequences; up to and including university withdrawal and loss of eligibility for all types of federal and state aid administered by CSU-Global.

The following credit hour guidelines are used when determining Satisfactory Academic Progress:

- All CSU-Global credit hours attempted and earned are counted in the evaluation of SAP.

- All transferable credits are counted as credit earned and will count towards MTF and CR but *not* in the cumulative GPA calculation.
- Incomplete grades in courses will count as credits attempted but not earned until the final grade has been posted, at which point SAP will be re-calculated for MTF, CR, and cumulative GPA with the final grade.
- All repeated courses count as credits attempted but not earned and count toward MTF and CR. Repeated courses do not count toward cumulative GPA except for the final grade received on the last repeat of a course.
- Course withdrawals (grades of W) count as credits attempted but not earned, and count towards MTF and CR but not toward cumulative GPA.
- For students who change degree programs, all credits attempted and earned which count toward the degree-granting program also count in MTF, CR, and cumulative GPA. Students on SAP Probation are ineligible to transfer to another program until SAP has been met or an appeal has been approved.

Good Academic Standing

All students will be evaluated for SAP at the end of each trimester. To remain in Good Academic Standing, students must maintain the following standards:

Undergraduate Students

To remain in Good Academic Standing, students must maintain a cumulative grade point average (GPA) of at least 2.00 and a minimum course completion rate of 67% of all courses attempted. The MTF for undergraduate programs is 150% the normal duration of program as measured in credit hours.

Graduate Students

To remain in Good Academic Standing, students must maintain a cumulative grade point average (GPA) of at least 3.00 and a minimum course completion rate of 67% of all courses attempted. The MTF for graduate programs is 150% the normal duration of program as measured in credit hours.

Academic Issues Alert

Students may receive an Academic Issues Alert at the end of their first term of enrollment at the university if their cumulative GPA falls below the requirements for Good

Create | Innovate | Diversity | ²⁵⁸Aspire



John Gravidahl, Artist

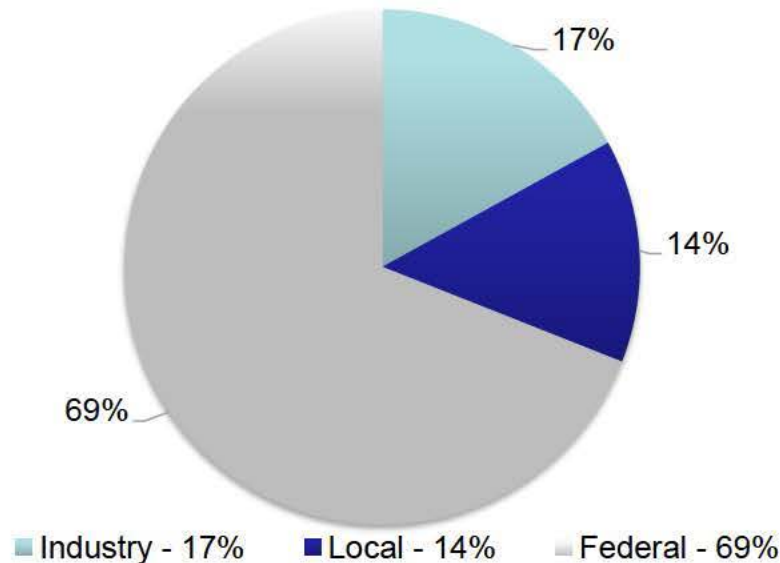
State of Research at Colorado State University May 7, 2015

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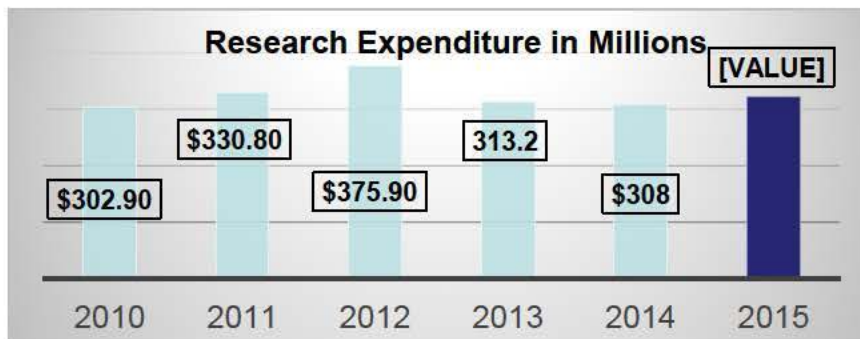
Alan S. Rudolph
Vice President of Research

State of...By the Numbers...²⁵⁹

Our Investors FY2014



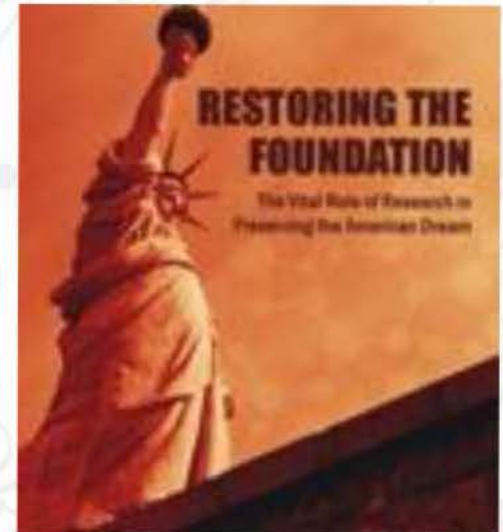
- \$308 Million total annual research and development expenditures
- 24% increase in industry sponsorship
- 4.7% increase in total # of awards received
- 14% increase in award dollars received
- **Innovation and Tech Transfer:** inventions 122, Patent Apps 160, Issued Patents 49, Licenses 41, 500 jobs by CSU Start Ups
- FY15 YTD 5% increase in project expenditure



Future Trends

260

- Teaming solutions across diverse partnerships are needed to solve complex problems and to diversify during increased federal funding pressures
- Impacts in innovation and translation of discoveries are sought passionately and in new ways by CSU faculty and staff
- Maintaining our excellence will require attention to investing in our research infrastructure and reducing regulatory and compliance burdens
- Increasing interest in Food Energy Water dynamics, sustainable and resilient systems and ecosystem and urban science and translational medicine/One Health



National Academy Science
Report Summer 2014

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Urban Resiliency and Sustainability²⁶¹

- **Multiple project and public/private partnerships in**
 - Watershed management
 - Grey Water conversion to Ag use
 - Colorado Water Watch program
- **SoGES/Future Earth** Colorado (CSU/CU) chosen as the U.S hub of new global network focused on climate pillars of science, policy and engagement
- **STARS Platinum Rating** – CSU has received the first Platinum rating and the highest score in STARS



Urban Water Systems
New 5 year \$12M NSF Award
PI: Mazdak Arabi



Taps Start to Run Dry in Brazil's Largest City. São Paulo Water Crisis Linked to Growth, Pollution and Deforestation
NY Times, Feb 16, 2015



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Chronic and Emerging Infectious Disease ²⁶²

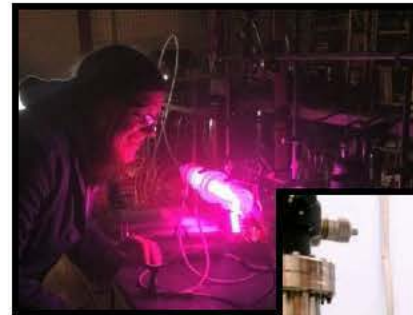
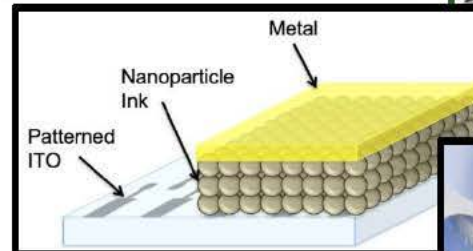
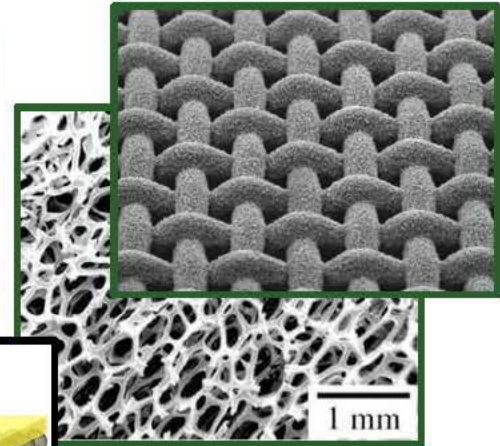


- **Tuberculosis**
 - ~1/3 of the world's population may carry latent tuberculosis bacteria (WHO).
 - CSU continued strength with large grant from NIH to explore susceptibility and treatment
- **Emerging Infectious Disease**
 - MERS Camel model showing viral shedding
 - New Biosurveillance field methods using mosquitos
 - Bison breeding to halt brucellosis and establish NOCO pure Bison
 - One Health Surveillance
 - Sequestration of disease in environmental reservoirs

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New School of Advanced Materials Discovery 263

- Degree programs planned for Fall 2016
- Interdisciplinary cross college program
 - Magnetic materials
 - Nanostructured materials
 - Materials for energy
 - Biomaterials
 - Polymers (sustainable)
 - Composites manufacturing
- Research themes include biocompatibility and green synthesis



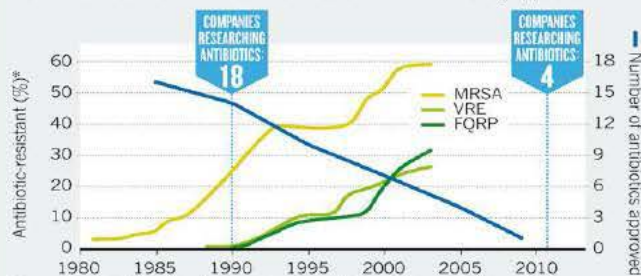
Antimicrobial Resistance ²⁶⁴



- Researching dynamics of resistant organisms in animals and food systems, environment to people
- Working with industry and USG on identifying resistant markers in occupational health, agriculture and livestock value chain
- Will translate nutritional and other strategies to drive alternatives to antibiotic use

A PERFECT STORM

As bacterial infections grow more resistant to antibiotics, companies are pulling out of antibiotics research and fewer new antibiotics are being approved.



*Proportion of clinical isolates that are resistant to antibiotic. MRSA, methicillin-resistant *Staphylococcus aureus*. VRE, vancomycin-resistant *Enterococcus*. FQRP, fluoroquinolone-resistant *Pseudomonas aeruginosa*.



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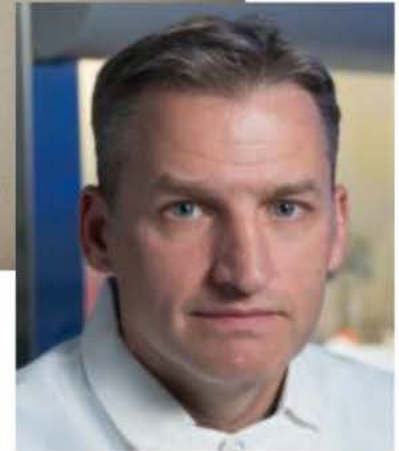
Advanced Biomanufacturing

265

- High containment biopharmaceutical manufacturing facility that develops vaccines, diagnostics and other biologics for human health.
- The only BSL3 FDA approved Good Manufacturing Practice Manufacturing Facility in the US.



BioMARC



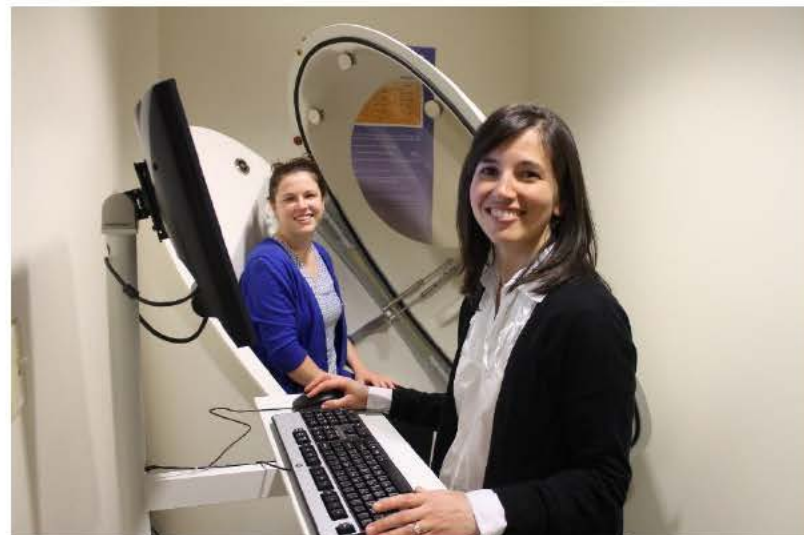
Dennis Pierro, Director

A screenshot of a USA Today news article. The headline reads "Colorado lab developing Ebola vaccine for military use". The byline is "Trevor Hughes, USA TODAY" and the date is "4:00 p.m. EDT October 27, 2014". Below the headline are social media sharing icons for Facebook (2109), Twitter (29), LinkedIn, and Email. A small image shows a person in a lab coat working in a laboratory. At the bottom of the article snippet, it says "FORT COLLINS, Colo. — Research scientists at Colorado State University are helping develop an".

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Expanding Human Research Horizons

- More clinical trials and human performance research
- Partnering with The Colorado Clinical & Translational Sciences Institute (CCTSI)
 - The academic home to help transform the clinical and translational research
- New medical center and center for healthy aging



University of Colorado
Denver



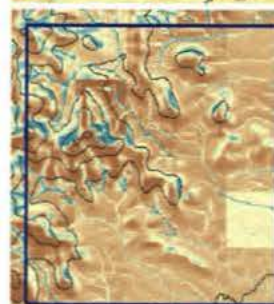
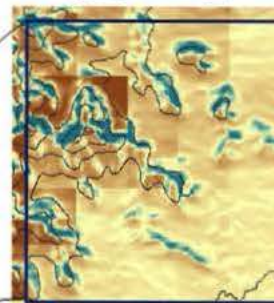
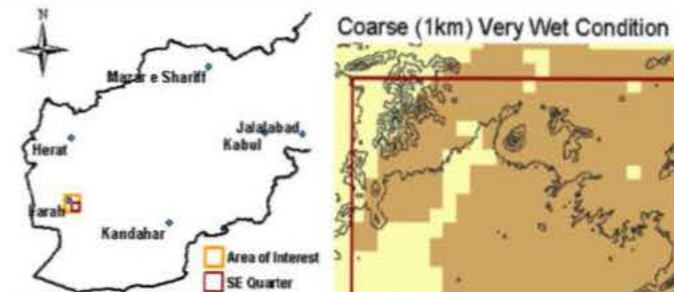
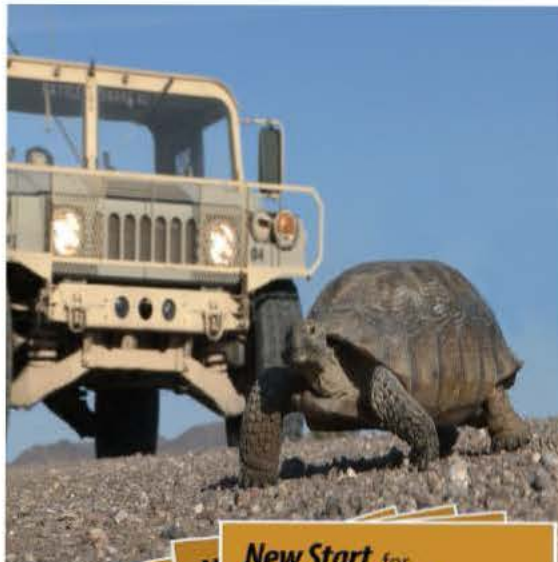
Translational
Informatics

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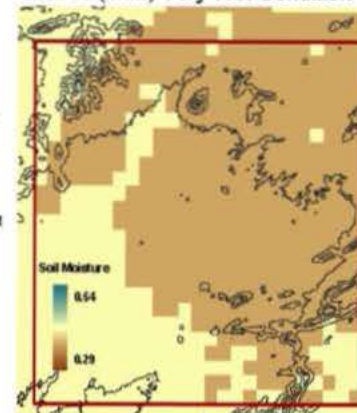
For Those Who Serve...



Hank Gardner



Coarse (1km) Very Wet Condition



Downscaled (30m) Very Wet Condition



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Research Facilities at CSU: Opportunities and Challenges

268

- <10 years = 75 buildings (16%)
- 10-25 years = 83 buildings (18%)
- 25-50 years = 172 buildings (38%)
- 50> years = 128 buildings (28%)
- Total = 458 buildings

- Buildings older than 25 = 66%



Deferred Maintenance | Limited Space | Aging Infrastructure



Innovative Partnership and Teaming Program



CATALYST
for innovative partnerships

Funded Teams:

- Smart Village Microgrids (SVM)
- Innovation Center for Sustainable Agriculture (ICSA)
- Partnership for Air Quality, Climate, and Health (PACH)
- Institute for Genome Architecture and Function
- Compatible Polymer Network (CPN)
- Coalition for Development and Implementation of Sensor System (CDISS)
- EcoDistricts and Triple-Helix Community Development

State of...Tomorrow: Immersive Sciences and Applications



Transformative, Disruptive
Oculus Rift

Research,
Admissions and
Strategic
Initiatives



STEM Education



Dr. Alan S. Rudolph
Vice President for Research
Alan.Rudolph@Colostate.Edu

Research Report

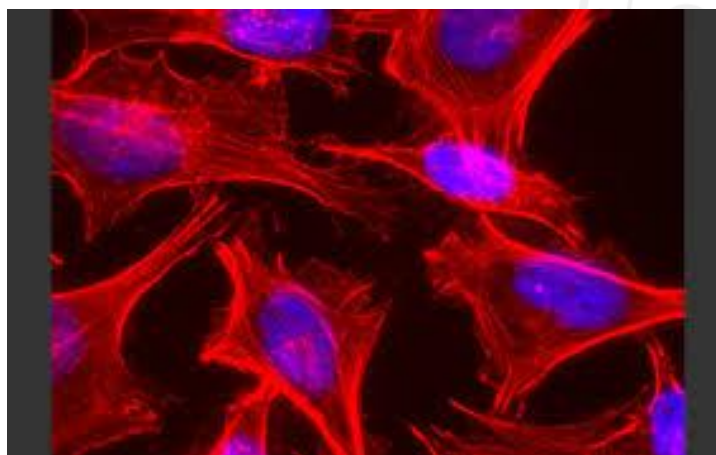
Colorado State University – Pueblo

May 7, 2015
Dr. Rick Kreminski
Provost/Executive VP for Academic Affairs

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- (1) Summary data of grants in recent past
- (2) Some grant highlights
- (3) Faculty research activity
- (4) Campus-wide dissemination events



(1) Summary of external grant submissions²⁷⁴

FY2013

# submitted	41	\$ requested	\$9.246M
# funded	22 (54%)	\$ funded	\$1.739M

FY2014

# submitted	26	\$ requested	\$24.912M
# funded	10 (39%)	\$ funded	\$85K

FY2015*

# submitted	16	\$ requested	\$2.005M
# funded	6 (38%)	\$ funded	\$228K

*as of early April 2015 (some still pending, some others will be submitted)

(2) Some grant highlights

- NIH: Academic Research Enhancement Award - \$300K total over 3 years (ended 2013), PI Dr. Jeff Smith
- NSF: \$1.3M over 5 years (ends 8.31.2016), PI Dr. Janet Barnett (Robert Noyce Scholars program: meeting K12 mathematics educational needs of southeastern CO)



National Science Foundation
WHERE DISCOVERIES BEGIN

BOARD OF GOVERNORS *of the*
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(2) Some grant highlights

- US Dept of Education: PROPEL (Title III – Providing Opportunities to Excel) - \$4.3M total over 5 yrs (ends 9.30.2016)
- US Dept of Education: RAGE (Title V – Promoting Postbaccalaureate Opportunities for Hispanic Americans) - \$2.8M total over 5 yrs (ends 9.30.2015)



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(2) Some grant highlights

Internally funded SEED and SURP grants:

- SEED grants – seed monies for faculty research, to lead to journal article submission and/or sufficient research data that can then lead to external grant submission. Typically 5-10 awarded per year, \$3K-\$8K each
- SURP grants – summer undergraduate research program grants, to fund students and supplies. Typically 7-13 awarded each summer.

(3) Sample of recent faculty activity (CY2014)

Of 125 tenured/tenure-track faculty...

- 55 had a peer-reviewed journal article or book chapter published or accepted or book contract signed or completed
- 4 others were PI, coPI or director of external grants
- 2 others produced contracted technical reports
- These totals do not include several fine arts faculty who had juried showings or invited performances



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(3) Sample of recent faculty activity (CY2014)

Book contracts during last year (and ongoing) include the following publishers:

- Johns Hopkins University Press
- University Press of Colorado
- University of Pennsylvania Press
- University of Illinois Press
- University of Utah Press



(4) Campus dissemination

Third Annual campus-wide Student Works Symposium April 17 2015

- 46 posters (some with 2-3 student coauthors)
- 26 oral presentations
- Student participants from biochemistry, biology, chemistry, engineering, english, exercise science, history, nursing, physics, psychology



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(4) Campus dissemination

College and departmental activities – examples:

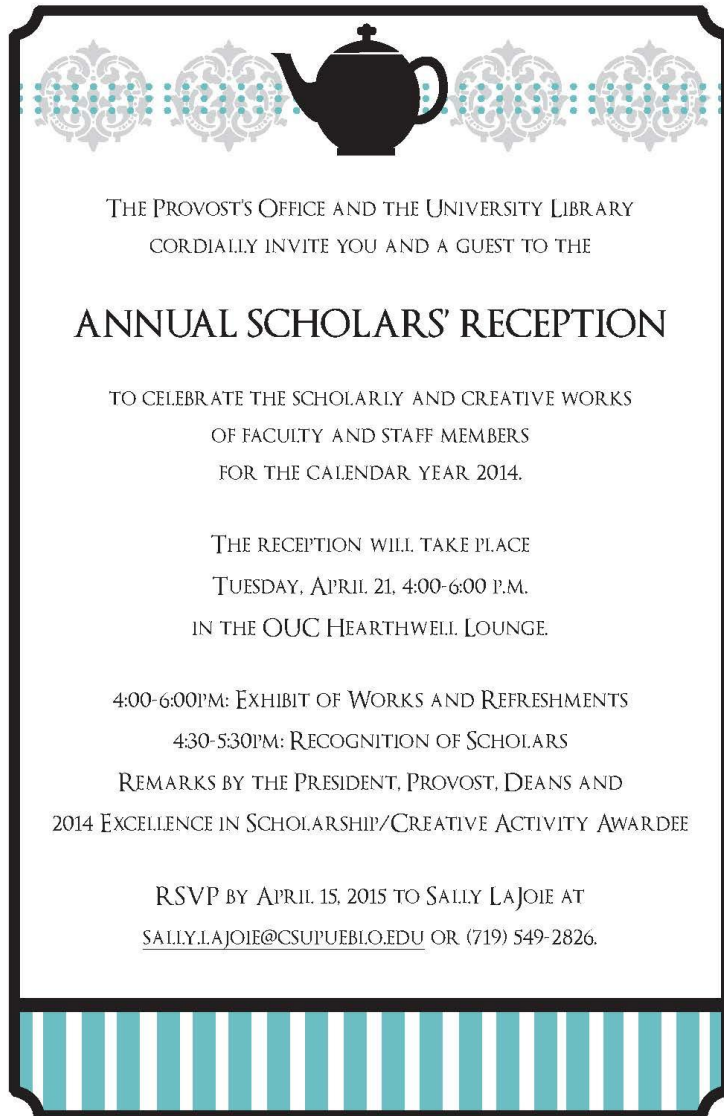
- Annual spring psychology student research forum
- Annual fall College of Science and Mathematics student research symposium (10th annual fall 2014)



(4) Campus dissemination

Annual Scholars reception –
Faculty and staff with
scholarly/creative activity within
the past year invited to
reception; works on display,
guest speaker, dean
introductions of faculty/staff

13 faculty from CEEPS, 29 from
CHASS, 15 from CSM, 16 from
HSB, 4 from library, 3 staff



Other

Conferences hosted include...

- Society for the Interdisciplinary Study of Social Imagery (annual; national in scope; hosted in Colorado Springs)
- American Society for Engineering Education (rotates; regional meeting of national organization; last held 2013)
- Bea Spade Memorial Lecture Series (annual; regional, with invited local and national speakers; 3rd annual held 2015)
- Undergraduate research symposia (e.g. Pikes Peak Regional Undergraduate Mathematics Conference - rotates; last held 2013)

Questions?

Board of Governors of the Colorado State University System
May 7, 2015
Report Item

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Dr. Jon M. Bellum, Provost and Senior Vice President of CSU-Global Campus

Colorado State University-Global Campus has a faculty composed of working professionals that are focused on the mission to provide high quality education for adult non-traditional learners. The institution has created a training and development program that supports effective teaching and the professional development of faculty within their discipline.

Research & Innovation in Online Teaching

Creating an innovative, high quality community of online educators

Candidate and Credential Screening

- Minimum of 18 hours of graduate credit hours in area of specialty
- Only candidates with terminal degrees may teach graduate level courses
- Mixture of online teaching and professional experience

Initial Training and Certification (three phase process, 12 weeks in length)

Verifies new instructors can meet CSU-Global expectations

- Initial application and training process
 - Application screening and interview
 - FCC Instructor Training Course
 - Mentored/supervised teaching of first online course

Annual Enhancement Review

Designed to enhance effective instruction

- Faculty self evaluation
- Mentor review
- Review of engagement data
- Student Evaluation
- Biennial assessment to measure knowledge of expectations and policy

Training & Development

Designed to develop and improve instructional excellence

- Faculty are trained by faculty, provided a stipend for attending training
- Core training to support instruction across the institution
 - Examples include - Assessment, providing feedback, facilitating discussions, enhanced technology
 - Faculty are expected to attend one session per year
- Additional training to support program specific instruction
 - Supports program specific instruction including use of adaptive tools, using live sessions
- Just in time webinars
 - Created to provide immediate training when necessary, recorded for later viewing
- For this academic year, there were 407 enrollments in training session including 50 in the initial training

Supporting Research and Best Practice

Supports faculty in keeping relevant in their field and promotes the effective practice of CSU-Global

- Conference Funds to Support Growth in the Academic Discipline
 - A faculty member can request \$500 honorarium each academic year to apply toward the cost of presenting at a regional, national, or international conference in their discipline
 - Six faculty members were funded to present for the 2015 academic year
 - Examples include:
 - *Sales Force Adoption and Usage of LinkedIn*
 - *Understanding democratic governance and its effect on the educational development policy for girls*
 - *Earnings Management Practices in publicly Traded Companies*
 - *Off the Beat: Animal Fight Crime Scenes*

- CSU-Global Effective Practice Presentations
 - Provided funds for conference presentations and publications that highlight CSU-Global effective practice
 - These presentations are specific to CSU-Global effective practice
 - There have been fourteen presentations of effective practice accepted at conferences over the past 18 months
 - Examples of presentations and publications include:
 - *Best Practices for Performing Critical Assessment and Providing Meaningful Feedback*
 - *Effective Preparation for Instructors to be Successful in Online Education*
 - *Working with First-Generation and Adult Learners*

Section 8

Board Chair's Agenda

2015 Excellence in Undergraduate Teaching Award



The Board of Governors and its institutions are committed to excellence in undergraduate teaching.

In 1993, to support this commitment, the Board established the

**Board of Governors
Excellence in Undergraduate
Teaching Awards.**

Awards are presented annually to a faculty member from Colorado State University, Colorado State University - Pueblo, and Colorado State University - Global Campus.

The Board believes,

“Excellence in teaching involves creating a process of inquiry that stimulates the curiosity of students and that helps them develop and probe ideas. The teaching function increases motivation, challenges students, and channels inquiry.”

Dr. Stephanie A. Clemons Colorado State University

Dr. Stephanie Clemons has been teaching interior design at Colorado State University for more than 25 years. Beginning as an Assistant Professor in the Dept. of Design and Merchandising in 1988, she has risen through the ranks to Professor and has served as Coordinator of the Interior Design Program and as Acting Associate Dean of Academic Program for the College of Health and Human Sciences.



Dr. Clemons is considered to be an excellent teaching scholar at the department, university and professional levels. In 2014, she was named a University Distinguished Teaching Scholar.

Perceiving students as three-dimensional and ensuring student success are important for Dr. Clemons. Very passionate about design and design thinking, she strives to teach students to analyze human-centered theories to frame appropriate design solutions. Dr. Clemons enjoys exploring innovative teaching pedagogies and is a versatile educator, teaching freshmen to graduate students in an effective manner using a variety of course formats. Teaching methodologies include service-learning community projects, focus on diversity, peer critiques, game-based learning, and the flipped classroom.

Dr. Clemons understands the importance of quality curriculum and has spearheaded significant curriculum improvements to the Interior Design Program. She has been selected three times as a TILT Teaching Fellow for course development and redesign.

Dr. Clemons is also interested in teaching-related activities at the professional and K-12 levels. She generously shares her expertise in teaching and learning with peers, and through service to national interior design professional associations. Dr. Clemons is considered a K-12 expert by the Interior Design Educators Council and the American Society of Interior Designs. She has been successful in connecting collegiate interior design education with K-12 to recruit and retain students and has a textbook in press on interior design focused at the high school level.

Dr. Clemons' passion for teaching excellence is also reflected in her selection of service committees and she has served on a number of graduate committees in the Dept. of Design and Merchandising as well as in other units. Few faculty members have been as effective in maintaining a focus on K-12 education for so many years while simultaneously making substantial contributions to university teaching/learning as evidenced by teaching, curriculum development, publications, committee involvement and sharing of knowledge with others.

Glowing comments from her students describe Dr. Clemons as a caring, kind and generous teacher and mentor, and an influential educator who engages and challenges her students to think deeply about solving real-world design problems which affect the human condition. As one student wrote, “Stephanie Clemons exhibits commitment to excellence as an educator at every level.”

2015 Excellence in Undergraduate Teaching Award



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“Excellence in teaching involves creating a process of inquiry that stimulates the curiosity of students and that helps them develop and probe ideas. The teaching function increases motivation, challenges students, and channels inquiry.”

Dr. Kenneth Gossett

Colorado State University-Global Campus

Dr. Kenneth Gossett has taught at CSU-Global Campus since 2011 in the Public Management and Human Services programs. During his nearly 40-year career, he has managed programs that support adults with developmental disabilities in Illinois, Montana, and Ohio. His practical and relevant experiences in public management make Dr. Gossett a sought-after consultant nationally and internationally.

Dr. Gossett holds a Doctor of Philosophy from the University of Minnesota in Educational Policy and Administration where he did research on quality assurance in the human services field. He also holds a master's degree in Social Sciences from the University of Chicago.

Advising staff members frequently hear from students about Dr. Gossett's commitment to their learning. His passion for teaching is palpable and infectious, and his deliberateness and proficiency in bringing professional experience together with theory in public management and human services are well known to both staff and students.

Dr. Gossett encourages his adult students to seize learning opportunities, which sometimes include risks. He is an expert guide as he ably leads them to productive outcomes through encouraging, germane and supportive feedback.

Based on his education and deep professional background, Dr. Gossett has the capacity to teach multiple courses in the Public Management program. One of the most important courses for which he is responsible and well known is the introductory course to Public Management. This course is the first encounter in higher education for many students after having been away from school. Dr. Gossett's affable and accessible style is a certain comfort to these returning students. And, they soon learn of his dedication, commitment and approachability, which conspire for an extraordinarily engaging classroom.

Dr. Gossett's mentorship and tireless attention to all his adult students has solidified his place among past recipients of the *Board of Governors Excellence in Undergraduate Teaching Award*. Dr. Gossett is an outstanding faculty member and a deserving recipient of this prestigious award.

CSU SYTEM STRATEGIC PLAN UPDATE

The CSU System Board of Governors believes that it is time to refresh the system's strategic plan. The CSU system includes three institutions, each of which serves a different sector in higher education: CSU Ft. Collins, a premier land grant research university; CSU Pueblo, a Hispanic serving regional comprehensive university; and CSU Global, a leading innovator in degree -granting adult learning.

While each institution serves a different constituency, the Board would like to create a strategic plan that ties together the goals and metrics for the system. In general, we see the strategic plan having the following elements:

1. A series of overarching goals (4-5) that capture the outcomes that the system wants to accomplish and reflect the performance contract between the CCHE and the system. These goals should also be coordinated with the strategic plans for each of the components of the system.
2. A set of metrics that allows the Board of Governors to periodically track progress against the system goals. We envision a general category of metrics (graduation rates, for example). We recognize that due to the diversity of the system, each university will likely set a different goal and would need to be compared with a group of their peers rather than to each other.

In accomplishing the above, we see the following questions that need to be addressed:

1. What are the key goals of the system? How are they coordinated with the strategic plans for each of the universities (which have recently been completed or are in progress)?
2. What categories of metrics should be adopted to measure progress against the goals?
3. What are the specific metrics for each university and what is the peer group with whom they should be compared?
4. What is the appropriate reporting cycle?

We are open to any work process or approach that will accomplish the above. And, indeed, if there is a better method to accomplish a concise, measurable system strategic plan, that is open to discussion as well.

Section 9

Real Estate/Facilities Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
May 8, 2015**

Committee Chair: Nancy Tuor

Committee Vice Chair: Dennis Flores

Assigned Staff: Jason Johnson, CSU Deputy General Counsel, CSU System

EXECUTIVE SESSION

OPEN SESSION

1. Acquisition of 1417 S. College Avenue (Amy Parsons) Action (10 min)
2. Wellington Annexation, Easement & Right-of-Way (Tony Frank) Action (15 min)
3. Approval of Acceptance of Naming and Gift Opportunities (3)

Board of Governors of the Colorado State University System

Meeting Date: May 7, 2015

Action Item

Stretch Goal or Strategic Initiative: N/A. Board approval of this administrative action is required by statute, CCHE, Board, or university policy.

MATTERS FOR ACTION:

Land: Acquisition of 1417 S College Avenue in Fort Collins, CO from the Colorado State University Research Foundation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition 1417 S College Avenue, Fort Collins, CO from the Colorado State University Research Foundation as discussed by the Board in its executive session, in accordance with the parameters outlined in such discussion to support the purchase and costs of the acquisition. **FURTHER MOVED**, that the President or the Vice President for University Operations of Colorado State University is hereby authorized to sign implementing contracts and other documents necessary and appropriate to consummate the transaction with modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, President.

The Colorado State University Research Foundation (CSURF) is under contract to purchase the property at 1417 S College Avenue adjacent to the main campus of Colorado State University, in Fort Collins. As a very recent contract, this property is in addition to the parcels approved for acquisition as part of the Medical Center Building Program Plan approved by the Board at its meeting on February 6, 2015.

Approved

Denied

Board Secretary

Date

CSU Land: Acquisition of 1417 S College Avenue, Fort Collins, CO

Board of Governors of the Colorado State University System

Meeting Date: May 7, 2015

Action Item

Stretch Goal or Strategic Initiative: N/A. Board approval of this administrative action is required by statute, CCHE, Board, or university policy.

MATTERS FOR ACTION:

Land: Approval of Annexation of Board land by the Town of Wellington, Colorado of 0.49 acres or 21, 294 square feet and approval of a Waterline Utility Easement of 19,088 square feet and a Public Right-of-Way of 180 square feet for expansion of County Road 60, all within the proposed annexation.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the annexation of unincorporated land in the County of Larimer, State of Colorado to the Town of Wellington, Colorado, of 0.49 acres or 21,294 square feet of Board land and also approve a Waterline Utility Easement of approximately 19,088 square feet (“Easement”) and a Public Right-of-Way of approximately 180 square feet (“Right of Way”) located within the above-stated Board land (“Property”).

FURTHER MOVED, that the President or Vice President for University Operations of Colorado State University is hereby authorized to sign the Petition of Annexation, Easement, Right of Way, as well as implementing documents, such as contracts, public dedications, and other documents necessary and appropriate to consummate the transactions approved, with any appropriate modifications made in consultation with General Counsel.

EXPLANATION:

Presented by Dr. Tony Frank, President, Colorado State University

Board of Governors of the Colorado State University System

Meeting Date: May 7, 2015

Action Item

The developer of the adjoining 120 acre tract of land has requested the inclusion of a small, 21,294 square feet, piece of Board property in their Petition of Annexation to the Town of Wellington, Colorado. Additionally, the developer has requested a Waterline Utility Easement of 19,088 square feet and a Public Right-of-Way Easement of 180 square feet to expand Larimer County Road 60 located within the tract to be annexed. The Easement and Right-of-Way will be purchased by the developer for the sum of \$5,500.

The Property, is only used to access a Board-owned irrigation well from Larimer County Road 60. (Please see map attached as Exhibit A.) Such access will not be impeded by the granting of the Easement and Right of Way.

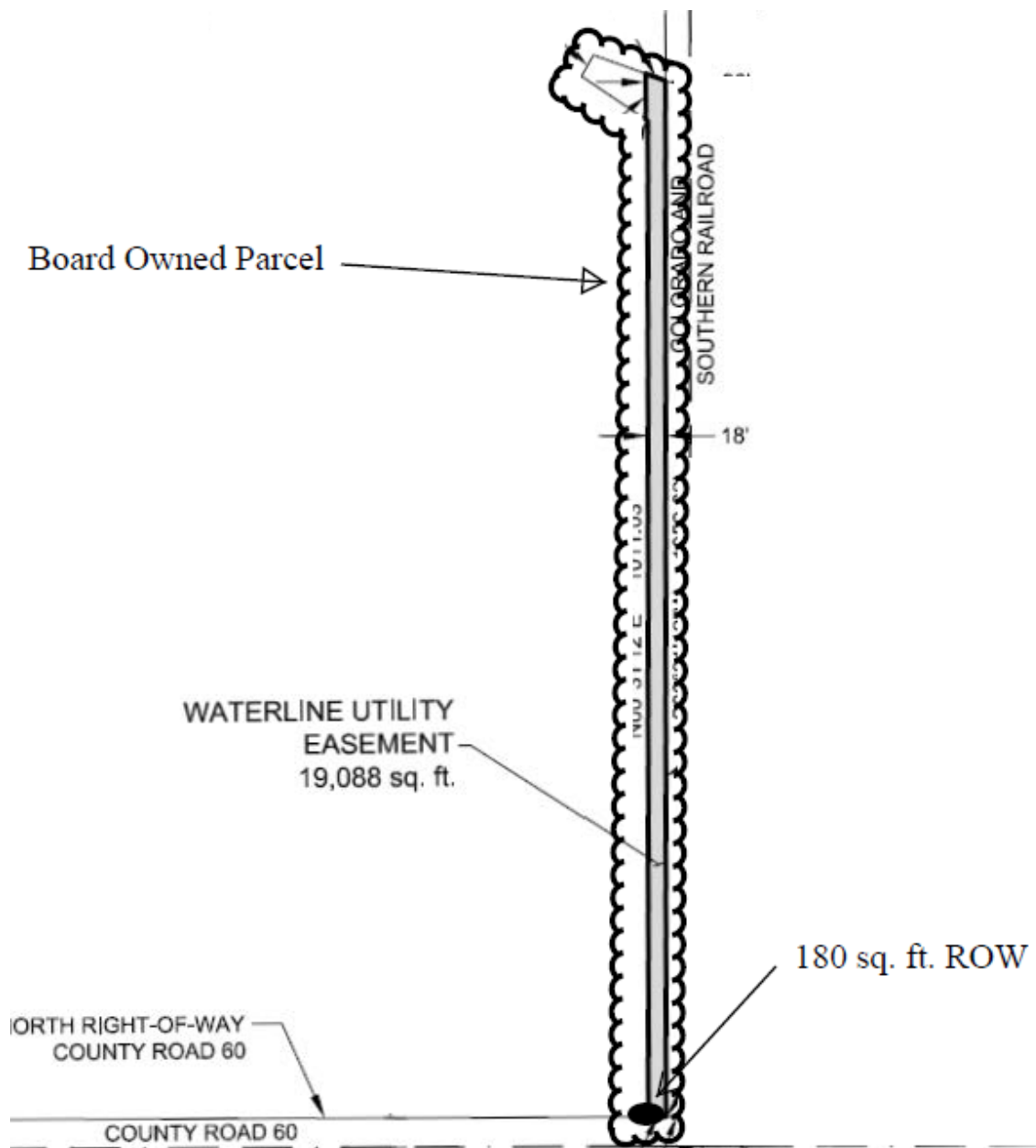
 Approved

 Denied

 Board Secretary

 Date

EXHIBIT A



Section 10

Executive Session

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Section 11

Consent Agenda

A. Colorado State University System

- Minutes of the February 4-6, 2015 Board Retreat and Board and Committee Meetings
- Minutes of the February 12, 2015 Special Board Meeting

B. Colorado State University

- Faculty Manual Change – Section E.2.1.4
- Faculty Manual Change – Section E.2.1.5
- Faculty Manual Change – Section E.6
- Faculty Manual Change – Section K
- Posthumous Degree
- Student Conduct Code

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS RETREAT
CSU-Global Campus, Greenwood Village, Colorado
February 4, 2015**

CALL TO ORDER

Chair Dorothy Horrell called the meeting to order at 10:06 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; William Mosher, Vice Chair; Joseph Zimlich, Treasurer; Scott Johnson, Secretary; Dennis Flores; Demetri “Rico” Munn; Jane Robbe Rhodes; Nancy Tuor; Alexandra Bernasek, Faculty Representative, CSU; Robert Deemer, Faculty Representative, CSU-Global Campus; Samantha Guinn, Student Representative, CSU; Brad Schifflbein, Student Representative, CSU-Global Campus; Timothy Zercher, Student Representative, CSU-Pueblo.

Administrators present: Michael Martin, Chancellor, CSU System; Tony Frank, President, CSU; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and CSU Provost and Executive Vice President; Allison Horn, Director of Internal Auditing, CSU System; Michael Nosler, General Counsel, CSU System; Rich Schweigert, Chief Financial Officer, CSU System.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests present: Tom Biedscheid, Director of Student Financial Services, CSU; Charlie Brown, CSU Colorado Futures Center; Robin Brown, Vice President for Enrollment and Access, CSU; Jason Johnson, Deputy General Counsel, CSU; Lynn Johnson, CSU CFO; Rick Kreminski, Acting Director, Institutional Research and Analysis, CSU-Pueblo; Bridget Mullen, Director of Budget and Finance, CSU System; Paul Orscheln, Vice President of Enrollment and Student Services, CSU-Pueblo; Phyllis Resnick, CSU Colorado Futures Center; Karl Spiecker, Vice President, Finance and Administration, CSU-Pueblo; Pam Toney, Associate Vice President of Student Operations, CSU-Global Campus; Gerred Underwood, Director of Financial Aid Services, CSU-Global Campus.

Chair Horrell convened the meeting and reported Governor Gustafson would be arriving later in the day. Governor Mincic would not be present since he is out of town with a group of 16 students at a construction management competition. She explained that, at the June 2014 retreat, several issues were identified for more in-depth discussion including tuition, accessibility and affordability which would be the focus of the February retreat. Chancellor Martin was asked for his introductory remarks.

Chancellor Martin commented on the national issue of student debt and tuition increases, and noted that the whole complex higher education system is under continual change. For CSU and CSU-Pueblo, the 2014-15 budget included \$37 million and \$5 million, respectively, of institutionally-provided financial aid. In Colorado over half the students in higher education institutions receive some form of financial aid other than loans and a large portion are receiving loans.

Another national dynamic is the issue of Pell grants; 52% of students at CSU-Pueblo and 35% at CSU receive Pell grants. There have been discussions on a national rating system connecting the amount of the Pell grant a student receives to the rating of the institution. In order to make institutions affordable, it is important to not only pay attention to tuition and fees, but how to best utilize resources within the institutions' control and how to leverage those resources to give students the maximum opportunity to participate at the lowest possible cost with the least amount of debt.

Dr. Rick Miranda, Chief Academic Officer for the CSU System, reviewed the retreat agenda that would begin with a presentation on analysis of tuition and financial aid issues followed by a presentation on student debt issues.

NATIONAL, STATE AND PEER ANALYSIS OF AFFORDABILITY OF STUDENT DEBT

Bridget Mullen, Director of Budget and Finance, CSU System, remarked that her presentation would review trends from both state and national perspectives with respect to tuition, state funding and financial aid. The data source was the Colorado Department of Higher Education which is also the source used by the state's General Assembly.

Ms. Mullen explained that, during the past decade, declines in state support on an inflation adjusted basis have resulted in students and families paying two-thirds and the state contributing one-third of tuition cost. An overview for the past four decades shows that the percent of the state general fund for public higher education decreased from almost 25% in 1983 to the current 8% of the state's total general fund. Progress has been made with the 2015-16 state appropriation of general fund support for public universities equaling approximately the 2008 level.

Comparisons were provided to illustrate the amount of tuition by resident and non-resident, and the shift in resident tuition and the general fund from the state to the student. In FY 2008 during the economic recession, the CSU System was given a five-year authorization to increase tuition for both CSU and CSU-Pueblo under a financial accountability plan. The benchmarks and other obligations in the plan have been fulfilled. President Frank explained that, as part of the financial accountability plan, there was one year at CSU when tuition increased by 9% and the definition of a full-time student was changed to close the credit hour gap which was supported by ASCSU, the Student Fee Review Board, the Faculty Council leadership and the Board of Governors.

An historical tuition comparison for CSU-Pueblo was also provided. CSU-Global Campus, which does not receive state support, has not increased tuition while enrollment has significantly increased. The Board discussed planning for state defunding, particularly for research institutions, and the issue of overall declining support for public expenses; the positive outcome of declining state support resulting in more efficient operations and institutions exploring entrepreneurial opportunities; and the decreasing amount of support per student as enrollment or caseload increases.

Ms. Mullen reviewed state budgetary challenges and national trends with higher education costs outpacing inflation and declining financial aid that has not kept pace with tuition increases. Financial aid is essential to removing barriers to college for low and middle income families and more students than ever are receiving financial aid in Colorado. There is continued pressure on institutions to provide more aid to offset the rising costs coupled with the need to produce more degrees to meet the needs of the U.S. economy.

Students are taking on more debt and taking longer to graduate with outstanding loan debt nationally at almost \$1 trillion. The average cumulative loan debt at graduation for public four-year institutions ranges

from \$16,170 to \$31,783 with \$26,057 as the average for a baccalaureate graduate in 2013-14. There are concerns on the unemployment or underemployment rates for college graduates; however, over the course of a lifetime, generally a student graduating with a bachelor's degree will earn \$1 million more than someone without a degree. Comparisons on tuition and fees illustrated that overall public universities offer a good value and are worth the investment.

In Colorado there is a diversified financial aid program with state and federal funding, and institutional aid is the largest increasing cost of financial aid for both public and private institutions. With the financial aid, most students do not pay full tuition. In 2014, institutional aid for the state of Colorado was \$518 million. In 2015 need-based financial aid funded through the state general fund was \$112 million and merit aid was restored to \$5 million.

A breakdown by financial aid (excluding loans), institutional aid and other scholarships was provided for CSU and CSU-Pueblo. For CSU and CSU-Pueblo, 67% and 81% respectively of the students graduate with loan debt. Dr. Miranda commented on how low interest rates have had an effect on analyzing a family's assets to determine the expected family contribution (EFC) with parents often taking out loans to pay the EFC.

There was a request for comparative data, if available, on the growth of administrative vs. faculty positions for CSU and CSU-Pueblo, and administrative overhead vs. student-related administrative staff support. Chancellor Martin responded that IPEDS data reports the percentage of budget for administration vs. programs and the CSU System institutions are consistently below peers in the percentage of budget for non-academic programs.

INSTITUTIONAL PERSPECTIVES ON STUDENT DEBT

Phyllis Resnick, CSU Colorado Futures Center, acknowledged the work of Governor Bernasek and Charlie Brown, CSU Colorado Futures Center, in the preparation of the retreat presentation. She explained that built into the presentation are models to simulate scenarios to alternatively examine the impact of student loan debt, and the institutional ramifications on the whole higher education system and at CSU.

Nationally student loan debt was the only component of household debt that did not deleverage during the recession due to various reasons and has continued to rise with an impact on purchasing and discretionary debt. The number of students educated has increased; however, the debt per enrolled student has also increased and the debt is growing faster than inflation plus enrollment. Ms. Resnick commented on the lack of real wage growth over the last couple of decades even with a college degree.

Ms. Resnick reviewed two sets of simulations based on IPEDS data on overall year over year comparisons and lifetime ROI at the larger level and then for the average CSU student. According to U.S. Dept. of Education data, four-year public institutions have the lowest loan debt per borrower and four in ten students are able to attend a four-year public institution debt-free. Based on self-reported data from an IPEDS satisfaction survey based on the 2008 cohort (last data set available), graduates of public and private institution report the same level of satisfaction and public institution graduates report the degree was worth more.

Ms. Resnick explained how the model was built and drawn out ten years to look at ROI as the percent of income available after a graduate pays for student loan debt and basic daily expenditures. Baseline assumptions were provided and four-year public institutions had the highest ROI as defined in the model. Overall having a college degree was better than not having a degree. When the model was drawn out six

years from the baseline, a degree from a for-profit institution did not compare favorably to not receiving a degree. Drawn out ten years, attendance at a four-year public institution with debt also became questionable.

Governor Bernasek explained the model comparisons were made on 40-year earning profiles of gross annual income (without living expenses) for college graduates vs. graduating high school students without any college. The ROI for college graduates resulted in estimates of 66% higher earnings based on net present value calculations and thus college continues to be a good investment. The ROI for a four-year degree was higher than a two-year degree although there was value in the latter.

Governor Bernasek commented on the negative impact for students who attended college with no degree attainment who struggle with loan repayments, and the positive impact of graduating in four years rather than five or six years. Chancellor Martin noted that over the past four decades four-year graduation rates have declined nationally from 51% of starting freshmen to 34%. In Colorado, the average rate is 30% with a range of 5.7% to 44% with CSU at 37%.

Issues impacting declining four-year graduation rates identified include lack of college preparation, the need for remediation and institutional barriers. Chancellor Martin suggested incentives to graduate in four years could be built into financial aid packages. President Frank noted, for CSU's peer group, land grants and APLUs, the four-year graduation rates have actually increased during the past decade. Reasons identified for the improvement include greater selectivity in admissions and better college preparation.

In response to questions, Governor Bernasek and Ms. Resnick confirmed the institutional data utilized was for bachelor's degrees, not advanced degrees or dual degrees, and there were no comparisons by specific degree. Discussion followed on the potential negative impact of low mortgage interest rates coupled with student debt that cannot be discharged by bankruptcy; reduced consumption due to lack of discretionary assets; impact on retirement planning; and overall sustainability of fiscal systems. Governor Bernasek explained that a lifetime earning analysis does not take into account periods of unemployment and other accountability biases.

Ms. Resnick reviewed an institutional drilldown using EPI-reported data under different simulations with debt burden as the metric and provided average debt per student and graduation rate comparisons for CSU to peer institutions. Under the baseline assumptions, CSU and four-year public institutions still perform well but are vulnerable. Provided in the appendix of the presentation was *White House Scorecard Relationship* data for four-year degree granting institutions. Through a comparison of CSU to peers, the conclusion was a 1% increase in graduation rates could result in a 1% decrease in default rates.

The retreat recessed for lunch at 12:02 p.m. and reconvened at 12:42 p.m.

When asked if students are make decisions based on course load, time to graduate and impact on financial outcomes, President Frank explained how four-year plans are mapped out for freshmen with their advisors and the issue of unavailability of a specific course to graduate was extremely rare. Dr. Miranda added there is an increasing appreciation nationally by students for the value of graduating in four years. At CSU there is now more advising and instruction during orientation with a median number of credits per semester at 14.6 hours. President Di Mare explained how advisors work with students at CSU-Pueblo and there is an emphasis on summer courses, but students often need to work during the summer.

When asked about analysis on student debt related to field of study, differential tuition, and potential earnings, Ms. Resnick responded the next step would be research by field of study. Mr. Brown commented that one issue missing from the discussion on the real cost of education has been the cost of

education per student. Dr. Miranda explained the factors for determining differential tuition at CSU and noted CSU-Pueblo also has differential tuition.

Dr. Miranda summarized the two presentations as follows: state appropriations are going down although there has been progress; tuition is increasing; the universities' resources inflation-adjusted per student has been flat for decades; and student debt which is tied to tuition is increasing. A college degree is still a good investment although economic trends have had an impact and could degrade the ROI, and obtaining a degree in four years is positive financially.

INSTITUTIONAL FINANCIAL AID

Colorado State University: Dr. Miranda acknowledged Tom Biedscheid, Director of Student Financial Services, and Robin Brown, Vice President for Enrollment and Access, for their work in preparing the presentation. He explained how cost of attendance (nominal and real dollars) is calculated with tuition and fees, differential tuition, books, room and board (on and off-campus), and additional personal items, and illustrated how the cost has changed over the past 15 years. Sample budgets were provided for resident and non-resident undergraduate students with adjustments for living off-campus to determine a freshman base rate cost analysis.

Dr. Miranda described how financial aid is determined through analysis of total cost of attendance, a student's ability to pay, and the expected family contribution (EFC); and the amount of any gross unmet need is determined after financial aid is applied. Mr. Biedscheid explained that, while other resources such as savings are taken into consideration, the two factors that have the most impact on calculating EFC are adjusted gross income and household size.

Dr. Miranda explained the federal, state and institutional sources for resident need-based financial aid; the need-based and merit-based amounts distributed by sources over the past several years with institutional aid almost doubling in the past eight years; the distribution of \$40 million of need-based and merit-based institutional aid in FY14 for residents and non-residents which includes \$10 million in foundation scholarships; comparisons of financial aid by class levels; and a sample award package including loans for a resident freshman.

Dr. Miranda reviewed student demographics by Pell population; need-based grants by class level; average annual loans by class level; amount of freshman borrowers by EFC; and average annual parent loan by EFC. Aggregate statistics on student debt were provided for average debt at graduation for CSU, peer average debt comparisons, and peer institution cohort default rate comparisons. Chancellor Martin commented that research suggests one of the best forms of financial aid to enhance graduation is work study and yet the amount of work study funded is relatively small.

Colorado State University-Pueblo: President Di Mare asked Paul Orscheln, Vice President for Student Services and Enrollment Management, to make the presentation. Mr. Orscheln reviewed fall 2013 financial aid student demographics; cost of attendance (nominal and real dollars) by resident, WUE/T-Wolf (different tuition discount programs) and non-resident; and 2014-15 sample budgets by the three classifications. Need analysis is calculated similarly to CSU but, given the CSU-Pueblo student population, the EFC is more of a challenge for their families. Sources for resident need-based financial aid are similar to CSU, and CSU-Pueblo is looking for ways to assist middle income families who do not qualify for Pell.

Mr. Orscheln reviewed total financial aid disbursed by source and amounts of institutional aid for both need and merit-based aid. The freshman merit-based scholarship program has been enhanced to increase

the number and quality of students as well as attract more local students with an increase from 30% to 40% of the scholarships given to students from Pueblo. Other scholarships are offered with specific requirements. There are several programs available to reduce costs for non-resident students including an incentive to live on campus.

Mr. Orscheln reviewed a sample award package; the total Pell population during the past six years; average loan by class level; the number of freshmen borrowers by EFC; average amount of freshman loan by EFC; average annual parent loan by EFC; and average debt of graduates. Peer average debt at graduation and peer cohort default rate comparisons were provided.

Mr. Orscheln commented on how debt rates are closely monitored because if the rate is 15% or higher, there is an impact on when federal loans can be awarded to new incoming students. CSU-Pueblo is down from 15.5% with the previous cohort to 13.7%. President Di Mare explained how the SALT program was implemented to help students understand the importance of paying loan debt. Mr. Orscheln noted the high default rates of the feeder community colleges in southern Colorado and community colleges in general.

Mr. Orscheln explained that CSU-Pueblo has examined how financial aid, especially institutional aid, has been distributed and is in the process of implementing a new packaging strategy with five different academic bands which correlates with the merit scholarship program. Through this process the intent is to reallocate a portion of institutional aid to better assist middle income families and to improve retention and graduation rates.

Colorado State University-Global Campus: President Takeda-Tinker introduced Pam Toney, Associate Vice President of Student Operations, and Gerred Underwood, Director of Financial Aid Services. She explained her presentation would focus on where CSU-Global Campus is positioned in the industry; how students are assisted to obtain an affordable degree at CSU-Global Campus; and new program options that are being explored. CSU-Global Campus has not increased its tuition rate and students do not pay any fees.

President Takeda-Tinker reviewed the business model with tuition guarantees and tuition planning; transfer credits with articulation agreements; and alternative credit options. Average cost of attendance for CSU-Global Campus is \$18,700 living independently and \$14,400 living with a parent; and the average EFC is \$8,500.

President Takeda-Tinker reviewed federal financial aid data and average student debt on graduation or departure. First to third year retention is 80-85% and re-engagement efforts have been undertaken. Overall and FFA recipient undergraduate student demographics were provided. President Takeda-Tinker reviewed the assistance provided to students to manage debt; the various financial aid programs; CSU-Global Campus' commitment to Colorado with full transfer of AA and AS degree credit from Colorado community colleges; and program options to increase affordability.

In response to questions, President Takeda-Tinker reviewed the current criteria for enrollment with one year of work experience; confirmed 23 as the age for new first time freshman who would be expected to have work experience; and explained the percentage comparison to COF that is calculated into tuition and financial aid. She concluded her presentation by recapping the mission of CSU-Global Campus and the programs to assist students.

BREAKOUT GROUPS

Dr. Miranda explained there would be three separate breakout groups with each group to discuss issues for one of the CSU System institutions. Chair Horrell indicated overarching questions had been identified and asked the presidents to facilitate. The Board broke into groups at 2:39 p.m. and reconvened as a whole at 3:21 p.m. with each group asked to report on the discussions.

CSU-Global Campus: Governor Munn and President Takeda-Tinker explained two concepts were discussed for which proposals could be developed and presented at the June retreat. The first concept was a funding mechanism such as social impact bonds to assist with faster degree completion. The second concept was for a mechanism to assist students that have 90 credits who may have been out of school three to five years complete their degrees.

Colorado State University: President Frank explained the group identified decreasing time to degree completion as a critical initiative with further investments needed for student success and graduation, and pathway counseling with informed decisions on potential employment and financial choices. The initiative would ensure students stay on-track to graduate in four years and are registered for appropriate courses with considerations including differential tuition and incentives. Another initiative would be to alter the financial aid package to address the gap for middle income families who are not Pell eligible.

Colorado State University-Pueblo: Governor Tuor and President Di Mare explained the group focused on issues relative to a four-year comprehensive competitive model. The first area identified was greater collaboration with Pueblo Community College. Other issues and opportunities identified included upgrading the IT infrastructure which will help increase enrollment; better utilization of residence halls; leveraging CSU-Pueblo as part of the System, i.e., more 2+2 programs with CSU and more collaboration with CSU-Global Campus; more international enrollment and INTO collaboration with CSU; greater utilization of extended studies; repackage financial aid to attract more students which has already begun with more scholarships; and creative marketing and utilizing the CSU brand.

The question was asked that, if the funding requested from the CDC was received, would the funding be adequate to upgrade the IT infrastructure? President Di Mare responded the funds would allow the upgrades to be phased-in and additional funding could potentially be requested in two to three years after demonstrating the progress made.

Dr. Miranda summarized the day's work that was focused on affordability, access, financial aid and student debt. Chair Horrell asked Board members to share observations from the discussions. The suggestion was made to develop three to four talking points for each of the campuses and the System. Another response was the request for more conversation on the national discussion of the loss of the middle class, the effect on the CSU System, and how to assist students in this socioeconomic segment.

Governor Munn, as the Superintendent for the Aurora School District, provided an overview of the socioeconomic composition of District 28J and commented on the work of the Denver Scholarship Foundation that provides wraparound services to attract and connect students with campuses and to help with retention. Other suggestions were for more analysis of the underemployment issue, particularly for first generation students, and pathways.

EVALUATION COMMITTEE

Chair Horrell indicated the Evaluation Committee, comprised of the voting members, would convene. General Counsel Nosler read the meeting into the executive session for the purpose of discussing and

evaluating public officials and professional staff as set forth in the meeting notice. **Motion/Action:** Governor Rhodes moved to convene in executive session; Governor Flores seconded; and the motion carried unanimously. The meeting convened in executive session at 4:02 p.m. and adjourned at 4:55 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
CSU-Global Campus, Greenwood Village, Colorado
February 5, 2015**

CALL TO ORDER

Chair Dorothy Horrell called the meeting to order at 8:34 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; William Mosher, Vice Chair; Joseph Zimlich, Treasurer; Scott Johnson, Secretary; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Nancy Tuor; Alexandra Bernasek, CSU Faculty Representative; Samantha Guinn, CSU Student Representative; Brad Schiffelbein, CSU-Global Campus Student Representative; Timothy Zercher, CSU-Pueblo Student Representative.

Administrators present: Michael Martin, Chancellor, CSU System; Tony Frank, President, CSU; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Allison Horn, Director of Internal Auditing, CSU System; Michael Nosler, General Counsel, CSU System; Rich Schweigert, Chief Financial Officer, CSU System.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests present: J.J. Ament, Royal Bank of Canada; Dan Belkard, Producer, *Coloradoan*; Jon Bellum, Provost, CSU-Global Campus; Doug Brobst; Stephanie Chichester, North Slope Financial Advisors; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Mark Gills, Chief of Staff, CSU; Steve Hultin, Executive Director, CSU Facilities; Jason Johnson, Deputy General Counsel, CSU; Lynn Johnson, CSU CFO; Richard Kaufman, Chair, CCHE; Rick Kreminski, Acting Director, Institutional Research and Analysis, CSU-Pueblo; Kelly Lyell, Reporter, *Coloradoan*; John Moellenberg, Royal Bank of Canada; Amy Parsons, Vice President of Operations, CSU; Ryan Poulsen, Associate, Wells Fargo; Mike Pruznick, SOSH; Karl Spiecker, Vice President of Finance and Administration, CSU-Pueblo; Nick Taylor, North Slope; Bob Vangermeersch, SOSH; Linda Vrooman.

Chair Horrell recounted the work of the previous day's retreat and indicated the retreat would conclude with a presentation by Richard Kaufman, Chair of the Colorado Commission on Higher Education (CCHE). Chancellor Martin explained that the CCHE was the overarching coordinating board for higher education across the state. Mr. Kaufman was invited to make a presentation to assist the Board in understanding the work of the CCHE and the relationship to the CSU System. Governor Munn explained how the CCHE coordinates with the Governor's office, the legislature and the Colorado Dept. of Higher Education to oversee higher education policy for the state and then he introduced Mr. Kaufman.

Mr. Kaufman remarked that the role of the CCHE is to coordinate overall policy and not for oversight of the day-to-day operations. He reviewed the CCHE membership, responsibilities, mission, the number and enrollment of public and private schools, and the programs under the direction of the CCHE.

Mr. Kaufman explained higher education challenges for Colorado include meeting workforce needs; improving the K-12 education pipeline; addressing completion education gaps particularly for Hispanic

and other underserved populations; and the shifting burden for the cost of college from the state to students and families with Colorado ranked 47th nationally in state investment in higher education. CCHE goals include improving student success and reducing the attainment gaps with a target of 66% of Coloradoans having postsecondary credentials.

Mr. Kaufman described how the HB-1319 funding model works with COF stipends, role and mission factors and performance metrics. He commented on the potential for new legislation on tuition policies with concerns on rising costs and explained the role of the CCHE in approving the capital construction list.

Discussion followed on President Obama's proposal for community colleges; financial challenges with limited oversight by the CCHE on proprietary schools and the state and federal role in addressing those challenges; development of a CCHE ranking system to understand costs as well as education requirements and job prospects; providing assistance rather than defunding for failure to meet performance standards; and the challenges and important role of four-year regional comprehensive institutions.

Chair Horrell commented on the positive partnership with CCHE and the possibility of future collaboration to communicate to the public the importance of investing in higher education. Mr. Kaufman suggested utilizing alumni associations and employees as pipelines to contact legislators. Chair Horrell indicated the retreat was now concluded and the Board would move into the business portion of the meeting.

PUBLIC COMMENT

Chair Horrell explained 20 minutes was allocated for public comment and each of the individuals who signed-in would have five minutes to address the Board. Bob Vangermeersch, Mike Pruznick, Linda Vrooman and Doug Brobst commented in opposition to the new on-campus stadium.

REAL ESTATE/FACILITIES COMMITTEE

Governor Tuor, Committee Chair; Governor Flores, Committee Vice Chair; Deputy General Counsel Johnson, assigned staff

Committee Chair Tuor convened the meeting at 10:00 a.m. and asked Ms. Parsons to begin with the CSU master plan presentation.

Master plan: Ms. Parsons recounted that an overview of the master plan process was presented at the December meeting. Since that meeting, Committee Chair Tuor toured the campus and worked with staff on an extensive review of the master plan which is a living document that is continually updated. There is a large Master Plan Committee that convenes monthly to address new opportunities and challenges, and various stakeholders, including the City of Fort Collins and Larimer County, are engaged in the process. By statute, CSU is required to submit the master plan every ten years to the State of Colorado and, accordingly, the CSU master plan will be presented this year.

Ms. Parsons provided an overview of the CSU properties and explained the master plan is constituted with sub-area plans including three campus plans. She reviewed the overall guiding principles and the implications, current composition and layout for each of the campus plans. When asked about the airfield on the Foothills Campus, Steve Hultin, CSU Director of Facilities, responded the airfield is not designated as an airport of use or active airport and is used for emergency landings or incident response.

Ms. Parsons recounted that the CSU 2020 Plan is a financial stress test for the physical master plan that looks at the cost of growth over time. Not all of the growth will be supported with new buildings and a space utilization test is being conducted by Ayers Saint Gross to ensure existing space is utilized in the most efficient manner.

The directions set forth from the Board in 2004 were to ensure the university was developed in a unified, cohesive manner in compliance with aesthetic guidelines and good design standards. When asked about the current Board's directions to anticipate needs or to reinforce what was set forth ten years ago, Committee Chair Tuor explained the guiding principles reflect that CSU is mindful of future growth and impacts on tuition with limited and targeted acquisition. There is an intent to create a physical environment that is inviting with a sense of community while recognizing the need for flexibility. Investments will be made to maintain current assets and accommodate evolving teaching methodologies.

Ms. Parsons commented on designing the campus for the future and explained experimentation with flipped classrooms. Professors are being asked to evaluate the flipped classrooms in terms of teaching and students through the University Facilities Advisory Board are being asked to consider investing more in the flipped classrooms.

President Frank commented that the university, since 2007-08, has utilized state funding supplemented with emergency funding from the university for deferred maintenance. In 2009, two cross-pledged \$1 million reserve accounts were established with one reserve for enrollment shortfalls and the other reserve for deferred maintenance. There continues to be shortfalls in deferred maintenance funding. Bond issuances for substantial renovations and deferred maintenance may need to be considered in the future.

When asked about cost savings through green initiatives, President Frank explained CSU has been able to operate during the past few years within the existing utilities budgets with rising utilities costs offset by the initiatives. Ms. Parsons and Mr. Hultin explained how the new buildings and retrofitting of existing buildings have resulted in significant savings. With a 25% growth in square footage, utility consumption has only increased 9% or, stated another way, there has been a 20% decrease in electrical use per square foot. Overall the campus has done well and is close to obtaining a platinum level rating from the Sustainability Tracking, Assessment and Reporting System (STARS) which is a complete analysis of the university's environmental and sustainable efforts.

A suggestion was made for the guiding principles to codify the Board's directions from ten years ago to ensure those are also carried forward. Another suggestion was to connect, align and reinforce in the master plan the research contributions and advances made by the university and the concept of the campus as a living-learning experience. A third suggestion was to more strongly reflect the commitment to working partnerships with the local community.

Committee Chair Tour noted the guiding principles were developed for the presentation and were not part of the master plan that has been prepared for submission to the state. She suggested approval of the action item authorizing submittal of the master plan. The guiding principles will be revised and brought back to the Board with integration of the suggestions. **Motion/Action:** Governor Horrell made the motion; Governor Johnson seconded; and the motion was unanimously approved.

Approval of Two-Year Cash List Amendment #1: Ms. Parsons explained that a two-year cash list of projects to be funded by the university, not the state, is maintained with the State of Colorado. New projects being added to the list are two parking projects; a medical center building; an addition to the Anatomy-Zoology building; the on-stadium campus; and four projects related to the South Campus and Veterinary Teaching Hospital with new donor commitments. **Motion/Action:** Governor Flores made the motion; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Approval of Program Plans

Medical Center Building: Ms. Parsons reviewed the location, size, occupants, programs and services to be provided in the proposed new medical center that would be available to the community and would be beneficial to the university's employees. Funding for the project will come from a combination of sources. An approximate timeline would be to bring a plan of finance for approval this spring with an 18-month construction schedule. Informal discussions on the project have been held with the City of Fort Collins. **Motion/Action:** Governor Zimlich moved to approve the program plan; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Anatomy-Zoology Building Addition: Ms. Parsons explained the new state-of-the art addition would benefit the Biology, Biomedical Sciences and Professional Veterinary Medicine departments and would not add to the footprint of the campus. Dr. Miranda explained the gross anatomy labs are used for both human and animal anatomy. The expectation is there will be increased enrollment in health-related fields, particularly with the new neuroscience major in the College of Natural Sciences. Current capacity has been maximized and there is concern that graduations may be delayed in the future due to the lack of availability of a required anatomy course. **Motion/Action:** Governor Horrell moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

University Square Parking Structure and South Campus Parking Lot: Ms. Parsons explained the two projects will address both immediate and some of the medium to long-term parking needs. She reviewed the locations, costs, capacity and benefits of each project. When asked about the opposition to the parking master plan by different constituency groups, Ms. Parsons commented on the issues of parking permit rates and locations. Governor Bernasek remarked on the concerns from an employee standpoint on the allocation of the permits, the organization of the parking, and the issue of cost for lower-income employees with a suggestion for a sliding scale. President Frank added there were observations on safety issues for low-paid employees who had to park in the lots further from the campus. Discussions will be held with various constituency groups to work through these issues.

Motion/Action: Governor Gustafson moved to approve the University Square parking structure program plan. Governor Zimlich seconded and the motion carried unanimously. **Motion/Action:** Governor Johnson moved to approve the program plan for the South Campus parking lot. Governor Robbe Rhodes seconded and the motion carried unanimously.

Colorado State University Naming Policy and Guidelines: President Frank explained the naming policy and guidelines contained language that indicated a naming would remain in place unless the Board decided to take action to change the name. Since the donor agreements contain clauses that would allow removal of a name, the recommendation is to modify the guidelines to mirror the gift agreements. In response to a question, Mr. Hultin confirmed there were provisions in place to memorialize a gift if a building was torn down or repurposed. **Motion/Action:** Governor Robbe Rhodes moved to approve the revised naming policy and guidelines. Governor Gustafson seconded and the motion was carried unanimously.

With no further business to come before the committee, the Real Estate/Facilities Committee meeting was adjourned and the Board recessed for lunch at 11:12 p.m. The Board meeting was reconvened at 12:17 p.m.

AUDIT AND FINANCE COMMITTEE

Governor Zimlich, Committee Chair; Governor Munn, Committee Vice Chair; Rich Schweigert, Chief Financial Officer, CSU System, and Allison Horn, Director of Internal Auditing, CSU System, assigned staff

Committee Chair Zimlich convened the committee meeting and explained there would be two agenda items related to the stadium.

CSU Stadium Project Review and Plan of Finance: Mr. Schweigert explained the Board would first be asked to take action on the stadium project review. Following presentation of the plan of finance, the Board would then be asked to approve the 9th supplemental resolution for the sale of bonds. He asked Ms. Parsons to present the project review.

Ms. Parsons reported the complete stadium project is posted on the CSU Facilities website. She reviewed the highlights of the project review including size, cost and location. **Motion/Action:** Governor Johnson made the motion to approve the stadium project review; Governor Tuor seconded; and the motion carried unanimously.

Mr. Schweigert described the composition of the financing team that has been monitoring the progress of the stadium project for the past two+ years. Senior underwriters and attorneys have also assisted in vetting the project to bring forward the best financing structure. Meetings will be held with Moody's Investor Services and Standard and Poor's Rating Services with the goal of retaining the System's current ratings. Mr. Schweigert asked Stephanie Chichester, the System's financial advisor from North Slope Capital, and John Moellenberg, a senior underwriter from the Royal Bank of Canada, to review the plan of finance.

Ms. Chichester provided a brief overview of the System's current debt service and an interest rate history for taxable and tax-exempt long-term rates. The stadium financing structure has three components: taxable bonds that provide flexibility for private use, i.e., sponsorships, naming rights, private retail and concession; and tax-exempt bonds split between fixed and variable rate. Principal payments would begin in 2021 after the stadium opens and stabilization occurs. Mr. Moellenberg provided a comparison of fixed rate and variable rate debt with an explanation on the difference in process between a bank direct purchase and the formal bond process.

Ms. Chichester reviewed the stadium financing scenarios and recommended financing plan by source or type of bonds, amounts and the use of the funds. With current interest rates at historic lows, the total debt repayment is \$65 million less than if the bond sale were completed the previous year. When asked about the length for such a bond issuance, Ms. Chichester confirmed that the useful life of an asset is matched with the term of the debt and 35-40 years is appropriate for the stadium project. She explained the net reoffering premium or discount in the financing scenarios.

Ms. Chichester provided a comparison of the recommended financing plan to a 100% fixed rate; a comparison of repayment sources; and an internal debt service coverage ratio chart with the ratio estimated to be at 139% which exceeds requirements for coverage required by Board policy of 1.25%. Committee Chair Zimlich clarified that the issuance of \$242 million in bonds for a \$220 million project is done in order to fund payments prior to generating revenue.

Mr. Moellenberg explained that periodically conversations are held to discuss refinancing opportunities with current market conditions to determine any potential savings by issuing refunding bonds. Testing indicates that \$95 million of existing bonds could be refinanced for present value savings of \$6.5 million.

Committee Chair Zimlich noted the current 9th supplemental resolution includes the issuance of the new 2015 bonds for the stadium which is outside of the State's intercept program and identifies the refinancing which is within the State's intercept program. Mr. Schweigert explained how the original master resolution was approved in 2007 and the parameters the Board provides to investors are defined in the original and supplemental resolutions.

Motion: Governor Mosher moved to approve the 9th supplemental resolution and Governor Flores seconded. Committee Chair Zimlich explained that, while he believes this financing structure makes sense if one determines to take on more debt, he continues to have concerns about the potential long-term impact of debt on students. President Frank commented on the non-general fund buffers available to the university and on the overall success in the university's fundraising efforts. He reiterated the commitment to use philanthropy and revenue bonds and not tuition, fees or state support for the stadium. **Action:** Committee Chair Zimlich called for the vote which passed eight to one with Committee Chair Zimlich opposed.

Reimbursement Resolution for PERC and Parking: Mr. Schweigert explained the resolution is to authorize initiating two projects, the relocation of the PERC greenhouses and the Research Drive parking lot, at an estimated cost of \$13.4 million with reimbursement of expenditures from project proceeds once bonds are issued. The resolution authorizes the reimbursements in compliance with IRS requirements and has been drafted by bond attorneys to meet all IRS parameters. President Frank explained that, prior to determining a location of the new on-campus stadium, the faculty wrote a letter supporting relocating PERC and building new greenhouses regardless of the outcome of the stadium project. **Motion/Action:** Governor Horrell moved to approve; Governor Flores seconded; and the motion carried unanimously.

Treasury Discussion: Mr. Schweigert recounted that, in 2008, the CSU System was granted permission from the General Assembly to manage its own funds. Other than the University of Colorado and Mesa University, funds of all other public higher education institutions are managed by the state under restrictive parameters in statute. Currently the System investments are managed by the state treasury and, after several years of low returns, there is internal agreement that, based upon performances by other institutions, the time is appropriate to move forward with forming a System Treasury Committee. By statute, at a minimum the committee would have five members including the System Treasurer (currently Mr. Schweigert), at least one board member (more could be appointed), and three individuals from the business community with financial knowledge.

Mr. Schweigert reviewed comparisons of annual, average and cumulative rates of return for the State/CSU, the University of Colorado, the CU Foundation and Mesa University. Upon Board approval, a committee would be formulated to begin working on the policies, procedures and protections in order to begin withdrawing System funds from the state treasurer. Following several questions on governance, structure and investment strategies, action was tabled until after the executive session was held the following day in order to receive legal advice from General Counsel Nosler.

Semester at Sea Contract: Mr. Schweigert asked Dr. Miranda for his comments. Dr. Miranda provided an overview of the Semester at Sea program that has been operated by the Institute for Shipboard Education (SE) in partnership with various universities to deliver the curriculum and faculty. He explained how CSU has participated in the program both with faculty and students. The expectations are there will not be out-of-pocket expenses for CSU and there is the potential to generate resources that would be utilized to incentivize faculty and for small scholarships for students to participate in the program. The resolution is to authorize CSU to engage in negotiations to potentially lead to a contract.

Dr. Miranda explained there have been teams reviewing various issues, such as safety protocols and insurance, which will be addressed during the contract negotiations; the SE is seeking a new partner to be

more of an academic partner rather than an academic service provider; and accreditation would be under CSU as the academic provider. When asked about fit with the university's strategic plan, the response was the program would fit within CSU's aspirations and accomplishments in internationalization; provide students with an additional international education abroad opportunity and international experience for faculty; marketing the program will add to the university's recruitment efforts; and the program would add capacity and not be a financial burden for the institution. **Motion/Action:** Governor Tuor made the motion to approve; Governor Gustafson seconded and the motion carried unanimously.

Review of Financial Issues for CSU-Pueblo: Mr. Schweigert explained the information on System support for CSU-Pueblo was provided in response to a Board request at the previous meeting and there is general agreement that there are advantages to be part of a system.

CSU-Global Campus NewCo Discussion: President Takeda-Tinker reported a name has been selected and submitted to be trademarked and will be shared when that has been completed. The fundamental purpose of NewCo is to be a tech transfer enterprise to leverage and monetize CSU-Global Campus' intellectual properties and technologies. President Takeda-Tinker recapped the benefits, types of services and customer base for NewCo. Business plan highlights were shared for three years on both low and high case scenarios. NewCo is projected to be positive from the first year of operation and will assume management of the CSU-Global Campus' client businesses to allow the university to focus on its core mission of serving degree-seeking students. Legal matters related to NewCo would be discussed the following day during the executive session.

2015 2nd Quarter Financials: Mr. Schweigert indicated each of the campus chief financial officers would be asked to present their financials.

Colorado State University: Ms. Johnson reviewed the layout of the financial report and reported the campus is on-track for 2015. There was a 2.3% increase in tuition revenue; however, enrollment growth is not budgeted until the following year. Another variance is the Veterinary Teaching Hospital is exceeding anticipated revenues. When asked about the tuition revenue increase, Ms. Johnson responded the majority of the growth is attributable to the increased non-resident enrollment. President Frank added that the university has maintained essentially its market position with Colorado residents but, for several years, there has been a decline in the number of Colorado high school graduates that has now reached a point where that decline will be reversed.

Colorado State University-Pueblo: Mr. Spiecker reported operating revenues were higher than anticipated for the fall primarily due to the change in the mix of non-resident/resident student enrollment and a 15% increase in the freshmen class, largely attributable to the enrollment initiatives that were implemented. When asked about the second semester, Mr. Spiecker responded the final census has not been received. Initial indications are spring enrollment is slightly below what was budgeted which is offset by the fall surplus and thus the university is anticipated to be on-track for remainder of the year.

When asked about the decrease in the net position, Mr. Spiecker explained the consolidated income statement includes payments for interest on debt service for the residence halls, depreciation and non-cash payments, and capital construction expenses that have not yet been reimbursed by the foundation. The E&G budget is in balance with the approved budget. When asked about the debt service on the residence halls, Mr. Spiecker explained there is a sufficient balance in auxiliary funds for debt service payments for the current and next year, and alternatives for additional occupancy in the residence halls are being explored. The suggestion was made to have the alternatives brought to the May meeting for discussion. When asked if the bond refinancing included the CSU-Pueblo residence halls, Mr. Schweigert responded the bond refinancing for the residence halls had already been completed recently.

CSU-Global Campus: President Takeda-Tinker reported the December financials are actuals with 50% of revenues and 50% expenses, and CSU-Global Campus was on-track with the budget at the end of December. Enrollment for January and February is below projections and the budget has been re-forecasted. Restructuring has occurred in the enrollment department along with the addition of strong professional managers. CSU-Global Campus is now back on-track with the projected net operating income and expenses.

CSU System Budget: Mr. Schweigert reported the System Office is on-track with the budget.

Status of FY 2014-15 Audit Plan: Ms. Horn reported six reports have been issued this year and three more have been completed and are awaiting responses. Those reports will be issued with no red flag issues for CSU Extension (in three counties), the CSU Admissions Office and the CSU Office of Sponsored Programs Cost Transfers. The work completed for the extension offices is different and more in-depth than previous audits and, due to the limited number of auditors, Ms. Horn will be working on the extension audits going forward. President Frank commented on the challenges of auditing the extension offices who work in partnership with the local county and some employees are paid by the county operating under different policies than extension employees employed by CSU.

Ms. Horn reported two entrance conferences have been scheduled and there are five audits in field work. Additionally work is being done on a special project and another special project is in the planning stages. New technology to assist with continuous auditing will be implemented before the end of the year. Other new technologies implemented during the past year include a data analytics tools and an automated audit work paper system.

Presentation of Audits Completed Since Last Meeting: Ms. Horn reported one report was issued since the previous meeting on tuition revenue at CSU-Pueblo. The executive summary was provided in the meeting materials. Internal controls were deemed to be generally adequate; there were nine recommendations with one repeat recommendation on ghost students that has been addressed; and there were no red flags.

Overdue Audit Recommendations: Ms. Horn reported there were three recommendations for the Warner College of Natural Resources that were delayed to allow time to partner with the new dean. There was also one overdue recommendation for Continuing Education at CSU-Pueblo where new systems are to be implemented by summer 2015. There were no red flag issues for the overdue audit recommendations.

With no further business to be addressed, the committee meeting was adjourned and the Board recessed for a break at 2:10 p.m.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Mark Gustafson, Committee Chair; Jane Robbe Rhodes, Vice Chair; Rick Miranda, CSU System Chief Academic Officer and CSU Executive Vice President and Provost, assigned staff

Committee Chair Gustafson called the meeting to order at 2:30 p.m. and asked Dr. Miranda to report on the first agenda item.

CSU 2013-14 Sabbatical Leave Report: Dr. Miranda explained the report summarizes the scope of activities and progress made by faculty on sabbatical leave from the previous year. Sabbaticals allow for the revitalization of faculty that occurs while making significant research progress.

CSU New Special Academic Unit – School of Biomedical Engineering: Dr. Miranda explained the creation of a special academic unit is a formal construct that has been in place for several years to transition existing interdisciplinary degree programs. The School of Biomedical Engineering has been in place for eight years. Four deans along with an oversight committee and the Dean of Graduate School will oversee the Masters and Ph.D. programs which are not new degree programs. The action is to codify the School of Biomedical Engineering graduate programs as a special academic unit. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Schiffelbein seconded; and the motion carried unanimously.

CSU-Pueblo 2013-14 Sabbatical Leave Report: President Di Mare explained faculty is expected to be engaged in teaching, research and scholarship, and community service in their discipline or profession. There were nine sabbaticals the past year that resulted in a wide range of practical and applied research. When asked if there is follow-up or tracking of the research in a systematic way, President Di Mare explained faculty is expected to provide reports on the progress achieved during sabbaticals. Dr. Kreminski provided two examples that illustrated how knowledge and new laboratory techniques were institutionalized at CSU-Pueblo for the benefit of students and the university.

With no additional agenda items to discuss, the Academic and Student Affairs Committee meeting concluded at 2:40 p.m.

FACULTY REPORTS

CSU-Global Campus: Governor Deemer explained how CSU-Global Campus changed from Blackboard to Schoology for the learning management system. Students have responded positively to the change; significantly less time is required by the faculty to set up classrooms and instruction process; there is better interaction and communication with students; and there are opportunities for collaboration. While there are a few issues to be resolved, overall the change has been positive. CSU-Global Campus is the first four-year institution to utilize Schoology.

CSU-Pueblo: Chair Horrell explained that Governor Mincic was currently out of town with students at a competition and his written report was provided in the meeting book.

Colorado State University: Governor Bernasek commented on the challenges of Blackboard and noted CSU has moved to Consortium Canvas which has great capabilities and adaptability. The Faculty Council at its last meeting had a presentation by Ms. Parsons and Ms. Johnson on Public Private Partnerships (P3s) which provided an opportunity to learn more about the subject. In December, a presentation was made by Dan Bush, Vice Provost for Faculty Affairs, and Jen Eberle, Chair of the Non-Tenure Faculty Committee, who explained the contributions made by the non-tenure faculty that are among the lowest paid faculty, comprise 40% of the faculty, and teach 60% of the undergraduate courses. The Faculty Council will be examining ways to support the non-tenure faculty.

Colorado State University received a \$50,000 gift from a private donor for the *Ripple Effect* to fund projects that would make CSU a better place for women to work. While not all of the 47 proposals received could be funded, there were numerous good ideas from people, many of whom had never applied for a grant. Governor Bernasek described the various proposals that she generally categorized as engaging and inspirational, health and fitness-related, practical basic life assistance or leadership/mentorship. A synopsis of the proposals will be posted on the President's Commission on Women and Gender Equity website.

Other updates include a campus climate survey was conducted that has generated discussion with positive momentum and Deputy Counsel Jason Johnson will be working on an anti-bully policy as part of the

response to the survey. President Frank commended the Faculty Council for their work in addressing the challenges and issues for adjunct faculty.

EVALUATION COMMITTEE

Chair Horrell indicated that the Evaluation Committee would convene and Committee Chair Mosher called the meeting to order. General Counsel Nosler read the meeting into the executive session for the purpose of discussing and evaluating public officials and professional staff as set forth in the meeting notice. **Motion/Action:** Governor Robbe Rhodes moved to convene in executive session. Governor Munn seconded and the motion carried unanimously. The meeting convened in executive session at 3:00 p.m. and adjourned at 4:50 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
CSU-Global Campus, Greenwood Village, Colorado
February 6, 2015**

CALL TO ORDER

Chair Dorothy Horrell called the meeting to order at 9:08 a.m.

ROLL

Governors present: Dorothy Horrell, Chair; William Mosher, Vice Chair; Joseph Zimlich, Treasurer; Scott Johnson, Secretary; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Nancy Tuor; Alexandra Bernasek, CSU Faculty Representative; Samantha Guinn, CSU Student Representative; Brad Schiffelbein, CSU-Global Campus Student Representative; Timothy Zercher, CSU-Pueblo Student Representative.

Administrators present: Michael Martin, Chancellor, CSU System; Tony Frank, President, CSU; Lesley Di Mare, President, CSU-Pueblo; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Allison Horn, Director of Internal Auditing, CSU System; Michael Nosler, General Counsel, CSU System; Rich Schweigert, Chief Financial Officer, CSU System.

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors.

Guests present: Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Jason Johnson, Deputy General Counsel, CSU; Rick Kreminski, Acting Director, Institutional Research and Analysis, CSU-Pueblo; Tom Milligan, Vice President of External Relations, CSU; Kathay Rennels, Associate Vice President for Engagement, CSU; Ron Sega, College of Engineering, CSU; Lou Swanson, Vice President for Engagement, CSU.

Chair Horrell convened the meeting and reported the Board had the opportunity during breakfast to meet with the Deans and other staff of CSU-Global Campus to learn more about CSU-Global Campus' programs and services, and the faculty management system. She then recapped the previous day's work.

EVALUATION COMMITTEE

Chair Horrell asked Governor Mosher, Chair of the Evaluation Committee, to present the action item discussed during the previous day's committee meeting. Committee Chair Mosher asked for a motion to approve the resolution to create an ad hoc Board committee to review an appeal of a grievance decision from Colorado State University-Pueblo. Further, Committee Chair Mosher indicated the Evaluation Committee recommended that Governor Munn serve as Chair of the ad hoc committee and Governors Robbe Rhodes and Tuor serve as the additional members. **Motion/Action:** Governor Gustafson made the motion, Governor Zimlich seconded, and the motion carried unanimously.

BOARD CHAIR'S AGENDA

Chair Horrell congratulated the CSU Rams on their football bowl appearance and the CSU-Pueblo ThunderWolves for their Division II football championship. She shared highlights from the celebration held in Pueblo for the ThunderWolves. Governors Robbe Rhodes, Johnson and Zercher added their appreciation for the positive support from the Pueblo community. Chancellor Martin remarked on a second celebration that was held during a recent basketball game.

Chair Horrell commented on the positive recognition of CSU and the System at the National Western Stock Show. The Senate Education Committee confirmation hearing for Governors Flores and Gustafson will be held on February 19th. Governor Zimlich has agreed to serve as the liaison on a group to work on town and gown issues between the Fort Collins community and CSU.

STUDENT REPORTS

CSU-Global Campus: Governor Schifflbein reported he has completed one class under Schoology and the change from Blackboard has been a positive transition. CSU-Global Campus has created a new blog called Global Broadcast where anyone affiliated with the university can post items which helps increase transparency. Governor Schifflbein concluded his report by commenting on how CSU-Global Campus is focused on the students and has high quality faculty and students.

CSU-Pueblo: Governor Zercher explained his written report highlights five projects the ASG is working on with the expectation to either finish or have the projects running before the April student elections. Updates include CSU-Pueblo will be hosting the Colorado Student Governments Coalition at its next meeting on February 21st; the design team for the Wolfie clock will be selecting an architectural firm the following week with the intent to break ground during the summer; and the students are still focused on the technology issue. He concluded his report by commenting on the campus pride that continues to be exhibited after the ThunderWolves football championship.

Colorado State University: Governor Guinn explained her report is similar to the previous report since several projects have been undertaken but limited progress has been made. The date for the Day at the Capitol has been changed to February 24th with the possibility of 60 to 65 students participating. The anti-stigma campaign posters have been approved and will be distributed after spring break. Distribution of the resources card is slightly behind schedule and hopefully the turnaround process will be easier for the next administration. Governor Guinn thanked Dr. Miranda for the opportunity to present on the safety app during the budget hearings and the Board will be apprised as progress is made with the safety app.

CSU SYSTEM ADMINISTRATIVE PROFESSIONALS HANDBOOK

Chair Horrell reported General Counsel Nosler has updated the handbook to ensure conformity with the recently revised Board policies. General Counsel Nosler explained that the bylaws, policies and now the handbook have been updated and the modifications were highlighted in the resolution. The revised handbook will be made available to all System employees. **Motion/Action:** Governor Munn moved to approved; Governor Flores seconded; and the motion carried unanimously.

CONSENT AGENDA

Chair Horrell reported the items for approval on the consent agenda are the minutes from the December 4-5, 2014 Board and committee meetings. **Motion/Action:** Governor Robbe Rhodes moved to approve; Governor Zimlich seconded; and the motion carried unanimously.

EVALUATION COMMITTEE AND EXECUTIVE SESSION

Chair Horrell indicated the Evaluation Committee would convene to be followed by the executive session wherein the nonvoting members would rejoin the meeting. General Counsel Nosler read the meeting into executive session for the purpose of discussing and evaluating public officials and for the purposes of receiving the litigation report, all confidential as set forth in the meeting notice. **Motion/Action:** Governor Flores moved to convene in executive session; Governor Munn seconded; and the motion carried unanimously. The executive session was convened at 9:40 a.m. and the meeting was recessed for lunch at 11:50 a.m.

TREASURY COMMITTEE ACTION

Chair Horrell reconvened the meeting in open session at 12:17 p.m. and reported the first item would be the Treasury Committee action item that was referred out of the Audit and Finance Committee meeting. General Counsel Nosler read the resolution to authorize the formation of the CSU System Treasury Committee and explained that an internal exploratory committee under the direction of Mr. Schweigert will bring to the Board recommendations for the appointment of the advisory committee, the Treasurer and an investment firm. By statute the Board has the authority to start a System treasury. **Motion/Action:** Governor Gustafson moved to approve; Governor Schiffelbein seconded; and the motion carried unanimously.

PRESIDENTS' REPORTS

CSU-Global Campus: President Takeda-Tinker followed up on a retreat question on comparison of CSU-Global Campus' costs with peers by explaining that the data from IPEDS is two years old and does not include grants and scholarships. CSU-Global Campus has a one-rate tuition with upfront discounts and no student fees to assist students with tuition planning and the tuition cost is in line with peers. Also, CSU-Global Campus has students in 63 of the 64 Colorado counties with Kiowa as the remaining county and has a scholarship available for a student from that county.

President Takeda-Tinker reported CSU-Global Campus has been ranked #7 in *U.S. News & World Report* for best online bachelor's degrees, and the education and business Masters degrees are ranked in the top 100 at #85 and #53 respectively. Work has been completed on the alternative teacher licensure program designed to recruit and prepare secondary math and science teachers. The program is designed to bridge academic coursework with realistic experience inside of a K-12 classroom with a comprehensive year-long internship requirement. Dr. Norm Augustine has reviewed the program and provided feedback that will be incorporated with the expectation to launch in spring 2016.

By the May meeting the first cohort of the new Bachelor of Science in Construction Management program will be launched on behalf of CSU-Pueblo. Work on the next CSU-Global Campus strategic plan entitled "Reinvention" will begin in April with campus-wide involvement and will be presented at a future Board meeting. The current strategic plan will finish at the end of December 2016 in anticipation of the HLC site visit in February 2017.

CSU-Pueblo: President Di Mare reported the ten-year HLC reaffirmation site visit will occur February 13-14, 2017. The strategic plan has been dovetailed with the experimental education initiative and the 49 assumed best practices that the HLC will be examining. In the future the budget will be tied to these three items which will also be reviewed by the HLC liaison who will be visiting the campus in April to ensure CSU-Pueblo is on-track for the reaffirmation. There are 17 subcommittees working on the 49 assumed best practices to ensure everything is being accomplished in an integrated fashion.

President Di Mare acknowledged CSU-Global Campus for their work with CSU-Pueblo to launch the first totally online degree program for Construction Management. The next online degree to be launched will be the RN to BSN nursing degree that will hopefully be followed by two to three more programs in the future.

CSU-Pueblo has recently launched a virtual tour on its website which is an important flexible recruitment tool that can be modified as needed. The CSU-Pueblo Foundation has asked for submission of applications for funding recruitment and retention initiatives. Through new enrollment initiatives and the work of Royall & Company, over 8,000 applications have been received for the fall 2016 semester compared to the 3,000+ received last fall. Recruitment efforts also continue for international students and out-of-state students.

Classes are being scheduled in the new academic building which will be completed by the fall semester. The renovation of the Occhiato University Student Center will break ground in May or June. The capital campaign has now raised \$11.5 million with \$15 million of the \$25 million goal designated for student scholarships.

President Di Mare asked Deputy General Counsel Doyle to report on the new CSU-Pueblo email and acceptable use for electronic resources policies. Deputy General Counsel Doyle reported a policy that is in compliance with Board Policy 127 was developed to allow mass communications with regulated distribution groups through the President's office to ensure the communications are official business. There are mechanisms within the policy that allow for requests to develop distribution groups within different colleges or departments. General Counsel Nosler confirmed there was no action needed by the Board on the policies and noted that Deputy General Counsel Doyle will be assisting President Di Mare and her administration with the development and coordination of various policies at the university.

Colorado State University: President Frank asked Tom Mulligan, CSU Vice President for External Relations, to provide a presentation on the university's brand. Mr. Mulligan commented on the capability to keep connected through social media networks which requires more attention to institutional branding and concise messaging. He shared three short videos with the first video focused on the brand platform for the institution that is used as a touchstone; the second video centered on student recruitment; and the third focused on the CSU effect on what the institution can do for students and the value provided.

To highlight work from both the Athletics Department and the Office of Diversity, President Frank reported CSU was selected this year for the 2015 Award for Diversity and Inclusion by the NCAA and the Minority Opportunities Athletics Association. A video developed for the award presentation was shared with the Board.

CHANCELLOR'S REPORT

Chancellor Martin acknowledged the staff, in particular Rich Schweigert, Bridget Mullen and Rick Miranda, for their work on the HB1319 process. At the request of the Dept. of Higher Education, the System has begun discussions with several Colorado regional institutions and a junior college to identify collaborative efforts to improve performance.

Chancellor Martin reported Venture Capital Fund updates were included in the meeting materials. One project funded was a joint venture between the Colorado Futures Center and the CSU Regional Economics Institute who have been working on larger statewide and regional economic forecasting and are interested in utilizing their capabilities to serve municipalities. A case study pilot project is being

launched in Pueblo to assist the local leadership to better understand their economy and public policies. Governor Flores was asked for his comments.

Governor Flores commented on the need for a public policy institute in Pueblo to assist with economic development, education and to address poverty and, secondly, to assist with leadership roles for young people. Based upon the model and work that Ms. Resnick of the CSU Colorado Futures Center has done for the state of Colorado, Ms. Resnick was asked to meet with local leadership to make a presentation on how declining sales revenues are affecting the Pueblo community. Ms. Resnick's presentation was well received and Ms. Resnick is going to conduct a study for Pueblo. Conversations have been held with President Di Mare regarding the study and on developing a permanent way through the university and other partnerships to drive public policy in Pueblo.

21st Century Land Grant System: Chancellor Martin recalled that, at the August meeting, discussions began on how to develop a 21st Century Land Grant System. Kathay Rennels, CSU Associate Vice President for Engagement, and Lou Swanson, CSU Vice President for Engagement, were asked to provide an update.

Ms. Rennels recounted how the concept of a hub model evolved out of the previous discussions on e-centers; sector data has been gathered; and work is being done with manufacturers. She described the concept of CSU System-branded regional hubs that connect learning opportunities and options with engagement of the community through partnerships. The hubs will provide collaborative support with economic, workforce and community development and have an engagement component. Examples of resources and services that could be provided for a Pueblo, Urban (Denver), Grand Junction (Western Slope) and Sterling (Eastern Plains) hubs were provided. Work will continue on how to move forward to create these hubs.

Denver South Initiative: Chancellor Martin asked Ron Sega, CSU College of Engineering, to report on the progress made with the Systems Engineering program at Denver South. Mr. Sega provided an overview of the accomplishments achieved on core systems engineering classes and distance delivery for Denver South. He reviewed the industry needs for system engineering; the development of the systems engineering program at CSU; the guest speakers at the classes; the composition and work of the executive advisory board; the addition of industry experts; and conclusions and recommendations the managers' forum has presented on the format and delivery of the courses. New opportunities, courses and options, such as short courses, will continue to be explored. Faculty will be added in Fort Collins and Denver South. The concept of regional and national centers is also being explored.

BOARD MEETING EVALUATION

When asked for feedback on the retreat and meetings, positive responses were received on the educational opportunities.

The next meeting will be held at Colorado State University in Fort Collins, May 7-8, 2015. With no further business to come before the Board, the meeting adjourned at 1:26 p.m.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS SPECIAL MEETING**

Via Conference Call

February 12, 2015

CALL TO ORDER

Chair Dorothy Horrell called the meeting to order at 4:02 p.m.

Governors present: Dorothy Horrell, Chair; William Mosher, Vice Chair; Joseph Zimlich, Treasurer; Scott Johnson, Secretary; Dennis Flores; Mark Gustafson; Jane Robbe Rhodes; Nancy Tuor; Brad Schiffelbein, CSU-Global Campus Student Representative; Timothy Zercher, CSU-Pueblo Student, Representative.

Administrators present: Tony Frank, President, CSU; Becky Takeda-Tinker, President, CSU-Global Campus; Rick Miranda, Chief Academic Officer, CSU System, and Provost and Executive Vice President, CSU; Michael Nosler, General Counsel, CSU System.

System Staff present: Adam Fedrid, IT Manager; Sharon Teufel, Executive Assistant to the Board of Governors.

Guest: Tom Milligan, CSU Vice President for External Relations

Chair Horrell convened the meeting and asked Ms. Teufel to conduct the roll call.

Chair Horrell explained Chancellor Martin will be stepping down as chancellor on March 1, 2015, and by statute the Board is obligated to appoint a chancellor and CEO of the System. There are a number of statutory responsibilities as well as administrative responsibilities which require participation of the System CEO and therefore the purpose of the meeting is to consider how to staff this leadership function for the System as of March 1st.

At the February meeting the Board had the opportunity to discuss options and to receive input from the sitting chancellor and the three presidents regarding the leadership and structure of the System. As a result of those discussions, Chair Horrell stated the System and its institutions would best be served by the appointment of an interim chancellor for the next few months with the interim time period utilized to finalize the permanent leadership structure of the System with a focus on building upon the momentum the System institutions have, individually and collectively.

Chair Horrell indicated that the best person to put into the interim position is President Tony Frank who would continue as the President of CSU with the dual role of interim chancellor. This structure has historical precedent and existed during the administrations of Phil Austin, Al Yates and Larry Penley. President Frank is a highly respected leader in higher education in Colorado and nationally; is well known to the Board; has been a valued colleague to his fellow presidents; and brings a deep commitment to excellence.

The suggested term as Interim Chancellor would begin March 1, 2015 through May 31, 2015, which will give the Board time to consider the permanent System leadership structure with the intent to evaluate the position at the May meeting. The expectation is the reporting relationships of the presidents and the System staff will remain as they currently are; the presidents will continue to have a dual reporting

relationship to the chancellor and to the Board; and the General Counsel and Internal Auditor would continue with the direct reporting relationship to the Board.

Chair Horrell indicated at this point a motion and a second for said action would be considered with discussion before the vote. **Motion:** Governor Robbe Rhodes made the motion and Governor Johnson seconded. The meeting was then opened for discussion.

Vice Chair Mosher endorsed the motion and the intent to move forward as quickly as possible with the interim appointment that would provide a fairly seamless transition. He expressed confidence in President Frank's abilities to align and assign staff as required and to perform the functions of the position. Vice Chair Mosher noted there may some be additional expenses and travel for President Frank and other staff. He reiterated there would be no permanent position or salary changes until a full plan for moving forward is reviewed at the May meeting.

In response to a question, Chair Horrell clarified that the conclusion from the discussion at the February meeting was there no longer existed a need to have a stand-alone full-time chancellor position and the interim period between March 1st and the May meeting would allow time to evaluate any issues that may arise before a permanent appointment is made.

Vice Chair Mosher asked President Frank if he would be willing to accept the interim chancellor position.

President Frank thanked the Board for expressing confidence in his abilities and recounted that serving the role and mission of CSU for the past 23 years has been a great privilege. During the past 15 years he has had the opportunity to work and learn from two presidents who were also chancellors and two stand-alone chancellors.

President Frank remarked on his intent to ensure the presidents and their institutions are fully supported; that there is continuity at the System office; that the System is functioning efficiently and speaking with one voice on legislative issues; and that the Board is fully engaged and informed. There would be no permanent changes in positions or salaries during the interim period and the Board leadership would be consulted if any interim changes were needed.

President Frank commented on the challenges that face American public education and expressed confidence that the CSU System, its institutions and the campus presidents can be a part of solving those challenges. He expressed his enthusiasm and willingness to serve in the interim position.

Chair Horrell asked if there were any other comments or questions. Hearing none, she asked General Counsel Nosler to read the resolution. General Counsel Nosler read the matter for action to appoint President Frank as the interim chancellor. Chair Horrell indicated there was a motion and a second to enact that resolution and called for the vote. **Action:** At the direction of Chair Horrell, Ms. Teufel conducted the roll call vote and the motion passed unanimously.

Chair Horrell congratulated President Frank on the appointment. A press release would be issued and the Governor and Lt. Governor would be notified. General Counsel Nosler indicated that, in the physical absence of the Board Secretary, the resolution would be executed by Chair Horrell. With no further business to come before the Board, the meeting was adjourned at 4:21 p.m.

Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.2.1.4 Special Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1.4 Special Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Special appointment faculty members demonstrate the same commitment and enjoy the same benefits and privileges as regular appointment faculty members. Their inclusion in annual evaluations and the salary exercise is inconsistent based on department. Likewise, in spite of efforts on the part of central administration to provide guidance to department heads and deans regarding offer letters, there is widespread inconsistency across campus. Inclusion of this added content to the Manual ensures fair treatment regardless of department specific practices.

Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.2.1.5 Temporary Appointments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.2.1.5 Temporary Appointments.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

Section E.2.1.5.c requires changes to correctly describe benefits eligibility as of January 1 2014 (following elimination of the 1-year waiting period) and to correct an error regarding retirement eligibility for temporary appointments. Temporary appointees have always been required to contribute to a retirement plan in lieu of Social Security.

Section E.2.1.5.d is being proposed to prevent the practice of using recurring temporary appointments when another appointment type should be used. Recurring temporary appointments create uncertainty and can be detrimental to members and departments. The fringe rate for a temporary appointment faculty member increases automatically to equal that of special and senior teaching appointment faculty after one year of employment.

Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section E.6 General Policies Relating to Appointment and Employment of Faculty

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section E.6 General Policies Relating to Appointment and Employment of Faculty

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This change is a necessary amendment to the Manual in order to maintain consistency in policy and practice of use regarding multi-year contracts for non-tenure-track faculty. This section operationalizes the use of contracts as specified in Sections E.2.1.3 and E.2.1.4.

Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

2014-15 Academic Faculty and Administrative Professional Manual Revisions: Section K Resolution of Disputes

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section K Resolution of Disputes.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2014-2015 edition of the Colorado State University Academic Faculty and Administrative Professional Manual had been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

The existing language in Section K.1 is needlessly wordy. There are no definitions of key terms in one place and this revision was included with approval by the Office of General Counsel.

State classified employees are specified as potential supervisors because an increasing number of administrative professionals can now report to state classified employees based on recent changes in our personnel classification system.

It is the policy of the University for its supervisors to act fairly and respectfully – that is, in a manner that *could not* be characterized as unfair, unreasonable, arbitrary, capricious, retaliatory, and/or discriminatory. The grievance process as described in Section K is the statement of policy and procedure to ensure administrators in a place of authority over other employees behave in a manner consistent with what the University expects. These revisions are a reorganization of essential aspects of Section K.3 and K.4. Classes of grievance as described in the current version of the *Manual* have been replaced with more readable, less legalistic language and organization; the same examples of grievable actions have been included in this revision. Some have been added, others clarified.

Section K.5, K.9, and K.12 changes all pertain to procedures for initiating Section K processes (either original complaint or beginning the formal grievance following unsuccessful mediation). Revisions provide more time for the grievant to assemble the formal written complaint and specify the role of the UGO in determining whether proper procedure was followed in the termination of an administrative professional or a non-tenure-track faculty member by an immediate supervisor.

Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

CSU: Posthumous Degree Candidate

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the presented candidate to receive a B.S. degree for his major in Electrical Engineering posthumously. The posthumous degree is to be conferred in conjunction with the May 2015 commencement ceremonies.

EXPLANATION:

Presented by Tony Frank, President

In May 2005, the Board of Governors approved the policy stating that “In exceptional circumstances, the Board may award degrees posthumously. Recommendations for such an award will only be considered when the student had completed nearly all of the requirements for his or her degree before dying, and when the student’s academic record clearly indicates that the degree would have been successfully completed had death not intervened. Nominations for posthumous awards of degree will be initiated by the student’s department and approved internally by the relevant college dean and the Provost. The posthumous nature of the recommended degree award shall be made explicit when the recommendation is forwarded to the Board. The Provost’s office shall be responsible for presenting the degree to appropriate survivors”.

The Board of Governors of the Colorado State University System
Meeting Date: May 8, 2015
Consent Item

MATTERS FOR ACTION:

CSU: Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the Student Conduct Code.

EXPLANATION:

Presented by Rick Miranda, Provost and Executive Vice President

The Student Conduct Code establishes the policies and procedures by which a variety of disciplinary actions and student judicial reviews are handled at the University. It undergoes periodic revisions every few years.

Section 12

Faculty and Student Representative Reports

Report to the Board of Governors of the Colorado State University System
 From the Faculty Representative from CSU
 May 7-8, 2015, Fort Collins, CO

1. March 3, 2015 Faculty Council Meeting.
 - a. Reports:
 - i. Provost's Report – Dr. Rick Miranda noted the following; the BOG meeting and retreat in February 2015, P&T cases forwarded to the President, a meeting the FC Committee on Strategic and Financial Planning on the budget, continuing discussions with the Semester at Sea people, and discussions in Executive Committee on the state of shared governance at CSU.
 - ii. FC Chair's Report – Dr. Mary Stromberger noted the following; meeting with the Committee on Teaching and Learning, meeting with the Committee on Non-TT faculty, revisiting the Parking Plan, and discussions in Executive Committee on the state of shared governance at CSU
 - iii. Faculty Representative to the BOG's Report – Dr. Alexandra Bernasek submitted a written report summarizing what was discussed at the BOG retreat and meeting in February 2015.
 - b. Action Items:
 - i. Election of Faculty Council Officers – Dr. Mary Stromberger was re-elected at Chair of FC, Dr. Stephanie Clemmons was elected as Vice Chair of FC and Dr. Paul Doherty was elected as Faculty Representative to the BOG.
 - ii. Proposed changes to the *Manual*: Section K: Resolution of Disputes -- Sections K.1, K.3, K.4, K.5, K.5 K.9, K12. Faculty Council passed revisions to this section in May 2014. OGC did not support the revisions. President Frank asked that FC and OGC work together to reach consensus on section K. A subcommittee met and sent recommendations to CORSAF. CORSAF then worked with OGC to bring this proposal to FC. The motion to adopt these changes passed.
 - c. Discussion Item – Proposed Anti-bullying policy. Jason Johnson from OGC and Bob Schur from the Office of Policy and Compliance gave a preview of a proposed policy on “Bullying in the Workplace”. The draft is available at:
<http://facultycouncil.colostate.edu/files/agendas/1415/Mar03-15.pdf>
 There was discussion of this. One question that was raised asked why a new policy was needed when there was language in the Manual that already deals with this. The answer was that the language in the Manual is not clear enough. Another question was whether this was a policy specifically aimed at faculty rather than administrators. The answer was not necessarily. Both Jason and Bob concluded by saying that the discussion was useful and they would go back and consider revisions to the proposed policy. A summary of the

questions and answers can be found in the Minutes of the March 2015 Faculty Council Meeting.

2. April 7, 2015 Faculty Council Meeting

a. Reports:

- i. President's Report – Dr. Tony Frank spoke to FC and commented on the budget and his perceptions of the state of shared governance at CSU. He stated that he respects the faculty's right to discuss and debate that issue. He was asked one question – Roger Culver stated that to him shared governance means that the administration does not always win in conflicts but that seems to have been the case lately and asked what President Frank thought. He responded by saying that he did not think the administration always wins.
- ii. Provost's Report – Dr. Rick Miranda presented an overview of the budget and took questions about it. There were several questions. A summary of the questions and answers can be found in the Minutes of the April 2015 Faculty Council Meeting.
- iii. FC Chair's Report – Dr. Mary Stomberger reported on; progress on the Anti-Bullying Policy, the establishment of a taskforce to evaluate the proposal for a Faculty Ombuds position, preliminary results from the Parking Open Fora facilitated by Dr. Martin Carcasson and the Center for Public Deliberation, EC discussion about the state of shared governance
- iv. Faculty Representative to the BOG Report: Dr. Alexandra Bernasek read a statement on behalf of five members of Executive Committee (including herself) who resigned from that committee. The faculty members all stated they would continue with their commitment to other FC responsibilities but did not believe they could be effective representatives of the faculty on that committee.

b. Action Items:

- i. Dr. Richard Eykholdt (a former Chair of Faculty Council) was confirmed as the University Grievance Officer.
- ii. Proposed change to the *Manual*: Section E.2.1.4 Special Appointments. The Committee on Non-Tenure Track Faculty moved inclusion of non-TT faculty members in annual evaluations of faculty and the annual merit salary exercise. The motion passed.
- iii. Proposed change to the *Manual*: Section E.6 General Policies related to Appointment and Employment of Faculty. The Committee on Non-Tenure Track Faculty moved inclusion of multi-year contracts in the possibilities for faculty appointments as per State statute and university policy. The motion passed.
- iv. Proposed change to the *Manual*: E.2.1.5 Temporary Appointments. The Committee on Non-Tenure Track Faculty moved a change that after two consecutive semesters of employment a Temporary Faculty appointment would become

a Special Faculty appointment. The Temporary appointment category should be reserved for cases where on-going employment at the university is not expected. The motion passed.

c. Discussion Item: Student Course Surveys

Dr. Stephanie Clemmons and Dr. Dan Turk from the Committee on Teaching and Learning outlined a year long project to do two things: (1) revise the student course survey so that it serves the purpose it is intended to serve and (2) generate a university-wide discussion on ways to evaluate teaching effectiveness. Course surveys (often only answers to one or two questions) are routinely used in some departments as the basis for evaluating the effectiveness of teaching by the faculty. Research has clearly shown that course surveys are biased and are not a good way of evaluating teaching. Dr. Clemmons and Dr. Turk would like to see the campus community engaged in discussion of how to better evaluate teaching effectiveness. There was good discussion of their proposal. A summary is available in the Minutes of the April 2015 Faculty Council Meeting.

3. Status of Women Faculty Committee Update:

- a. Proposal for a parental leave policy for faculty was forwarded to the President. The proposal is being reviewed and evaluated by a small subcommittee working in conjunction with relevant administrators. The goal is to have a proposal back to the President by the end of the spring semester.

Note: it should be noted that a major improvement in the university's parental leave policy is scheduled to take place July 1, 2015. It involves covering the 3 week paid parental leave for employees from the fringe pool (effectively returning this amount to departments and units to compensate for the absence of a new parent and centralizing this cost) and in the case of birth mothers covering 9-12 weeks of paid leave. President Frank was instrumental in making this possible and he has continued to support further improvements to the policy.

- b. A proposal for a faculty Ombuds was forwarded to the President in December 2014. The proposal is being reviewed and evaluated by a subcommittee in conjunction with relevant administrators. The goal is to have a proposal to the President by the end of the semester.
- c. A set of recommendations for pay equity and fairness in faculty salaries is being prepared to forward to the President by the end of the semester.
- d. A series of focus groups is being planned for the end of the Spring semester and possibly into the beginning of the Fall semester to get a sense of culture and climate issues for women faculty including women administrators. A group has been working on the research questions, interview questions and methods for analyzing the qualitative responses. A report on the findings is planned for publication on campus sometime in the Fall semester. The findings of this research will form the basis for new initiatives by the SCWF committee in the academic year 2015-16.

4. Concerns of the Faculty: A major concern for a number of faculty members is the current and expected level of indebtedness of the university. As current and future borrowing is estimated to soon exceed \$1.2 billion the concern is that if enrollment does not continue to grow rapidly enough the cost of repaying the debt will be borne by students in higher tuition and fees and by the faculty in in budget cuts. The negative outlook of the rating agencies for the whole higher education sector is considered significant. Even so many people have pointed out that several financial institutions (including Lehman Brothers) maintained high ratings from Moody's and Standard and Poor's even as they became insolvent, in which case the situation is likely to more serious than they recognize.
5. Recommendations for documentaries relevant to higher education:
 - A new documentary on sexual assault on college and university campuses – “The Hunting Ground”
 - A 2013 documentary on college sports and the NCAA, particularly men's football and basketball – “Schooled – The Price of College Sports”
 - A 2013 documentary on inequality that includes a discussion of higher education – “Inequality for All”.
6. Updates – Dr. Stephanie Clemmons was awarded the BOG Excellence in Undergraduate Teaching Award! She has served as Chair of Committee on Teaching and Learning and in Fall 2015 will be the Vice Chair of Faculty Council. We are very proud of her!

Respectfully submitted by Dr. Alexandra Bernasek, Faculty Representative from CSU to the Board of Governors of the CSU System.

Board of Governors of the Colorado State University System
 Meeting Date: May 7-8, 2015
 Report Item

MATTERS FOR ACTION:

Report Item. No action necessary.

EXPLANATION:

Presented by Robert Deemer, Faculty Representative from CSU-Global

Report to the Board of Governors that provides an overview of CSUGlobal's faculty mentoring process.

Faculty Assessment

- Student evaluations from each of the classes taught (student based)
- Faculty mentor reviews (mentor based)
 - Monthly
 - Annually
- Faculty Development Courses (FCC 1 class annually - faculty based)

Classroom Review (General Comments Monthly)

- Contact Information
- Welcome announcement
- Posted faculty bio information
- Responses to 1st week introduction posting
- Weekly interaction with students in discussion topics
 - Substantive responses
 - Appropriate tone and professionalism
- Posting Weekly Updates
- Active in the classroom – five times during the week and once over the weekend
- Timely grading of papers (72-hours)
- Timely student questions responses (24-hours)
- One-four live collaborative classroom sessions each term depending on rigor of the course content (i.e. HUM, ACCT or MATH)

Annual Review (More Detailed Feedback)

- Self-assessment
- Review in more detail of all areas previously outlined (above)
- Summary report and score (100% scale)
- Mentor and faculty discussions, if necessary

This process is focused on continuously improving the instructional quality of the CSUGlobal faculty, in so doing, enhancing the CSUGlobal student learning experience.

CSU-Global Faculty Representative Board Report

Board of Governors of the
Colorado State University System
May 2015 Meeting
CSU-Pueblo Faculty Report

**COLORADO STATE UNIVERSITY-PUEBLO
FACULTY REPORT**

This report covers highlights since the December 2014 Board of Governors Meeting.

Since the December 2014 Board of Governors meeting the 2014-2015 Colorado State University-Pueblo faculty senate have met a few times. The last two meetings with the full senate occurred on March 16, 2015 and then again on April 20, 2015. This report highlights the major items approved or currently under consideration with the full senate and the accompanying sub-committees.

March 16, 2015 Colorado State University-Pueblo Faculty Senate Meeting

The senate and senate sub-committee have been working on major issues which were recommended at the August retreat as well as current issues needing the faculty input and recommendations by different constituent groups on campus.

**Colorado State University Pueblo AY 2014-15
Senate Meeting Minutes OUC Aspen Leaf Room
March 16, 2015 3:00 PM to 5:00 PM**

The Meeting was called to order by faculty senate co-presidents, Susan Calhoun-Stuber and Margie Massey

The following recaps *Information Items/Reports* to the senate

A. President Di Mare

- Regarding the incremental budget changes--they will first go to UBB and then to constituent groups. The requests came in at over five million dollars. A goal is to find ways to increase the budget for departments.
- In order to be cost effective, the plan is to have the Controller at Fort Collins assist us. Bob Gonzales is instrumental with his duties in Pueblo, but if the Fort Collins Controller oversees us, we can potentially save \$150 to 250 thousand dollars. President Di Mare stressed that we will still maintain our independence.
- There are some challenges with the new e-mail policy--for example, the delay in e-mails being sent out in a timely manner. The Provost has requested that the IT Board assist with long term and short term trouble-shooting.
- President Di Mare indicated that the Equity Study results will include gender and race. In the near future a meeting will take place with Fox Lawson consultants, Human Resources, Provost Kreminski, and the Equity Study Board Members. The Equity Study Board is charged to make recommendations regarding the monetary adjustments and in

what order.

B. Provost Kreminski

- Provost Kreminski asked for clarification regarding the length of time that he should remain at Faculty Senate meetings. The Senate members responded that although the Provost is a nonvoting member, his presence is requested for the entire meeting.
- Frank Zizza is stepping down as the Chair of the Math Department. This announcement led to a question regarding how the Provost plans to move ahead with filling all of the Interim Dean positions. The Provost responded that at this time the higher priority is to hire an Assistant Provost. In addition, there is no Dean of Graduate Studies and in the near future no oversight for Extended Studies.
- Frustration was voiced from a number of Senators about the new e-mail policy. The Provost indicated that he doesn't view e-mail as an appropriate tool to be used for critical thinking academic discussion/debate. Rather, he believes that there are other social media outlets where exchange of ideas can take place. The Provost wrote down the concerns Senators raised and indicated that he would like us to continue to engage in a discussion to find solutions to this issue.

C. Amy Robertshaw – Potential List of Graduates

- A list of potential graduates for Spring and Summer semesters were presented. In the Spring there are 583 potential bachelor level graduates and 54 master level graduates. In the summer there are 220 potential bachelor level graduates and 38 master level graduates.
- Rick Huff made the motion to approve the list of potential graduates with a second from Judy Gaughan. The decision to approve the list of graduates was unanimous.

D. Quatisha Franklin – Health Education/Prevention

- Quatisha introduced herself to Senate members and explained that she coordinates activities on campus for students to lead a healthy lifestyle without drug and alcohol use. She explained that she is putting together a newsletter and asked Senators for support in announcing/distributing it in their classes. Senators were very supportive of Quatisha's activities and the upcoming newsletter.

E. Senate Presidents--Susan Calhoun-Stuber and Margie Massey

- Due to time constraints, the Co-Presidents did not discuss their report in order to allow the other agenda items to be discussed.

V. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes

a. 2nd reading – Motion – GSB – Joe Franta

- Joe Franta reported that he received no comments regarding the proposed catalog changes. Joe made a motion that changes be made --with a second by Mike Mincic. The motion unanimously passed.

b. 1st reading - 2015-16 Catalog and Faculty Handbook changes – APSB – Bill Brown

- If anyone has questions or concerns about the Faculty Handbook changes, please contact Bill Brown.
- The 2nd reading and vote will take place at the April meeting.

c. 1st reading – Proposed amendment to the Faculty Handbook - APR – FHC – Judy Gaughan

- A proposed change to the Faculty Handbook regarding 2.9.1--not doing an APR the year a faculty member goes up for tenure.
- If anyone has questions or concerns about the Faculty Handbook change, please contact Judy Gaughan.
- The 2nd reading and vote will take place at the April meeting.

d. 1st reading – Modification to the Academic Calendar – EC – Karen Hostetter

- After an in-depth discussion on the modification to the academic calendar, Karen Hostetter is withdrawing the request for a 2nd reading and vote.

e. 1st reading – Proposal for Ad-hoc College Restructuring – Margie Massey and Susan Calhoun-Stuber

- The Ad-hoc College Restructuring Committee is not recommending restructuring at this time--for two primary reasons:

1. The accreditation cycle and the HLC visit.
2. The need to place interim deans into permanent positions.

VI. Committees/Boards Reports

a. Academic Programs and Standards Board (APSB) – Bill Brown

No report

b. Committee on Shared Governance (CSG) – Pam Richmond

No report

c. Curriculum and Academic Programs Board (CAPB) – Bill Brown

- The Board is discussing whether or not there should be a consistent minimum GPA set across all academic programs—bachelor’s and master’s degrees.

d. Faculty Compensation Committee (FCC) – Margie Massey

- No report. Update--the Committee is working on an extensive report regarding how decisions were made for input to Fox Lawsen.

e. Faculty Handbook Committee (FHC) – Judy Gaughan

- The Committee is recommending that links are inserted within the Faculty Handbook for easier navigation. One suggestion is to hire a student to insert the links. Another idea is to offer a student independent study credit to work on this project.

f. Faculty Procedures and Policies Committee (FPP) – Dora Luz Cobian-Klein

- The Committee is developing a survey to ascertain opinions about the APR process.
- There is a new member to the Committee, Karen Pardue--she is replacing Maria Hugger. The Committee is still one member short.

g. General Education Board (GEB) – Karen Hostetter

- The Board is finishing the assessments and are looking for individuals to grade the essays.
- During the April 20th meeting, a new physics class will be presented for an expedited approval from the Senate.

h. Graduate Studies Board – (GSB) Joe Franta

- No report

i. Information Technology Board (ITB) – Margie Massey

- Members of the Board will be meeting with the Provost to discuss on-going IT challenges.

j. Scholarly Activities Board (SAB) – Annette Gabaldon

- No report. The Board needs a replacement member from Hassan School of Business.
- A letter that was sent to the President and Provost (in 2014) regarding questions the SAB had pertaining to their future work. Annette Gabaldon indicated that she would forward the letter to Senators prior to the April meeting.

k. University Budget Board (UBB) – Co-President’s

- Looking into the possibility of offering Cost of Living raises—to be consistent with Fort Collins.

I. University Board on Diversity and Equality (UBDE) – Mike Mincic

- The work of the Board has been hampered by the numerous turnover of members. When the Board stabilizes, the priority will be to focus on what came out of the climate survey last year.

VII. Faculty Representatives

a. Board of Governors (BoG) – Mike Mincic

- There was an interim meeting by phone where it was announced that Tony Frank will be the Interim Chancellor to the CSU System.
- Mike is requesting feedback regarding a President/Chancellor Model (not looking at people but the model). The BoG will be looking at the Model the next time they meet which will be in May. This Model will be discussed at the April 20th meeting. In addition, Mike Mincic will put together a forum where faculty and interested campus members can offer input.

b. Colorado Faculty Advisory Council (CFAC) – Mike Mincic

- House Bill 1319 still remains an important topic for discussion considering the great impact it can and will have on higher education.

VIII. New Business

a. Summer School Schedule Proposal

- A proposal was distributed by Judy Gaughan and Susan Calhoun-Stuber. Senators are asked to review the proposal and be prepared to discuss at the April 20th meeting.

b. Finals schedule

- The discussion about the finals schedule will be tabled until the April 20th meeting.

IX. Adjournment

[April 20, 2015 Colorado State University-Pueblo Faculty Senate Meeting](#)

The following is the meeting agenda outlining the senate and senate sub-committees work on major issues which were recommended at the throughout the academic year as well as current issues needing the faculty input and recommendations by different constituent groups on campus. Many of the

subcommittee did not report due to a shortened meeting. The last meeting of the academic year sets aside one hour to complete issues of the 2014-2015 faculty senate. The second hour is set aside to convene the new senate for the upcoming 2015-2016 faculty senate.

**Colorado State University-Pueblo AY 2014-15
Senate Meeting Agenda OUC Aspen Leaf Room
April 20, 2015 3:00 PM to 4:00 PM**

The meeting was called to order by the faculty senate co-presidents, Susan Calhoun-Stuber and Margie Massey.

I The following recaps *Information Items/Reports* to the senate.

A. President Di Mare

- President Di Mare's statements began by thanking and recognizing the senate for their work during the past academic year. She also stated she looks forward to working with new senate and welcomed the new senators in the audience.
- Good News - that the state has recommended a 1.8 million dollar funding to help the CSU-Pueblo campus with IT needs. She thanked all involved in providing testimony and support to make this happen. The university community should be seeing the publicity indicating the details to come.
- The president thanked the people who attended any of the constituent groups meeting on the proposed budget. She noted that the budget process had allowed input from all group toward their respective needs. However she noted that the total cost of needs exceeded the expected budget monies and that the budget proposal represented a fair distribution that addressed some of the needs. Dr. Di Mare also noted that the budget proposal also reflects a proposed 5.75% tuition increase versus a 6% increase that planned earlier.

B. Provost Kreminski

- Provost Kreminski recognized the need to shorten the meeting so he echoed President Di Mare's statements and also thanked the current senate for their service and commitment to the betterment of the university. He also reiterated the statements of the proposed budget and thanked all involved in the process.

C. Senate Presidents - Susan Calhoun-Stuber and Margie Massey

- Senate presidents also deferred their report for the sake of time.

The following is an update of the items considered by each senate group.

I. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes

- a. 2nd reading - 2015-16 Catalog and Faculty Handbook Changes – APSB – Bill Brown-Approved

- b. 2nd reading – Proposed amendment to the Faculty Handbook - APR – FHC – Judy Gaughan- This was withdrawn and forwarded to next senate.
- c. 2nd reading – Proposal for Ad-hoc College Restructuring – Margie Massey and Susan Calhoun-Stuber- Motion passed
- d. 1st reading/expedited reading – Energy Class in Physics – GEB – Karen Hostetter
Since senate policy requires an expedited vote to have a unanimous vote of the senate membership present to allow the information to be considered, the request was denied due to one abstention. The senate presidents recommended bringing the proposal to the next year's senate.

II. Committees/Boards Reports- The committee reports were brief statements to accommodate time restraints.

- a. Academic Programs and Standards Board (APSB) – Bill Brown
- b. Committee on Shared Governance (CSG) – Pam Richmond
- c. Curriculum and Academic Programs Board (CAPB) – Bill Brown
- d. Faculty Compensation Committee (FCC) – Margie Massey
- e. Faculty Handbook Committee (FHC) – Judy Gaughan
- f. Faculty Procedures and Policies Committee (FPP) – Dora Luz Cobian-Klein
- g. General Education Board (GEB) – Karen Hostetter
- h. Graduate Studies Board – (GSB) Joe Franta
- i. Information Technology Board (ITB) – Margie Massey
- j. Scholarly Activities Board (SAB) – Annette Gabaldon
- k. University Budget Board (UBB) – Co-President's
- l. University Board on Diversity and Equality (UBDE) – Mike Mincic

III. Faculty Representatives- The representative reports were brief statements to accommodate time restraints.

- a. Board of Governors (BoG) – Mike Mincic
- b. Colorado Faculty Advisory Council (CFAC) – Mike Mincic

IV. New Business- Professor Huff proposed a revised final exam schedule which will be necessary to coincide with the new time change for the upcoming fall semester. Huff noted that schedule would be necessary to allow the registrar's office to complete the schedule and make it available to students. The senate voted to allow Huff's proposal to be forwarded to the registrar and that if additional input was necessary during the summer that the senate executive committee convene and handle the issue as per faculty handbook guidelines.

**Colorado State University-Pueblo AY 2015-16
Senate Meeting Agenda OUC Aspen Leaf Room
April 20, 2015 4:00 PM to 5:00 PM**

First Meeting

The only agenda item for this meeting was to elect the President, Vice President, Recording Secretary and Board of Governors Representative for the upcoming academic year.

- 2014-15 Co-president Margie Massey is continuing to the upcoming academic year as a senator while co-president Susan Calhoun Stuber's term was ending. Dr. Massey was nominated to continue as president for the upcoming year. The entire senate was in agreement and Dr. Massey was appointed by acclimation.
- Senator Neb Jaksic and Senator Michael Mincic were nominated for the office of vice president. A silent vote was held and Senator Mincic was chosen to serve as Vice President.
- Senator Scott Gage was nominated for the recording secretary position. There were no further nominations, the entire senate was in agreement and Senator Gage was appointed by acclimation
- Senator Michael Mincic has served the past academic year as the BOG (Board of Governors) Representative. Professor Mincic was nominated to continue as BOG Rep. There were no further nominations, the entire senate was in agreement and Senator Mincic was appointed by acclimation.

Having no further business the meeting was adjourned.

Respectfully submitted by:

Michael A. Mincic, PLS, MEd
Board of Governors Representative for the CSU-Pueblo Faculty Senate
Chair of Engineering Technology, Construction and Automotive Industry Management
Professor and Program Coordinator, Construction Management and Civil Engineering Technology
Colorado State University-Pueblo
719-549-2638



COLORADO STATE UNIVERSITY

Samantha Guinn – Student Representative

Anti-Stigma Campaign

The department of Health, working in conjunction with the mental health committee, has devised a plan to stop the negative stigma associated with mental disorders. There were four types of posters that were made and put up across campus with different student and student leaders photographed on the posters with different quotes such as “I have bipolar disorder, and I am a student leader.” Followed up on the poster at the bottom “People are more than their conditions, end the stigma.” When speaking to outside entities, the posters have been successful with starting the conversation of mental disorders and accepting students for who they are. These posters were placed in high traffic areas across campus such as residence halls, dining halls, Clark Building, Rockwell and the College of Business, the CSU Health Network and a few other areas also. We have reached out for feedback from the student body but have had little success due to the time of the year.

911 Cellular App

The app is currently in the contractual stages. I would like to extend another very large thank you to Dr. Miranda for funding the project and helping us to get the ball rolling. It is looking like it will be in the contractual stages for 3-6 weeks before anything will begin to start happening with the app. Jason Sydoriak, 15-16 ASCSU President, has already agreed to market the app to the students and have ASCSU spearhead the installment into CSU while gaining feedback from students about what works and what needs to be change to make the app more efficient and appropriate for each students individual needs from the app. Orientation and Transition Programs also agreed to help with the marketing of the app and will need any other information about said app before the end of May when orientation begins to take place. We have been trying to keep everyone in the loop as of right now and Dr. Pat Burns has been the go to about this program with the IT side of it with Scott Bailey. Chief Harris and the Public Safety Team are also aware about the app and have helped out tremendously in the beginnings of this being integrated into CSU. When meeting with Dr. Burns, Lance, Bob Engbark, and myself we had decided to start with the app being a single entity app and later on after there is benchmark data about the app then we could revisit the discussion about integrating the app into the Ram Mobile App that already exists for CSU.

MayDay

This plan has changed drastically from what it was originally. We tried to make a week devoted to CSU pride and traditions in the springtime much as what Homecoming is in the fall. Instead of having the program last all week it will me during the day on May 1 and will incorporate CSU traditions and celebrations with all of the academic colleges present and large groups of student organizations that wanted to participate. We will be having a dunk tank, friendly competitions, Abraham Lincoln dress up/look alike, mechanical bull riding and games for students to participate in with CSU oriented prizes to be handed out. The idea behind this plan was to have a time during the spring semester where students can let loose before finals and enjoy the beautiful weather during the spring time. We are hopeful that this will turn into a weeklong event in future years and have future administrations want to participate in the program and make it their own.



Your Voice

After meeting with Utah State University in October they introduced an incredible way to get student feedback and we have been trying to get a similar program started at CSU. The program will be going live in May and will stay on the new RamWeb page that is being designed right now. It is a way for students to express their concerns, give feedback and ask questions to ASCSU. It is CSU eID associated so there will not be an anonymous component which was important so we didn't get bombarded with inappropriate messages. Utah State expressed the amount of change they have been able to work with on campus and we are hopeful that the CSU students will have the same benefits from this program here.

Inside ASCSU

- Two new websites created:
 - ASCSU home website: the website that was purchased last year was not user friendly and ASCSU didn't own the rights to the website.
 - ASCSU records website: accurate website to hold meeting minutes of Cabinet, Senate, Student Fee Review Board, and Board for Student Organization Funding.
 - Convenient place to let students know where to go to find amendments to the constitution and other minutes.
- New chairs for the senate chambers are being ordered as well as a sound system in order for everyone to hear what is happening in the room.
- I-Ball for ASCSU will be on May 8th to celebrate the outgoing and incoming administrations and advisors that helped us along the way.
- 15-16 administration is being hired and will be ratified on May 6.
- The CSU Course Survey system is beginning to be discussed to be redesigned. The survey is being discussed to change to more of a faculty based survey rather than a room equipment, technology, website survey it is now.
- The diversity department has been doing different "Ram-dom acts of kindness" throughout the semester and have partnered with the State of Kind campaign that came out of the Governor's office.
- Earth week was another success this year with events all week that the environmental affairs department put on:
 - Carpool to Coffee
 - Longboard to Lunch
 - Bike to breakfast
 - Handing out reusable grocery bags at grocery stores
 - Pledge to Plant – ASCSU handed out little plants and had people write a sustainable pledge and plant the little plant.
- Sick day policy is still being discussed at the Committee on Teaching and Learning and if it is accepted by this board it will go to Faculty council for the final discussion and vote.
- Marketing handed out shirts, water bottles, tumblers, hats and windshield scrappers during the election to encourage voting participation and market the organization for students to get involved.

Board of Governors to the
Colorado State University System
May 8th, 2015
Student Report



CSU-Global has created a new microsite called ‘already on campus’

- This microsite has an interactive map that shows where current/former students’ “classrooms” are in the world.
- The map shows where students are located when they receive their diploma and is broken down by individual degree.
- The map also shows where our current/former military students are receiving their education from.

The CSU-Global library now has full-text journal articles indexed in Google Scholar.

- Students can use Google Scholar to search for CSU-Global library articles.
- Provides another way for students to find articles to reference for their school work.

CSU-Global’s new Student Verification Process is in effect

- When students first log into a new course and at random intervals, they will be prompted to answer security questions to verify their identity.
- The students will be locked out and forced to contact CSU-Global in the event that they answer a security question incorrectly twice.
- This process is to ensure that the students who registered for the class are doing the coursework.

Other CSU-Global news

- CSU-Global has created its own Pandora radio station.
- CSU-Global students have free access to Rosetta Stone through the Library.
- New Student Representative to the BOG.

Respectfully submitted,

Brad Schiffelstein

Student Representative
Colorado State University Global Campus



Colorado State University – Pueblo

Timothy A. Zercher – Student Representative

The 2014-15 administration could not be happier with the students' choices in leadership for this coming year. As we continue to transfer documents and wrap up all of the work our teams have accomplished this past year, we are full of pride in this year's work which has brought many positive changes to campus and done more to improve our university than we could have hoped for. This brief report will focus on the significant accomplishments of the 2014-15 ASG. Please feel free to contact me or the new ASG administration for questions or details regarding any of the items below or any other initiatives ASG is involved with.

Summary of the 2014-15 ASG Accomplishments

- **Restructured ASG Legislative and Executive branches** in order to increase efficiency and effectiveness
- Reduced spending on ASG stipends by **9.7%** and redirected those funds towards students in the form of additional funding for initiatives and projects focused on improving campus life and the student experience
- **Increased the Discount Program by an even 300%** in terms of discounts offered and community partners participating.
- **Increased Facebook page likes by 269%**. The graph representing this growth is below:
- **Increased Twitter followers by approximately 295%**
- Started the push for **free textbooks** and other course materials via creative commons licensing resources
- Restarted the **Student Emergency Fund**
- Brought the **It's On Us** Campaign to campus
- Began the **Step Up** movement on campus
- Helped create and bring into action The **Colorado Student Government Coalition**
- Presented to the Colorado State Legislature advocating for better IT infrastructure for CSU-Pueblo and **helped bring \$1.8 Million in grants to the university** for our infrastructure.
- **Represented students through over 80 unique seats** on boards, committees, appeal boards and councils across CSU-Pueblo and the state of Colorado
- Was positively recognized in **over 17 articles in the CSU-Pueblo TODAY**
- Was positively recognized in **2 articles in the Pueblo Chieftain**
- Began a campaign to increase the **awareness of student services** on campus
- Recognized by CSU-Pueblo Athletics as an **outstanding partner**
- **Hosted the statewide** Board of Directors meeting of the Colorado Student Government Coalition

A more in depth list of accomplishment and other ASG statistics can be provided upon request

ASG President: President.ASG@CSUPueblo.edu

April 24, 2015

Section 13

Chancellor and Presidents' Reports



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University-Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

Board of Governors of the Colorado State University System
May 8, 2015

CSU-System Wide

- February 2015 retreat follow up: Talking points for discussing higher-education affordability

From Colorado State University-Fort Collins

- Among its 15 national peer universities (including CU-Boulder), CSU is the 6th lowest in both resident and non-resident tuition – just below the middle of the pack.
- CSU is a net revenue generator for Colorado: The average CSU graduate will repay the state's investment in his/her education in less than 3 years, and the return on Colorado's investment in a college graduate is 13:1 in higher taxes alone. A college graduate will pay 81% more in Colorado taxes during the course of a typical career compared to a high school graduate.
- Our students get the courses they need to graduate on time – 77% of CSU students who graduate do so in 4.5 years.
- We've held the cost of educating a student (resident tuition plus state funding, adjusted for inflation) steady for about 20 years. In 2000, the cost to educate a student was \$4,503. In 2013, the inflation-adjusted cost was \$4,762.
- During the last recession, when we saw a 30 percent drop in state support, we were able to drive a 158 percent increase in institutional need-based aid, including creation of our Commitment to Colorado Scholarship to ensure access for students whose families earn less than the state's median income.
- CSU financial aid is up 51 percent in 5 years, including an 80 percent increase in privately funded scholarships.
- 1 out of 4 CSU students is first generation.
- CSU students graduate with debt loads that are well below the national average.
- The Brookings Institution reports that the return on investment for the average student loan is 15% annually – better than almost any other investment you can name.

From Colorado State University-Global Campus

- CSU-Global provides its Tuition Guarantee and does not charge student fees.
- CSU-Global has not increased its tuition rates in three years.
- CSU-Global has competency-based exam and prior learning credit programs at the Bachelor's degree level to provide students who are able to study on their own with alternative pathways toward less expensive credit accumulation.

From Colorado State University-Pueblo

- We are one of only two institutions in the state to utilize the SALT program to assist students with debt and financial management.
 - We offer the Living/Learning incentive program worth \$2,000/year to offset costs for non-resident students living on campus.
 - Implemented new merit-based scholarship program offering awards ranging from \$1,000 to \$8,000 for eligible students.
 - 80% of our students receive some form of financial assistance.
- February 2015 Retreat Follow-Up: Summary Notes from Breakout Group Reports

CSU-Global Campus: Could provide proposals on both for June retreat

1. Funding mechanism/social impact bonds re: completers/currently enrolled students.
2. Degree-completion assistance for students who have 90 earned credits but no degrees.

CSU:

1. Decreasing time to degree by investing in student success, including pathway counseling to support informed decisions on potential employment; support for graduation in four years.
2. Financial aid to address the gap for middle-income families that aren't Pell eligible.

CSU-Pueblo:

1. Greater collaboration with Pueblo Community College – need to understand the politics, community, campus, faculty, degree programs, etc.
2. Issues and opportunities from competitive standpoint:
 - a. Upgrade IT infrastructure to increase enrollment
 - b. Better utilization of residence halls (bond repayments in next few years)
 - c. Leveraging System relationships, i.e. more 2+2 programs with CSU, more international enrollment/INTO, more collaboration with CSU-Global Campus
 - d. Utilization of extended studies
 - e. Repackage financial aid to attract more students
 - f. Creative marketing and branding that capitalizes on the CSU brand

Campus Updates

- The CSU System Foundation and Newco initiative are proceeding. General Counsel will be providing a detailed briefing on May 7th during the Audit and Finance Committee.
- CSU-Pueblo, CSU-Global: joint programs update.

CSU System Government Affairs - Federal:

- Becky Takeda-Tinker has been appointed to the National Small Business Development Center Advisory Board.
- In February, the council of Presidents of the Universities Research Association, Inc., elected Colorado State as a new member. URA is a consortium of 89 leading research universities in the U.S., Canada, Japan, Italy, and the United Kingdom. It was founded in 1965 to manage and operate research facilities in the national interest, including the Fermi National Accelerator Laboratory, the country's leading particle physics laboratory.

CSU System Government Affairs – State:

- Joined Denver Mayor Hancock in a press conference for the unveiling of HB15-1344, related to financing for the National Western Center project.
- Update on Legislative Session.

Statewide Partnerships:

- Adams State University, CSU College of Ag continue discussions on collaborative programs. Developing plan of work with Chancellor Emeritus Martin that will include efforts in this area.
- Colorado Energy Research Collaboratory/Colorado Energy Research Authority – Focusing on creating a new, sustainable business model that is less dependent on state funds.

National higher education engagement:

- I want to draw your attention to a March 12 Washington Post opinion piece by Janet Napolitano that is included in your Board books, “Higher Education Isn’t in Crisis.” She does a very nice job analyzing many of the concerns we hear most frequently about higher education related to cost, quality, and types of delivery and calls for a “national dialogue that gives rise to serious, thoughtful perspectives and creates a common belief in what our great schools have meant and must continue to mean.” Her perspective, I believe provides some useful context for our discussions.

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
May 8, 2015

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. CSU earns first-ever STARS platinum rating for sustainability

Colorado State has become the first and only campus to achieve platinum status – the highest possible – under the STARS rating system, an independent program that measures comprehensive sustainability efforts at more than 700 universities across the globe. CSU is the first university in the world ever to have its sustainability efforts go platinum. STARS stands for Sustainability Tracking, Assessment & Rating System, and it is a program conducted by the Association for the Advancement of Sustainability in Higher Education. It is considered the most comprehensive and prestigious sustainability performance measurement program in higher education. CSU set high scores when it submitted its first report to STARS in 2011 and then again in 2014. Both scores earned CSU a STARS Gold rating. CSU's Adult Learner and Veterans Services office and its Energy Institute and Powerhouse Energy Campus were identified as innovative programs in the report.

B. National Hispanic Institute: Colorado State University is University of the Year

Colorado State University was recognized in January as the University of the Year by the National Hispanic Institute. The honor recognized CSU's 25-year-long partnership promoting and encouraging higher education within the Latino community. The university, the only state-supported institution identified to work with NHI, was recognized for hosting the Lorenzo de Zavala Youth Legislative Session each summer in addition to promoting participation through the Alliance Program and other partnership activities. The Alliance Program unites students, families, high school personnel, and the Colorado State University with a common goal of envisioning education beyond high school, ultimately sending a greater number of Colorado students to college.

C. *U.S. News & World Report*: Graduate programs among the nation's best

Colorado State's veterinary school ranks No. 3 in the country, according to *U.S. News & World Report's* 2016 Best Graduate School edition, released March 10. The magazine rates veterinary schools every four years, and the CSU program has held a spot among the top three vet schools in the country for at least two decades. CSU's occupational therapy program was sixth in the country in the most recent ranking for that discipline. The part-time MBA program in CSU's College of Business is the top program of its kind in the state, ranking No. 48 nationally.

D. CSU emeritus professor joins the National Academy of Engineering

Graeme Stephens, a University Distinguished Professor Emeritus at Colorado State University, has been elected to the National Academy of Engineering — the second CSU professor in less than a year to be elected to a prestigious national academy. Stephens is a former professor of atmospheric science and lead researcher on the NASA-funded CloudSat project. Stephens was one of 79 researchers recently elected to the National Academy of Engineering, which has fewer than 2,500 members worldwide. Election to the National Academies, which includes the National Academy of Engineering, the National Academy of Science and the Institute of Medicine, is considered one of the highest honors a researcher can receive.

E. CSU creative writing professor wins Guggenheim fellowship

Dan Beachy-Quick, an associate professor of creative writing at Colorado State University, has been named a fellow by the John Simon Guggenheim Memorial Foundation. Beachy-Quick was one of 175 scholars, artists, and scientists selected to receive a 2015 Guggenheim fellowship and one of 10 recipients in the organization's poetry category. There were more than 3,100 applicants. He is the first CSU professor from the humanities to win the prestigious award and only the fourth professor from the university. The award will enable Beachy-Quick, who also is a CSU Monfort professor (he was the first humanities professor to be awarded that title) to spend the next year writing. Since joining CSU in 2007, he has published a number of literary collections, 26 articles and more than 75 poems, stories and reviews. Guggenheim fellowships are awarded on the basis of past achievements and the promise of future accomplishments.

F. CSU social media team wins Webby

CSU's social media team, led by Kimberly Stern in the Division of External Relations, won the Internet equivalent of an Oscar April 27 when they were selected as the winner of a 2015 Webby Award. In November 2014, Stern's social and digital media team facilitated a Reddit "Ask Me Anything" (AMA) session with CSU Professor Grandin that became the most popular and highest-rated session on Reddit's Science section. The Webby – the world's most prestigious international award honoring excellence on the Internet -- recognized CSU's program, "Temple Grandin Talks to Reddit," saying it "sets the standard for innovation and creativity on the Internet." Stern and staff will accept the award May 18 at the official ceremony in New York. Other 2015 winners include The New Yorker, Jimmy Fallon, BuzzFeed, and Grumpy Cat.

G. CSU No. 12 on Top 50 Green Colleges list

The Princeton Review in April ranked CSU 12th overall on its Top 50 Green Colleges List and fifth among public research universities in the country. Princeton Review used data from STARS as well as student surveys and institutions' responses to questions about topics like the amount of local/organic food purchased, sustainable transportation practices, recent LEED-certified construction, and waste-diversion rates to establish its Top 50 list. It also asked institutions about their environmental studies programs, requirements to take coursework that has sustainability

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learning outcomes, mitigation of greenhouse gas emissions and percentage of energy used from renewable resources.

H. CSU offers nation's only ski area management graduate certificate – online

Colorado State University launched this winter its online Ski Area Management Graduate Certificate of Completion for students who find their calling on the mountain and are looking to make a career on the slopes. The online certificate is offered through CSU's Warner College of Natural Resources, Department of Human Dimensions of Natural Resources. Each course within the ski area management certificate is an eight-week accelerated program of study that incorporates relevant industry knowledge and best practices, as provided by CSU faculty and ski area managers.

I. Colorado State University veterinary leaders land national honors

The Association of American Veterinary Medical Colleges honored Dr. Sue VandeWoude, associate dean for research in the College of Veterinary Medicine and Biomedical Sciences, with the AAVMC's Excellence in Research Award. The award recognizes VandeWoude – a veterinarian and virus researcher - as a leader in veterinary research and education, and as a relentless advocate of the important role veterinarians play in biomedical research.

J. Online Master of Arts Leadership and Administration degree launched

Colorado State University this spring launched its online Master of Arts Leadership and Administration to provide professionals in all arts disciplines with the knowledge and acumen needed to serve as visionary leaders in their fields. The new online degree is designed to help students build the skills they need to operate their own businesses or take on leadership roles.

K. Colorado State University launches online Economics bachelor's degree

Colorado State University in April launched its online Bachelor of Arts in Economics to provide undergraduate students a solid understanding of how to interpret data, policy, and research to inform decisions. The degree is designed to take students beyond math and finance, into an understanding of how economics affect everyday life. Offered through the College of Liberal Arts, the economics degree merges technical knowledge with an understanding of how human behavior influences economic systems.

L. CSU elected to Universities Research Association

In February, the council of Presidents of the Universities Research Association, Inc., elected Colorado State as a new member. URA is a consortium of 89 leading research universities in the U.S., Canada, Japan, Italy, and the United Kingdom. It was founded in 1965 to manage and operate research facilities in the national interest, including the Fermi National Accelerator Laboratory, the country's leading particle physics laboratory.

II. TEACHING AND LEARNING: INTEGRATE ACADEMIC AND CO-CURRICULAR EXPERIENCES

A. Hundreds gather for Todos Santos ribbon-cutting ceremony

On Sunday, April 19, approximately 200 people joined President Frank for a ribbon-cutting ceremony to celebrate the university's new research and education center in Todos Santos, Mexico. The crowd successfully blended Todos Santos residents (both multi-generations born and raised in the area, as well as ex-patriots who have moved to the region), regional government officials, and representatives from Tres Santos and CSU. The ribbon cutting was followed by an open house, self-guided tours and food and mingling. Center staff gathered useful feedback about courses, workshops and programs that the community would like to have offered. During his visit, President Frank also visited Universidad Autónoma de Baja California Sur to sign a Memorandum of Understanding between the two institutions.

B. Students showcase 'Confluence' designs in Colorado State University Fashion Show

CSU apparel design students from the Department of Design and Merchandising showcased their talents at the CSU Fashion Show on April 3. This year's theme was "Confluence" and featured diverse collections designed by seniors in the program, including children's, maternity, rock climbing, yoga, transformational, day and evening wear in one fabulous fashion production. Each design student defined his or her own unique inspiration, target market, product category and price range, then sketched designs, draped or drafted original patterns, chose fabrics and fully constructed each garment in his or her four- to six-piece collection. The fashion show is planned, produced, and promoted by students in the Fashion Show Production and Event Planning class.

III. RESEARCH AND DISCOVERY: FOSTER EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ARTISTRY/FOCUS IN AREAS OF INSTITUTIONAL STRENGTH AND SOCIETAL NEED

A. CSU receives \$12M grant for Urban Water Sustainability Research Network

CSU Civil and Environmental Engineering Professor Mazdak Arabi will lead the development of a National Science Foundation Urban Water Sustainability Research Network at CSU. The vision of the \$12 million network is to create science, guidance and agents of innovation for integrated water systems and water-sensitive urban design. Other CSU faculty involved in the project are Brian Bledsoe, Neil Grigg, Jorge Ramirez, and Sybil Sharvelle. CSU is partnering in the network with Arizona State University, Florida International University, Howard University, Oregon State University, Princeton University, University of Arizona, University of California-Berkeley, University of California-Riverside, University of Maryland Baltimore county, University of Miami, University of Oregon and University of Pennsylvania.

B. New research from CSU proves elephants' exceptional memories

New research from Professor George Wittemyer of Colorado State University's Department of Fish, Wildlife, and Conservation Biology and his team proves that elephants' tremendous memories of their habitats and their resources contribute to their survival in challenging environments. The study is the first of its kind to use advanced statistical analyses of high-resolution tracking data to investigate fundamental questions of elephant decision-making. Using advanced animal-tracking technology, researchers analyzed the movements of elephants in Etosha National Park, Namibia.

C. Colorado State University study links stress to chromosomal damage

A new wildlife preserve in India recently became a laboratory for Colorado State researchers who studied villagers displaced by the preserve. Jeffrey Snodgrass, an anthropology professor, and Sammy Zahran, associate professor of economics, led an interdisciplinary CSU team that measured residents' stress using tools that ranged from interviews to saliva tests for elevated levels of certain hormones. The group also took samples of cells from inside villagers' cheeks to analyze how stress affected their chromosomes' protective caps, or telomeres. The CSU team found that the relocated villagers demonstrated higher stress levels than the ones who were allowed to remain in their homes, and discovered evidence that the stress was harming their health and even potentially accelerating their aging at a deep, cellular level.

D. Northern Colorado bison project uses high-tech breeding to conserve an icon

Conservationists for years have envisioned bison reintroduction in Northern Colorado. The aspiration is becoming reality with the problem-solving use of assisted reproductive technologies developed over several decades at CSU, chiefly for production livestock and high-value performance horses. A seed herd of purebred American bison – offspring of the iconic native species in Yellowstone National Park – will be reintroduced Nov. 1 on 800 fenced acres at Soapstone Prairie Natural Area, owned by the city of Fort Collins, and adjacent Red Mountain Open Space, owned by Larimer County. The site is in northern Colorado, near the Wyoming border, where bison once roamed freely before they were slaughtered to near extinction in the late 1800s.

E. CSU researcher finds low food radiation risks after 2011 nuclear accident in Japan

A groundbreaking analysis from Colorado State University released March 12 shows that radiation levels in food grown near the Fukushima Daiichi Nuclear Power Plant dropped quickly and likely posed minor health risks after the plant's meltdown and release of radioactive materials four years ago this week. Georg Steinhauser, an assistant professor in CSU's Department of Environmental and Radiological Health Sciences, co-authored a paper published March 3 by Environmental Science & Technology in which he and his graduate student Stefan Merz of the Vienna University of Technology draw conclusions from hundreds of pages of data — detailing more than 900,000 samples — that the Japanese collected on radiation levels in the

food supply after the meltdown. The Japanese had collected the readings, but hadn't analyzed them yet, so Merz and Steinhauser dove into the measurements and discovered that a few months after the accident, only a handful of vegetable samples in the area exceeded regulatory limits for a radionuclide called radiocesium.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. CSU leads federal research to help communities increase disaster resilience

Colorado State University in February was selected to establish a federal center devoted to helping local governments decide how best to invest resources to lessen the impact of extreme weather and other hazards on buildings and infrastructure — and to recover rapidly in their aftermath. John W. van de Lindt, CSU's George T. Abell Distinguished Professor of Infrastructure, serves as principal investigator and co-director of the Community Resilience Center of Excellence. Bruce Ellingwood, CSU professor of civil and environmental engineering, is the other co-director. The Fort Collins-based center is funded by a \$20 million cooperative agreement awarded by the U.S. Department of Commerce's National Institute of Standards and Technology (NIST). CSU will work with NIST researchers and partners from 10 other universities to develop computer tools to aid in increasing community disaster resilience. This includes preparing for anticipated hazards, adapting to changing conditions, and withstanding and recovering rapidly from disruptions. The center will receive \$4 million annually for five years; NIST has the option to renew the award for five additional years, depending on performance and availability of funds.

B. CSU lands national center for nutrition education, obesity prevention

Colorado State University is one of only four institutions in the country chosen by the U.S. Department of Agriculture to host a new center focused on nutrition education and obesity prevention, CSU announced April 7. The Western Region Nutrition Education Center for Excellence (WRNECE), funded through an \$856,250 grant from the USDA, will have an emphasis on low-income members of the Hispanic population, one of the fastest-growing populations in the West. The center, a partnership between CSU and Washington State University Extension, is charged with evaluating the effectiveness of nutrition education and obesity prevention programs, which have long been one of CSU's strengths thanks to initiatives like the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program-Education (SNAP-Ed).

F. Colorado State awarded NIH funds to examine tuberculosis and metabolism

A team from Colorado State University will play a crucial role in a new project funded by the National Institutes of Health to examine factors that make people susceptible to the bacterium that causes tuberculosis and to discover new treatment strategies. The project, announced April 13, is a component of one of four announced Tuberculosis Research Units (TBRU), funded with a total of up to \$105.3 million over seven years from the NIH National Institute of Allergy and Infectious Diseases (NIAID). The TBRU in which CSU is involved, "Metabolic Factors that

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Control the Spectrum of Human Tuberculosis,” is expected to receive up to \$19.5 million over seven years. The unit will examine how the chronic bacterial infection changes metabolism and why altered metabolism increases TB disease susceptibility.

G. Colorado State University researchers to study effects of green schools

Jennifer Cross, a professor of sociology, has received a four-year, \$1 million grant from the U.S. Environmental Protection Agency to analyze the effects of green school buildings on student health and performance, CSU announced April 21. Cross is leading an interdisciplinary team that includes researchers from CSU’s Institute for the Built Environment, Department of Sociology, Department of Environmental and Radiological Health Sciences, and Department of Agricultural and Resource Economics. They will work with the Poudre and St. Vrain Valley school districts to consider many different variables when evaluating the effects of green schools. Cross, who is the director of research for IBE and co-director of the Center for Energy and Behavior, will be conducting surveys with students and teachers to measure well-being and determine their satisfaction with the building.

V. SERVICE AND OUTREACH: PREPARE AND EMPOWER LEARNERS OUTSIDE THE CAMPUS ENVIRONMENT

A. CSU partnership helps stock university library in Ethiopia

More than 20,500 up-to-date textbooks and recent scholarly journals – that’s over 33,000 pounds of materials packed into 641 boxes – are on their way to Hawassa University in Ethiopia, thanks to a dedicated group of volunteers and a generous commitment from Colorado State University. CSU and Hawassa signed a Memorandum of Understanding to develop collaborative relationships between the two universities’ colleges of agriculture and natural resources in 2012. CSU President Tony Frank visited the natural resources college at Hawassa University with Natural Resource Ecology Lab Research Scientist Paul Evangelista three years ago. Both noted during that visit that while Hawassa had a new library facility, it lacked sufficient library materials to fill its shelves and fully support the needs of the academic community. Frank asked CSU retirees and Peace Corps volunteers Bob and Nancy Sturtevant to spearhead a CSU book drive to stock the Hawassa library. On April 16, the Sturtevants finally packed the massive collection, which includes donated texts on subjects from health and psychology to natural resources and agriculture, into a semi-trailer container for shipment, which is expected to take from three to six months, depending on how long the boxes take to clear Ethiopian customs. Total cost of the effort is about \$11,000, funded by the CSU President’s office.

VI. SERVICE AND OUTREACH: ENGAGE CITIZENS THROUGH COMMUNITY INVOLVEMENT

A. New name, wider scope for Colorado State University's rural energy mission

A Colorado State University center that focuses on energy usage and conservation in the state’s agricultural sectors is getting a new name and expanding its mission. The new Rural Energy

Center – formerly the Center for Agricultural Energy — will continue to provide agricultural producers with energy audits and recommendations. Now it also will offer energy assessments in Colorado’s mountain towns and small communities where economies are not as agriculturally based. In the coming months, the center will work with the towns of Kersey and Buena Vista to evaluate their energy needs and identify key issues and potential solutions.

B. Science on Tap: Pouring CSU research into the community

Three Colorado State University graduate students and two CSU faculty members this spring launched an initiative in Fort Collins called Science on Tap, a program that seeks to connect the community with science. The vision behind Science on Tap is to provide an informal, relaxed, and fun atmosphere for the Fort Collins and CSU communities to discuss scientific research taking place at CSU as well as popular topics in the media. The free event takes place once a month at Pateros Creek, a local brewery. The event consists of one speaker or a panel of experts giving an informal talk about their research or a hot topic of science. The presentation lasts between 30 and 40 minutes, and after that the audience is encouraged to ask questions and have a discussion with the speakers.

C. CSU program teaches middle school girls Fashion FUNdamentals

A team of faculty from Colorado State University is using fashion design to pilot an innovative science, technology, engineering, and math enrichment program for middle school girls. Fashion FUNdamentals is a free two-week summer program funded by the American Honda Foundation and taking place June 15-26 in the Gifford Building on the CSU campus. The program is founded upon the premise that adolescent girls’ passion for fashion can be tapped to nurture girls’ skills in the STEM disciplines and to foster their self-confidence and self-esteem. Fashion FUNdamentals is open to girls entering sixth, seventh, and eighth grades in the fall of 2015. It will serve a diverse group of adolescents, with a focus on populations that are traditionally underrepresented in higher education.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. New Belgium Brewing, CEO Kim Jordan Give \$1 million to Fermentation Science

New Belgium Brewing announced on April 6 a \$1 million gift to Colorado State University that will update and renovate facilities housing the university’s Fermentation Science and Technology program. New Belgium Brewing co-founder and Chief Executive Officer Kim Jordan will personally give \$500,000 to the project and the remaining \$500,000 will be allocated over five years through New Belgium’s philanthropy program. The gifts will be used to build a new fermentation science laboratory in the Gifford Building, significantly strengthening the long-standing relationship between CSU and the renowned craft brewery. The renovated space will be named the New Belgium Fermentation Science and Technology Laboratory and will house analytical, brewing, kitchen, and sensory room space. It is slated for completion in August.

B. Tree planting event funded through efforts of campus community

For the fourth straight year, Colorado State University hosted a volunteer tree planting in April to recognize its designation as a Tree Campus USA – a status retained for promoting healthy trees and engaging students and communities in conversations about urban tree care. The trees planted April 22 near Danforth Chapel were purchased by the “Leave the Plastic, Plant a Tree” campaign, which launched in 2014 at the CSU Bookstore. The campaign donates 5 cents for every bag a customer declines upon purchase, with the money set aside to plant trees on campus.

C. Major Gift Report

	March 2015		FY15 (July - March)		FY14 (July - March)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$11,297,555	5,262	\$76,851,426	27,433	\$76,950,150	27,371
Irrevocable Planned Gifts	-	-	\$54,644	1	-	-
Revocable Gifts and Conditional Pledges	\$195,000	3	\$53,189,676	71	\$24,716,372	105
Payments to Commitments Prior to Period	(\$139,640)	684	(\$13,526,134)	1,137	(\$12,281,338)	1,224
Total Philanthropic Support	\$11,352,915	4,742	\$116,569,612	26,974	\$89,385,183	26,571
Private Research	\$1,532,568	15	\$21,691,789	138	\$16,076,372	110
Net Private Support	\$12,885,483	4,756	\$138,261,400	27,092	\$105,461,555	26,660

Major Gifts – (\$100,000 +) Not Previously Reported

- Pledge to support the *WCNR Building*, Warner College of Natural Resources
- \$5,000,000 pledge to support the *CSU Medical Center*, College of Health and Human Sciences
- \$4,163,000 revocable commitment to support the *Quarton Scholarship Endowment*, Division of Enrollment and Access
- \$1,200,000 revocable commitment split evenly to support the *Jessica Steward Wyllie Athletic Scholarship*, the *Fleurette D. Wyllie College of Liberal Arts Memorial Scholarship*, the *Jessica Stewart Wyllie College of Business Scholarship*, and the *John S. Wyllie Mechanical Engineering Memorial Scholarship*
- \$1,000,000 planned gift to support the *Animal Cancer Center*, College of Veterinary Medicine and Biomedical Sciences
- \$1,000,000 pledge to support the *CSU Medical Center*, College of Health and Human Sciences

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- \$612,000 gift in kind to support the *Herbarium*, Warner College of Natural Sciences
- \$500,000 pledge to support the *Fermentation Science and Technology Facility*, College of Health and Human Sciences
- \$500,000 pledge to support *Fermentation Science and Technology Enrichment*, College of Health and Human Sciences
- \$400,000 pledge to support the *CSU Stadium*, Department of Athletics
- \$350,000 gift to support the *WCNR Building*, Warner College of Natural Sciences
- \$325,000 in gifts and pledges designated as \$155,000 to support *Equine Orthopaedic Research* and \$20,000 to support *Clinical Science Special Projects*, College of Veterinary Medicine and Biomedical Sciences, and \$150,000 split evenly to support the *CSU Stadium*, *Ram Legacy Scholarship* and *Touchdown fund*, Department of Athletics
- \$275,000 in gifts designated as \$250,000 to support *Daniels Fund – Ethics Initiative*, College of Business, and \$25,000 to support the *Boundless Opportunity Scholarship*, Division of Student Affairs
- \$270,000 gift in kind to support *CSURF Gifts of Land – CLA*, College of Liberal Arts
- \$269,308 gift to support *CSU Extension, Outreach and Community Service*, Office of the President
- \$255,000 revocable commitment to support the *Dawn M. Metzger Scholarship*, College of Veterinary Medicine and Biomedical Sciences
- \$200,000 gift to support the *Center for New Energy Economy-Program*, Department of Research & Interdisciplinary Programs
- \$180,000 gift to support the *Center for New Energy Economy-Program*, Department of Research & Interdisciplinary Programs
- \$150,000 gift to support *Financial Investment Enrichment*, College of Business
- \$150,000 revocable commitment split evenly to support the *Premedica Scholarship* and *Premedica Program*, College of Natural Sciences
- Revocable commitment to support the *Geosciences Graduate Scholarship*, Warner College of Natural Resources
- \$135,000 revocable commitment designated as \$54,000 to support *Elizabeth Young Davis Scholarship*, College of Health and Human Sciences, \$54,000 to support the *Frank B.*

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Davis/Sue Davis Pendell Scholarship, College of Liberal Arts, and \$27,000 to support the *Harry Rosenberg Faculty Council Service Award*, Office of the President

- \$100,000 revocable commitment split evenly to support the *Rudy & Kay Garcia Scholarship*, Warner College of Natural Resources, and *Rudy and Kay Garcia Scholarship*, Department of Athletics
- \$100,000 pledge to support *Roundball Discretionary*, Department of Athletics
- \$100,000 gift split evenly to support *One Cure* and *Kari's Fund*, College of Veterinary Medicine and Biomedical Sciences
- \$100,000 gift to support *Lucy's Scholars*, College of Veterinary Medicine and Biomedical Sciences

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. College of Business names ASU's Beth Walker new dean

Beth Walker, chair of the marketing department at Arizona State University and an accomplished scholar and leader, has been named dean of the Colorado State University College of Business. Walker, the first female dean of the college in its 50-year history, will replace Ajay Menon, who is returning to the classroom after a dozen years as dean. She starts July 1. Walker did undergraduate work at Virginia Tech and received both her master's and Ph.D. from Penn State. She joined the ASU faculty in 1988, and has served as chair of the marketing department since 2011.

B. Joe Parker named Director of Athletics

Colorado State University introduced Joe Parker as Director of Athletics on March 17. Parker has worked at several schools in Power 5 conferences and has experience in all areas of college athletics. During Parker's time as deputy A.D. at Texas Tech he oversaw a Big 12 Conference program with 17 teams and an annual budget of \$68.5 million. During his tenure as deputy A.D., Parker led programs to boost the classroom success of student-athletes and led the development and recent launch of a current \$185 million fundraising campaign.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. Colorado State University honors the Everitts as part of Founders Day

On February 11, Colorado State University honored the creation of the institution, the values that have sustained it, and its mission of service through teaching, research and engagement with a Founders Day celebration. As part of the 145th anniversary of Colorado's own land-grant institution, the university honored Bob and Joyce Everitt with the prestigious Founders Day Medal.

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ACCOUNTABILITY

2014 Colorado State University Annual Report



Colorado State University





A Message from Colorado State University President Tony Frank

We are pleased to publish this Accountability Report each year to open up the books on our revenues and expenditures – and shine a spotlight on the many important ways Colorado State University is upholding its public mission and returning value to students and Colorado.

Accountability isn't just about accounting. For Colorado State University, it's also a reflection of how well we uphold our promise to provide high-quality, accessible education; transformative research; and outreach that benefits our state, our planet, and the human condition. For that reason, we've also included the latest data on student success, affordability, and impact from the research and outreach work of our faculty.

Transparency, responsibility, and integrity are core values of our University, and we believe these values are the foundation of excellence in all we do. In that spirit, we are proud to share this annual report, including elements from our audited financial statements, and welcome your interest in Colorado State.

Sincerely,

Dr. Tony Frank
President

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ACCOUNTABILITY at Colorado State

This annual report is intended to provide widespread public access to the financial results of Colorado State University. Additional resources are available online:

- CSU Accountability Website
<http://accountability.colostate.edu>
- Budget Updates and Communications
<http://www.president.colostate.edu/budget/index.aspx>
- CSU Policies and Compliance
<http://policies.colostate.edu/Default.aspx>
- Institutional Research
<http://www.ir.colostate.edu>

ACCOUNTABILITY in Focus

Colorado State makes its performance and assessment data readily accessible to the general public at <http://www.ir.colostate.edu/IRinteractive>. Some highlights of this past year include:

Student Access and Success

We're ★
Colorado's
**TOP
CHOICE**

More Colorado high school graduates choose CSU than any other college or university in the state.

92%

of CSU graduates say they would choose CSU again . . .
. . . and rated their overall CSU experience as good to excellent.

We're inclusive.

This year's freshman class is 55 percent female, 72 percent Colorado residents, and 21 percent ethnic minority – the most diverse class in the University's history. **1 out of 4 CSU students is first-generation.**

77%

. . . of CSU students who graduate do so in 4.5 years.

Our students get the courses they need to graduate on time.

CSU students graduate with debt loads that are *well below* the national average.

We're globally engaged.

International undergraduate student enrollment **increased 263 percent** from Fall 2005 to Fall 2014. 1,859 international students enrolled on campus in Fall 2014, and almost 1,200 CSU students participated in education abroad.

We attract top students.

New freshmen at CSU in Fall 2014 had a mean high school class rank of 72, a mean high school GPA of 3.61, and a mean Colorado Department of Higher Education index of 115.

Sixteen:One

= Our student:faculty ratio

And our classes are getting smaller even as enrollment is growing. Thanks to a continued focus on the student experience, we've reduced lower-level course sizes by 6.5 percent and upper-level courses by 7.3 percent. **62 percent of undergraduate classes have 30 or fewer students.**



76%

of CSU students receive financial aid.

During a time when we saw a 30 percent drop in state support and a 32 percent increase in the cost of attendance, we were also able to drive a **158 percent increase in institutional need-based financial aid.** Total CSU financial aid is up 51 percent in five years, including an 80 percent increase in privately funded scholarships.

86%


Freshman to Sophomore Year: The first-year persistence rate for new freshmen (from Fall 2013 to Fall 2014) is 86 percent.

↑ 26%

from the previous year.

The number of degrees awarded in 2013-14 was up 26 percent from the previous year.

The CSU Effect

CSU's 2012-13 graduates are employed at a rate **10%**  than the national average.

75%
of our graduates have jobs in fields related to their majors.

81 percent of 2012-13 graduates secured their first-destination plans – a job or continuing education – within six months.

\$45,000
The average starting salary for CSU graduates.

Institutional Quality

CSU is a Carnegie Research University (very high research activity) **and a Carnegie Community Engaged University.**

In 2014, two CSU faculty were named to the National Academies – **Diana Wall** (*American Academy of Arts and Sciences*) and **Ed Hoover** (*National Academy of Sciences*) – and **A.R. “Ravi” Ravishankara** (*National Academy of Sciences*) also joined our faculty.

CSU broke its annual fundraising record for the third consecutive year, raising **\$143.3 million.**
The University ranks 5th among its 15 peer schools in fundraising success.

58 / A+

Colorado State University has *climbed 9 spots in just two years* in *U.S. News and World Report's* annual America's Best Colleges rankings – this year ranking No. 58. The magazine also named CSU an “A+” school *for students who want to be part of an engaged student body.*

For its efforts to promote diversity and inclusion, CSU was recognized by the NCAA with the national

[NCAA and Minority Opportunities Athletic Association's Award for Diversity.]

1 of only 16
CSU is one of only 16 U.S. institutions to have *never* had a major NCAA violation.

CSU = The 2014 National Hispanic Institute University of the Year

The number of endowed faculty positions is up
18% in 5 years.

While growing the total faculty 13 percent in five years to keep pace with enrollment, we've also had a . . .

In the last five years, we've added . . .

- 6** new academic departments/units
- 13** new graduate degrees
- 12** new undergraduate majors
- 17** new undergraduate minors

13% increase in women tenure-track faculty

17% increase in minority tenure-track faculty

Research Impact

More than \$300 million

CSU research expenditures exceeded \$300 million for the seventh straight year in 2014.

CSU ranks No. 2

nationally in federal research funding for universities without a medical school.

We rank in the

Top 10%

in the country for R&D, according to the National Science Foundation.

CSU Ventures FY2014

totals for inventions, issued patents, and licenses equaled or exceeded historical records.

CSU Ventures awarded more than

\$700K

in funding to proof-of-concept projects through the Advanced Industries Accelerator Proof of Concept Grant Program, Bioscience Discovery Evaluation Grant Program, and CSU Ventures Creative Works Program.

New This Fiscal Year

Last 5 yrs	2014
Inventions	
590	122
Patent Applications	
700	160
Licenses	
196	41
Issued Patents	
115	49
Startups	
30	5
Revenue	
\$5.94m	\$1.27m

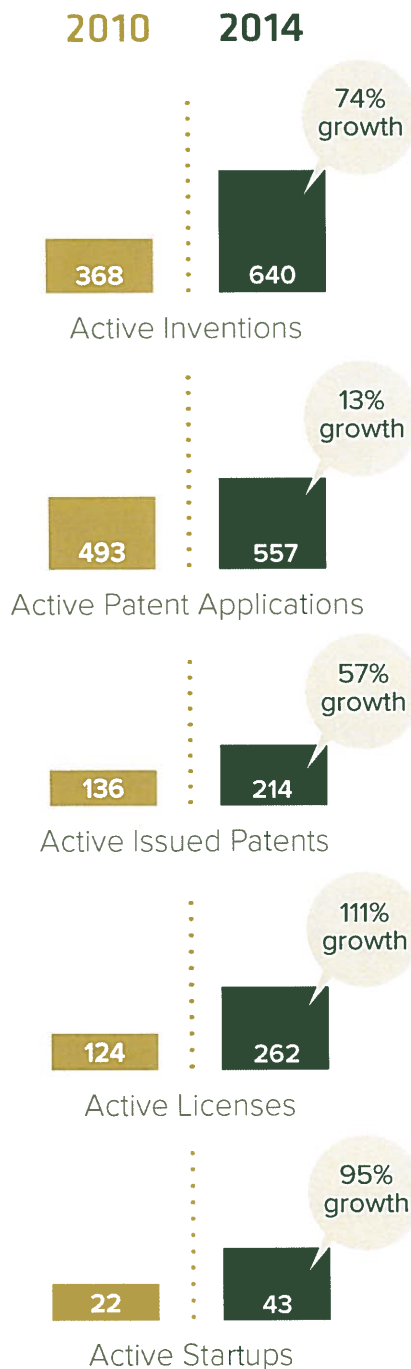
CSU startup companies

employed *nearly 500*

people in FY2014; most

of them in Colorado.

Active Portfolio



Operational Efficiency

Only 5%

of CSU's budget goes to administration.



Colorado State University achieved the highest score ever reported, ranking No. 1 in the country in the **STARS Report**, a national survey that measures sustainability efforts at universities and colleges nationwide.

Money raised through differential tuition has infused more than

\$45 million

directly into CSU's academic programs in the last three years.

We've seized the opportunity provided by the construction environment to build a campus that will serve Colorado for generations to come. We've added

1.3 million new gross square feet

of space – more than 60 percent of it academic instructional space.

All of our general assignment classrooms have been upgraded into technology-enabled “smart classrooms.”

The Colorado State University Foundation reported investment returns of

13.90 percent

for the fiscal year ending June 30, 2014.

To learn more about the Foundation's investment and distribution policies, visit http://foundation.colostate.edu/files/2014/09/CSUF_1415_invstmt_policy.pdf

Service to the State

CSU Extension now serves **all 64 Colorado counties.**

The 2014 statewide survey of Colorado county commissioners indicated overall satisfaction with CSU's Extension programs – and increased satisfaction levels in all four areas assessed: quality of CSU Extension programs and services; value of the services counties receive; responsiveness and service levels of individual county offices; and overall satisfaction with service to citizens. All four scores have trended consistently high since 2012.

The county response rate to this year's survey was . . .

82%

Colorado State was named to the 2014 President's Higher Education Community Service Honor Roll.

The Honor Roll recognizes universities that demonstrate exemplary community service and achieve meaningful outcomes in their communities.

Sixty-six percent

of CSU seniors have participated in community service or volunteer work.

CSU's 99,000+ Colorado-based alumni account for more than

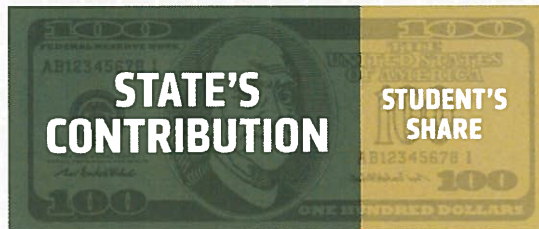
\$5.2 billion

in household income, representing 3.7 percent of the state's total household income.

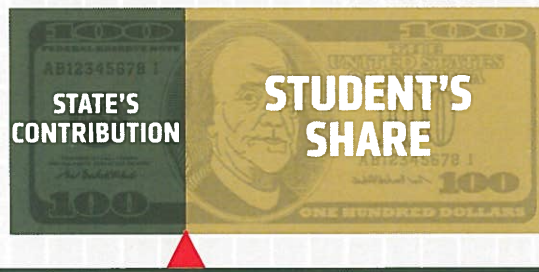
THE SHIFTING BURDEN

for Public Higher Education

Twenty years ago . . .



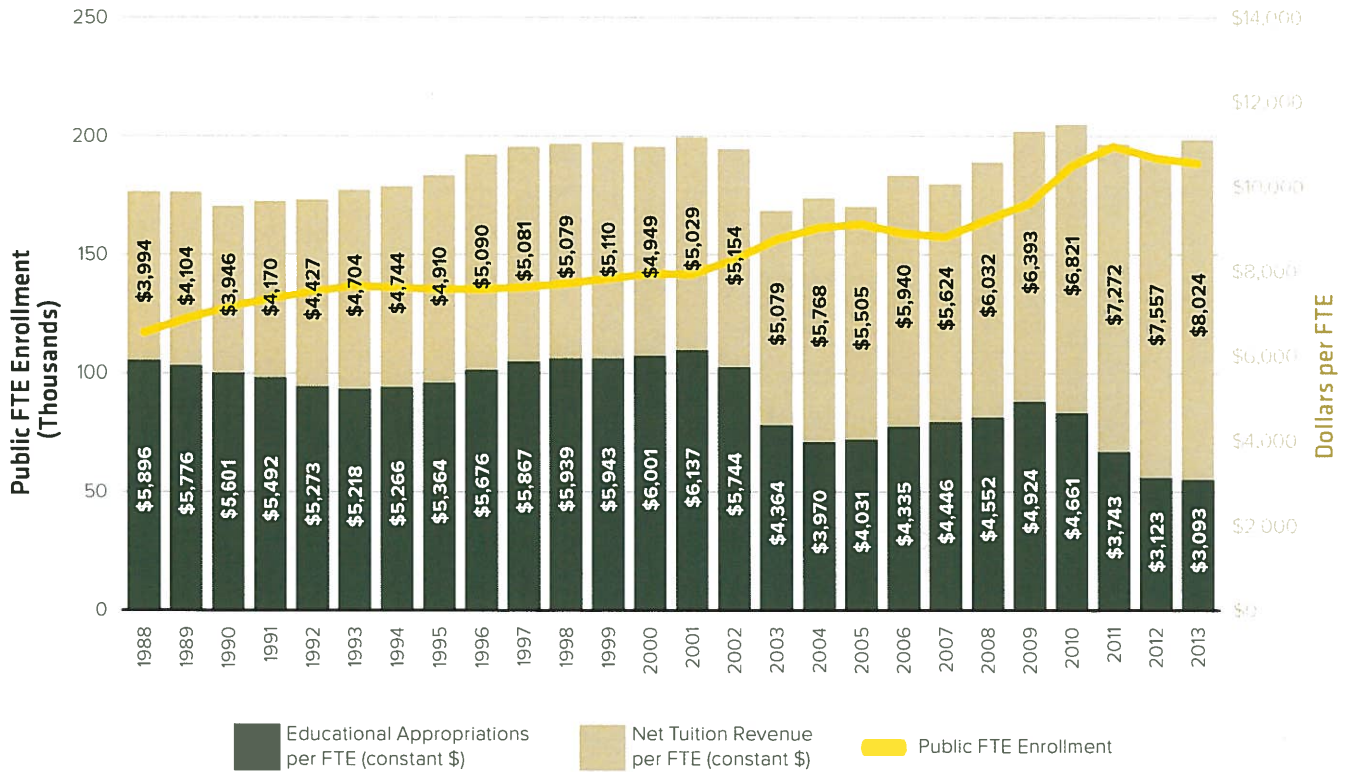
Today . . .



- Colorado State University *still educates a student for about what it cost 20 years ago* (when adjusted for inflation).
- But there has been a change in who pays: *20 years ago, the state of Colorado paid two-thirds* of every student's education, and students paid a third. *Today, students and their families pay two-thirds* of the cost to attend a state university – and the state portion covers just a third.
- In fact, *private fundraising revenue has exceeded Colorado State University's state funding since the 2012 fiscal year* (in FY14, total private support exceeded \$143 million, while state support was about \$97 million). State funding makes up about 10.7 percent of CSU's total operating budget.
- Strong *state support of higher education is a great investment for Colorado*. Over a lifetime, a CSU graduate will pay more than \$10 in tax revenue for every dollar state taxpayers invest in his or her education.
- The Brookings Institution reports that the *return on investment for the average student loan is 15 percent annually* – better than almost any other investment you can name.

Public universities in Colorado rely on two funding sources to educate students: tuition and taxpayer support provided through the state's General Fund. The chart below shows how this balance has shifted over time.

Public FTE Enrollment, Educational Appropriations, and Total Educational Revenue per FTE • Colorado – Fiscal Years 1988-2013



Note: Constant 2013 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA). Educational Appropriations include ARRA funds. Source: State Higher Education Executive Officers Association

Educational Appropriations per FTE (Constant Adjusted 2013 Dollars)

State	FY 2008	FY 2012	FY 2013	1 Year % Change	FY 2013 Index to US Average	5-Year % Change
Alabama	\$9,094	\$5,795	\$5,507	-5.0%	0.90	-39.4%
Alaska	\$12,952	\$12,443	\$12,932	3.9%	2.12	-0.1%
Arizona	\$7,886	\$4,869	\$4,958	1.8%	0.81	-37.1%
Arkansas	\$7,961	\$7,478	\$6,173	-17.5%	1.01	-22.5%
California	\$8,650	\$6,743	\$7,096	5.2%	1.16	-18.0%
Colorado	\$4,090	\$2,806	\$2,779	-1.0%	0.46	-32.1%
Connecticut	\$9,569	\$7,481	\$7,028	-6.1%	1.15	-26.6%
Delaware	\$6,549	\$4,917	\$4,858	-1.2%	0.80	-25.8%
Florida	\$8,325	\$5,199	\$4,784	-8.0%	0.78	-42.5%
Georgia	\$9,307	\$6,633	\$6,703	1.1%	1.10	-28.0%
Hawaii	\$9,928	\$7,298	\$7,173	-1.7%	1.17	-27.8%
Idaho	\$10,311	\$6,020	\$6,546	8.7%	1.07	-36.5%
Illinois	\$8,024	\$8,657	\$9,439	9.0%	1.55	17.6%
Indiana	\$5,132	\$4,417	\$4,442	0.6%	0.73	-13.5%
Iowa	\$6,605	\$4,627	\$5,013	8.3%	0.82	-24.1%
Kansas	\$6,787	\$5,559	\$5,634	1.3%	0.92	-17.0%
Kentucky	\$8,854	\$6,883	\$6,750	-1.9%	1.11	-23.8%
Louisiana	\$9,239	\$5,834	\$5,515	-5.5%	0.90	-40.3%
Maine	\$7,027	\$6,137	\$5,978	-2.6%	0.98	-14.9%
Maryland	\$8,412	\$6,894	\$6,756	-2.0%	1.11	-19.7%
Massachusetts	\$7,741	\$5,583	\$5,672	1.6%	0.93	-26.7%
Michigan	\$6,056	\$4,314	\$4,469	3.6%	0.73	-26.2%
Minnesota	\$6,868	\$4,687	\$4,614	-1.5%	0.76	-32.8%
Mississippi	\$8,365	\$5,930	\$6,162	3.9%	1.01	-26.3%
Missouri	\$7,189	\$5,338	\$5,310	-0.5%	0.87	-26.1%
Montana	\$5,101	\$4,306	\$4,294	-0.3%	0.70	-15.8%
Nebraska	\$8,135	\$7,114	\$7,357	3.4%	1.21	-9.6%
Nevada	\$9,938	\$6,798	\$6,693	-1.5%	1.10	-32.6%
New Hampshire	\$3,466	\$1,674	\$1,708	2.0%	0.28	-50.7%
New Jersey	\$7,545	\$5,975	\$5,545	-7.2%	0.91	-26.5%
New Mexico	\$10,320	\$7,751	\$8,580	10.7%	1.41	-16.9%
New York	\$8,768	\$7,508	\$7,843	4.5%	1.28	-10.5%
North Carolina	\$10,716	\$8,344	\$8,687	4.1%	1.42	-18.9%
North Dakota	\$5,622	\$6,610	\$6,561	-0.8%	1.07	16.7%
Ohio	\$5,526	\$4,223	\$4,523	7.1%	0.74	-18.2%
Oklahoma	\$8,819	\$6,702	\$6,955	3.8%	1.14	-21.1%
Oregon	\$5,853	\$3,805	\$3,875	1.9%	0.63	-33.8%
Pennsylvania	\$5,720	\$4,004	\$3,959	-1.1%	0.65	-30.8%
Rhode Island	\$6,049	\$5,133	\$4,459	-13.1%	0.73	-26.3%
South Carolina	\$7,552	\$4,597	\$4,797	4.3%	0.79	-36.5%
South Dakota	\$5,914	\$4,430	\$4,778	7.8%	0.78	-19.2%
Tennessee	\$8,850	\$5,818	\$6,022	3.5%	0.99	-31.9%
Texas	\$9,256	\$7,475	\$7,259	-2.9%	1.19	-21.6%
Utah	\$7,259	\$4,865	\$5,007	2.9%	0.82	-31.0%
Vermont	\$3,103	\$2,651	\$2,655	0.1%	0.43	-14.4%
Virginia	\$6,341	\$4,352	\$4,545	4.4%	0.74	-28.3%
Washington	\$7,464	\$4,790	\$4,849	1.2%	0.79	-35.0%
West Virginia	\$7,314	\$5,753	\$5,773	0.3%	0.95	-21.1%
Wisconsin	\$6,930	\$5,604	\$5,837	4.2%	0.96	-15.8%
Wyoming	\$16,101	\$14,349	\$16,474	14.8%	2.70	2.3%
U.S.	\$7,924	\$6,020	\$6,105	1.4%		-23.0%

Notes:

1) Educational appropriations are a measure of state and local support available for public higher education operating expenses including ARRA funds, and exclude appropriations for independent institutions, financial aid for students attending independent institutions, research, hospitals, and medical education.

2) Adjustment factors, to arrive at constant dollar figures, include Cost of Living Adjustment (COLA), Enrollment Mix Index (EMI), and Higher Education Cost Adjustment (HECA). The Cost of Living Adjustment (COLA) is not a measure of inflation over time.

Source: State Higher Education Executive Officers

THE LIFE CYCLE of Colorado's Investment in Higher Education

Start
Here

\$12 billion
annually

1 Colorado taxpayers annually contribute \$12 billion in state tax revenue.
(Net income, sales and use, and other taxes.)

\$207
for higher education

2 Taxpayers earning the state's median income (\$58,823) contribute about \$207 in taxes to support higher education.
(Source: Colorado State Treasurer)

... which repays
the state's investment in
**Less than
3 years**

*and continues to fuel
the state's economy!*

7

81% more
in Colorado taxes

The difference between what a college graduate will pay, during the course of a typical career, in Colorado income taxes compared to someone with only a high school diploma ...

6

CSU is a long-term
revenue source for the
state – the return on
Colorado's investment in
a college graduate is **13:1**
in higher taxes alone.

Average annual starting salary

\$45,000

5 Students, graduating from CSU with a bachelor's degree, making an average annual starting salary of \$45,000, then start repaying the state's investment.

3

A b o u t
187,000
s t u d e n t s

The state of Colorado collects that \$\$\$ and invests about \$762 million in higher education (community colleges, state colleges, and universities) every year – to educate about 187,000 FTE.

4

\$2,250
per student per year

The amount CSU receives from the state of Colorado to educate one student for one year (*full-time resident @ 30 credit hours per year*).

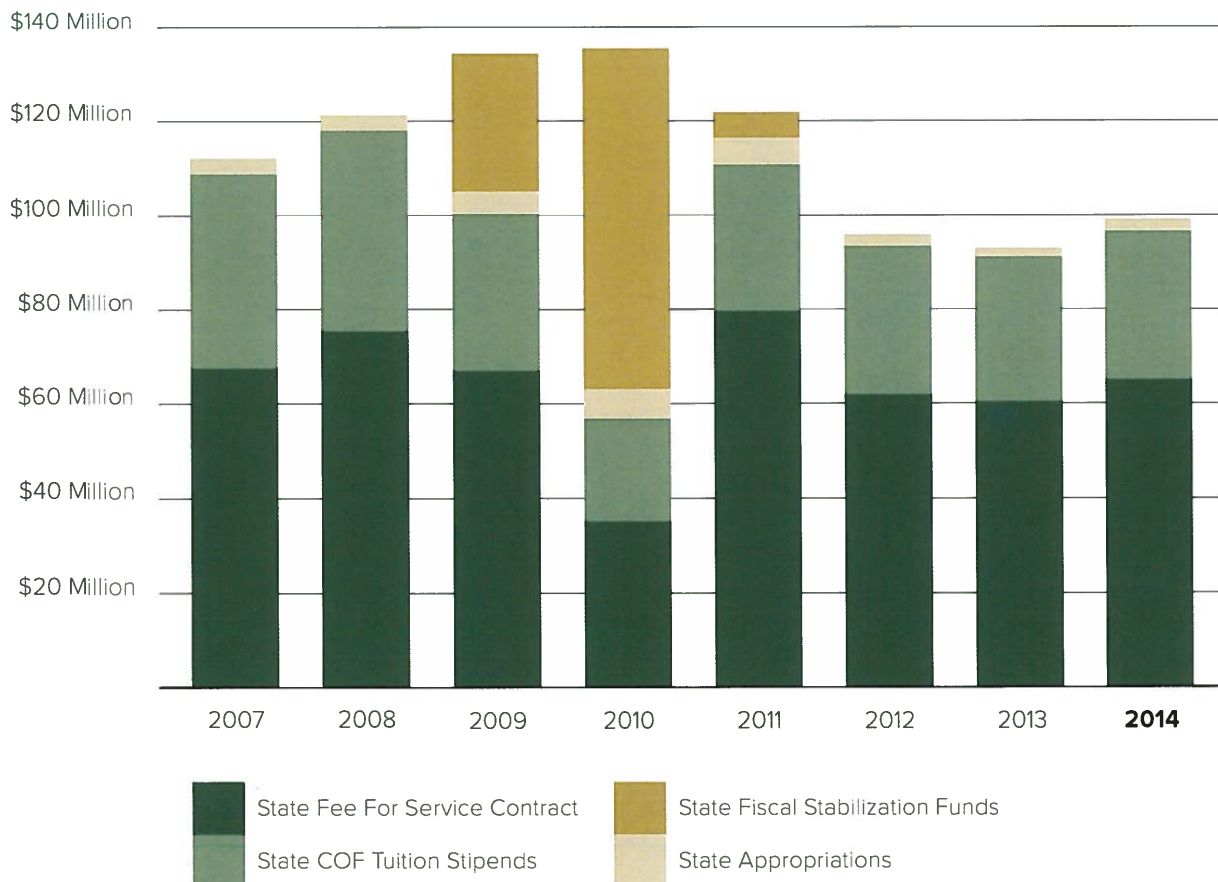
STATE SUPPORT

CSU receives its state support in the form of College Opportunity Fund tuition stipends, paid on behalf of each in-state student who enrolls, and revenue earned by providing specific services to the state under a Fee For Service contract.

Due to the nationwide economic downturn that began in 2008, the state provided State Fiscal Stabilization Funds as “backfill” for state resources beginning in Fiscal Year

2009 and continuing through FY2011. SFSF funds were a component of the American Recovery and Reinvestment Act enacted by the U.S. Congress in February 2009. Resources from the state are not expected to return to pre-economic downturn levels in future years, which results in continued pressure on the University’s tuition rates.

Fiscal Years 2007-2014



YOUR TUITION CHECK: Where Your Tuition Dollars Go

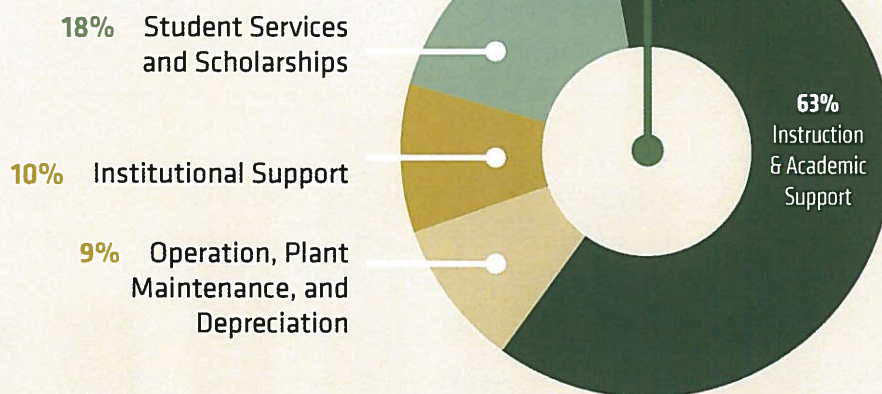
Your FY2014-2015 Tuition Check

State Tax Support (COF)

$$\begin{array}{r}
 \$7,868 \\
 \text{(per year)}
 \end{array}
 +
 \begin{array}{r}
 \$2,250 \\
 \text{(: \$75 per credit hour)}
 \end{array}
 =
 \$10,118$$

The total CSU receives from tuition and the state to educate one student for one year.

The University spends this money on . . .



Student Fees Support – Beyond the Classroom

Student fees are charges that students choose to assess themselves for various services above and beyond what’s covered by tuition. Students retain some decision-making authority over how their fees are spent.

\$1,529
General Fees

Pays for student activities (concerts, lectures, movies); Student Recreation Center; Lory Student Center; CSU Health Network; athletics; veterans’ programs; student government; Transfort; counseling; and more.

\$50
University Tech Fee

Funds campus computer labs, library computing, and other technology services.

\$450
University Facility Fee

Funds classroom improvements, renovations, and construction of new, student-focused buildings.

Figures reflect annual costs for a full-time, resident student at 30 credit hours per year.

* Colorado State University FY14-15 Education and General Budget Data. This is a subset of the CSU Education and General Budget, from E&G Budget Data Book Expenditures by NACUBO Code. For total University expenditures, see Page 23.

THE COST TO STUDENTS

EDUCATIONAL COSTS PER STUDENT for 2014-2015 Paid by Students

Tuition	\$7,868
General Fees	\$1,529
University Technology Fee	\$50
University Facility Fee	\$450

At \$9,897 in resident tuition and fees, the cost to attend Colorado State remains reasonable in comparison to peers, providing a competitive advantage along with the institution's reputation for academic rigor and excellence. (See peer institution comparison table on Page 14.)

COLORADO FOUR-YEAR INSTITUTION TUITION Academic Year 2014-2015 (student share after COF)

Institution	Full-Time Undergraduate Tuition	
	Resident	Nonresident
Colorado School of Mines	\$11,832.00	\$25,176.00
University of Colorado, Boulder	\$9,048.00	\$31,410.00
Colorado State University	\$7,868.20	\$24,047.60
Univ. of Colorado, Denver	\$7,008.00	\$21,624.00
Univ. of Colorado, Colo. Spgs.	\$6,168.00	\$16,200.00
Univ. of Northern Colorado*	\$5,824.00	\$17,168.00
Fort Lewis	\$5,544.00	\$16,072.00
Western State Colo. University	\$5,539.20	\$15,984.00
Colorado Mesa University	\$5,449.20	\$14,538.00
CSU - Pueblo	\$5,188.00	\$15,595.00
Adams State University	\$5,160.00	\$15,960.00
Metropolitan State College [†]	\$4,972.80	\$17,791.20

* UNC defines full-time tuition rate at 13 credit hours. All other tuition calculated at 12 credit hours.

[†] Metro State is a commuter campus. Room and Board is represented by a private residential facility that also provides board options. The facility is linked on the Metro State website: ("The Regency" <http://www.msudenver.edu/contact/faq/housing>.)

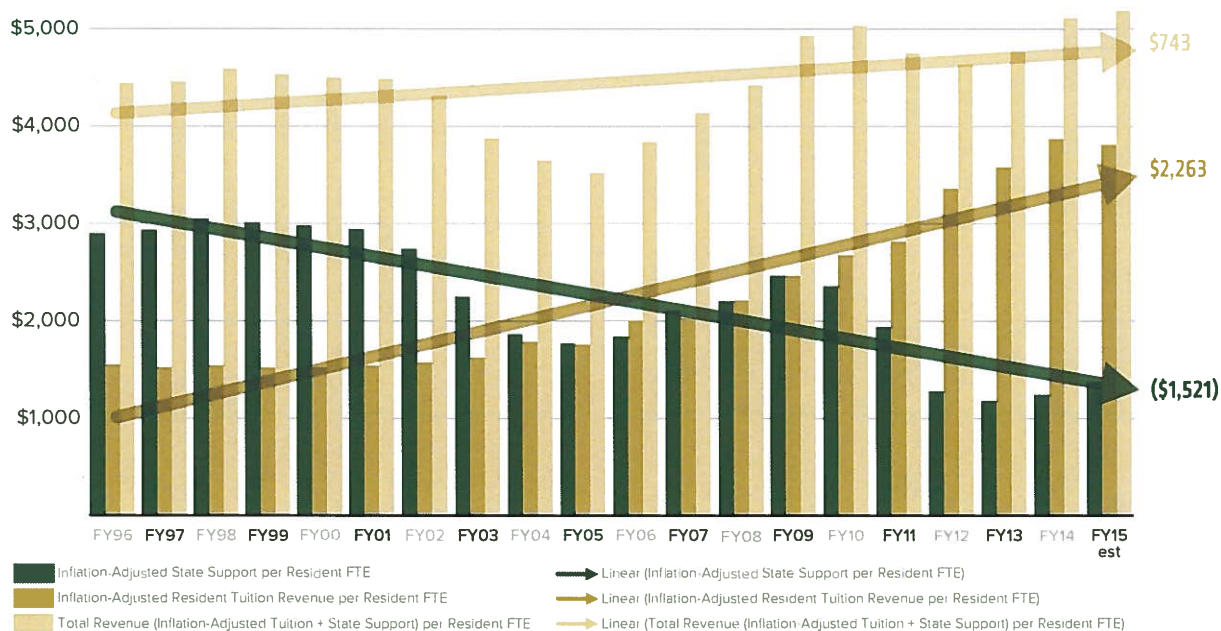
PEER INSTITUTION COMPARISON: Tuition, Fees, Room and Board – Academic Year 2014-2015

Based on 12 credit hours per term.

Peer Groups#			Tuition				Totals	
			Full-Time Undergraduate		Fees	Room and Board†	Resident	Nonresident
BOG	CDHE	Institution	Resident	Nonresident				
.	.	U.C. Davis*	\$11,220.00	\$34,098.00	\$2,675.66	\$14,726.32	\$28,621.98	\$51,499.98
N/A		University of Colorado	9,048.00	31,410.00	1,922.86	12,810.00	23,780.86	46,142.86
.		University of Illinois, Urbana	12,036.00	26,662.00	3,566.00	10,848.00	26,450.00	41,076.00
.	.	University of Tennessee	10,366.00	28,556.00	1,510.00	10,296.00	22,172.00	40,362.00
.	.	Purdue University	9,207.80	28,009.80	794.20	10,030.00	20,032.00	38,834.00
.		Michigan State University	10,560.00	27,972.00	52.00	9,804.00	20,416.00	37,828.00
.	.	Washington State University	11,396.00	24,478.00	1,002.00	11,276.00	23,674.00	36,756.00
		Colorado State University	7,868.20	24,047.60	2,028.64	10,488.00	20,384.84	36,564.24
.	.	Virginia Tech	10,088.00	25,515.00	1,929.00	7,924.00	19,941.00	35,368.00
.	.	Texas A&M University	9,180.00	26,356.00		9,522.00	18,702.00	35,878.00
.	.	Oregon State University*	6,804.00	22,068.00	1,471.71	10,929.00	19,204.71	34,468.71
.	.	North Carolina State U.	6,038.00	21,293.00	2,258.42	10,030.00	18,326.42	33,581.42
.	.	Oklahoma State University	7,441.50	20,026.50	2,413.20	8,530.00	18,384.70	30,969.70
.	.	Iowa State University	6,648.00	19,534.00	1,083.40	8,199.00	15,930.40	28,816.40
.	.	Kansas State University	6,578.40	17,450.40	811.40	8,110.00	15,499.80	26,371.80

* Quarter system tuition and fees - AY based on Autumn/Fall, Winter, Spring quarters. † Room and Board includes max meal plan where applicable, in accordance with Common Data Set instructions. # BOG=Peers identified by the Board of Governors of the Colorado State University System; CDHE=Peers identified by the Colorado Department of Higher Education.

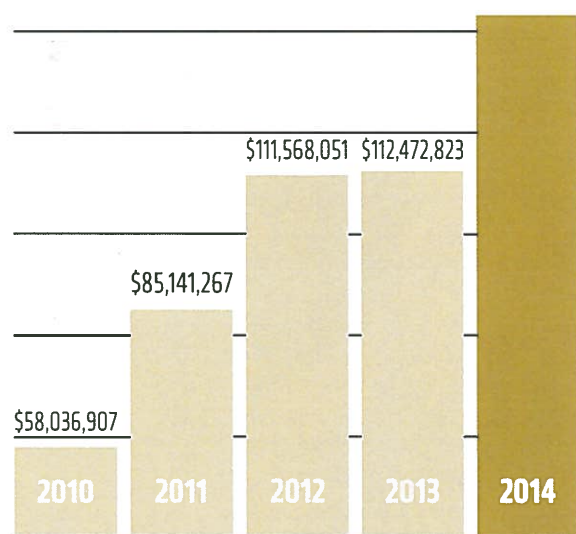
TRENDS: Inflation-Adjusted Revenue per Resident FTE



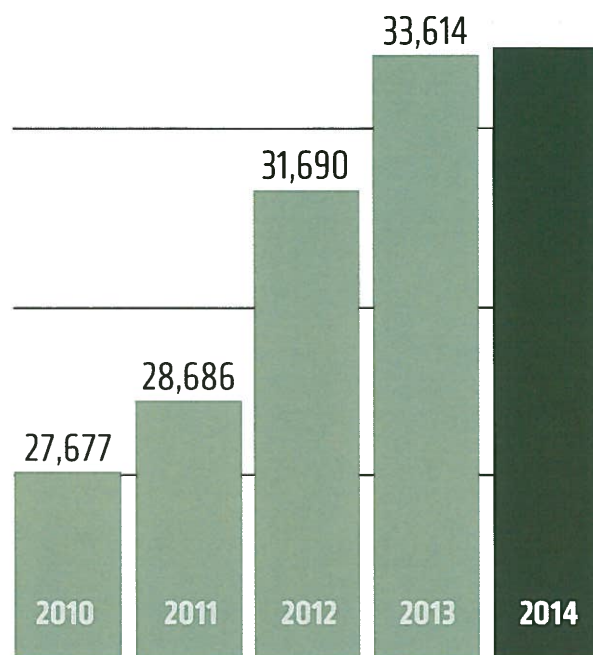
PRIVATE SUPPORT

More than 33,700 donors helped make Fiscal Year 2014 another record-breaking year for fundraising at Colorado State. Donors gave more than \$143.3 million in cash, pledges, planned gifts, and gifts-in-kind to support CSU students, programs, and facilities – more than \$31 million above the previous record year, and **the most private support ever raised by a single campus in the history of the state of Colorado.**

Gifts \$143,239,094

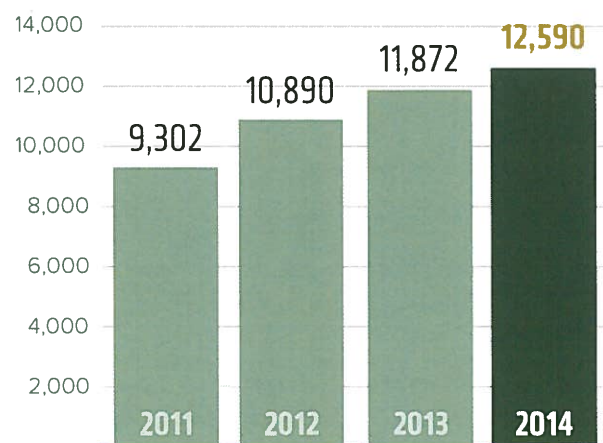


Donors 33,716



Alumni Donors

Gifts from CSU undergraduate alumni have increased in each of the past four years.



Support by Designation

in FY2014 (% in value)

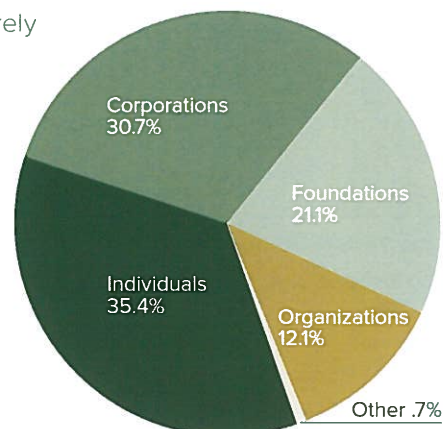
Veterinary Medicine and Biomedical Sciences	29.8%
Athletics*	14.5%
Warner College of Natural Resources	13.7%
Engineering	13.3%
Agricultural Sciences	6.0%
Natural Sciences	5.0%
Student Affairs	3.6%
Liberal Arts	3.5%
Health and Human Sciences	3.4%
Universitywide Purposes	3.2%
Business	2.7%
Enrollment and Access	.7%
Alumni Relations	.3%
Morgan Library	.2%

* includes conditional pledges for stadium

Support by Source

in FY2014 (% in value)

CSU continues to rely more on gifts from individuals than any other source.



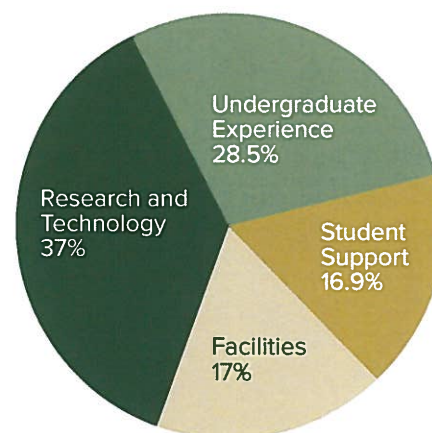
Support by Purpose in FY2014

Research and Technology gifts enable the University to support research enterprise, promote scholarship and artistry, and address global challenges.

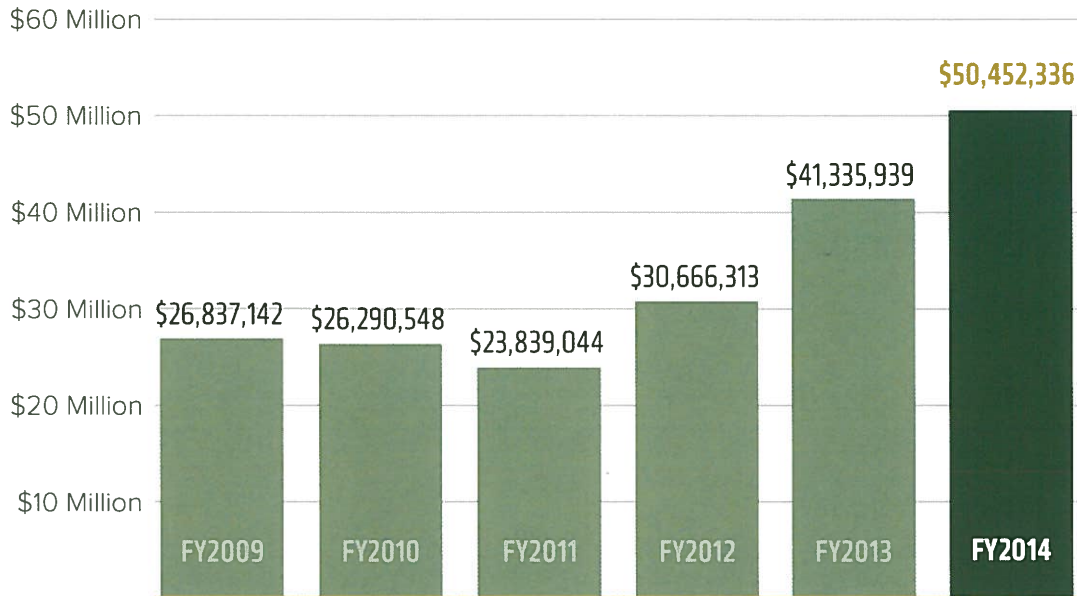
Through student organizations, internships, and education abroad, the **Undergraduate Experience** remains a top priority for both CSU and our donors.

Gifts to **Student Support** areas benefit our students through scholarships and graduate fellowships. As state support decreases and more of the burden of tuition falls to our students, scholarships continue to help maintain an avenue to access, an important part of our land-grant mission.

Private support for **Facilities** at CSU enables the University to provide an environment conducive to learning and research that keeps our students and faculty at the cutting edge of innovation and discovery.



CASH TRANSFER: from the Colorado State University Foundation to Colorado State University



The Colorado State University Foundation is a not-for-profit corporation created to assist in the promotion, development, and enhancement of the facilities and educational programs and opportunities of the faculty, students, and alumni of Colorado State University. CSUF receives, manages, and invests contributions, gifts, and bequests and applies the principal or income generated therefrom exclusively for charitable, scientific, literary, or educational purposes that will, directly or indirectly, benefit Colorado State.

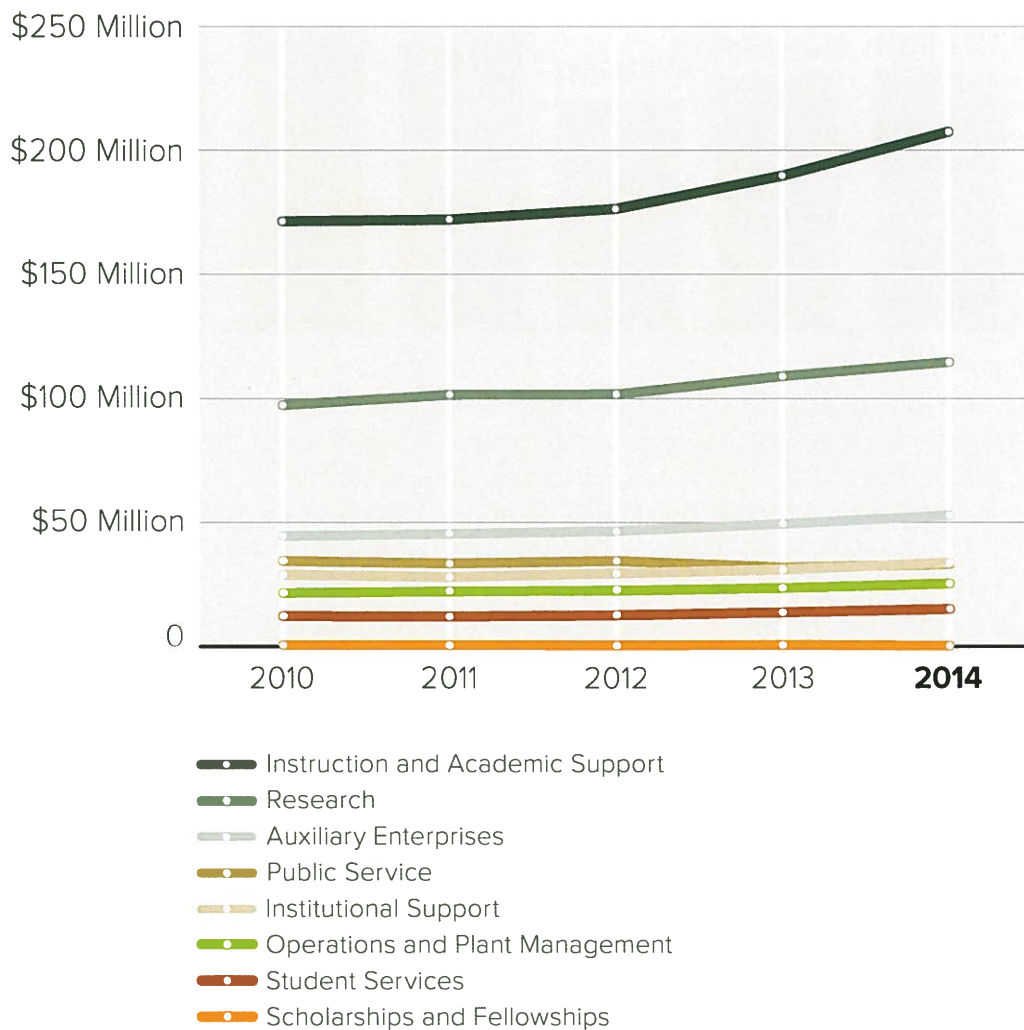
CSUF functions as Colorado State University's bank. Its goal is to enhance the purchasing power of the University's endowment while achieving the maximum total return consistent with the safety of the principal.

CSUF's board of directors has the fiduciary responsibility for the management and investment of charitable gifts for Colorado State University. The investment objectives of CSUF are designed to respond to changes in the economic environment, philosophy of the University and CSUF, and market conditions.

SALARY TRENDS

The chart below shows how CSU's salary dollars are allocated. In response to the economic downturn, the University imposed a multiyear hiring freeze in 2008. Faculty and staff did not receive pay increases in Fiscal Years 2010, 2011, and 2012. The University's permanent, full-time workforce was reduced by about 6 percent during this time, largely through attrition.

Fiscal Years 2010-2014



REVENUES AND EXPENDITURES

The charts in this section illustrate the University's sources of funding and how those funds are spent in support of the University's mission. As a land-grant university, Colorado State is charged to serve the state in three primary ways:

education of students, conduct of research to support the needs of our society and our world, and outreach to extend the University's educational and research capacity to areas of statewide need.

Operating and Nonoperating Revenues

(amounts expressed in thousands, as restated)

	2014	2013	2010
Operating revenues			
Student tuition and fees (net of scholarship allowance)	\$ 300,714 ¹	275,345 ²	202,425 ³
State COF tuition stipends	31,661 ¹	30,892 ²	21,926 ³
State fee for service contract	65,420	60,532	35,109
Grants and contracts	260,315	258,367	253,648
Sales and service of educational activities	33,871	30,260	22,926
Auxiliary enterprises (net of scholarship allowance)	133,329	126,064	114,807
Other operating revenue	6,335	6,457	5,156
Total operating revenues	\$ 831,645	787,917	655,997
Nonoperating revenues			
State appropriations	\$ 2,472	1,754	6,300
State fiscal stabilization	—	—	72,363
Gifts, capital gifts, and grants	66,514	67,467	40,905
Federal nonoperating grants and contracts	24,492	24,621	17,869
State capital contributions	1,823	852	4,235
Other nonoperating	9,484	6,286	13,280
Total nonoperating revenues	\$ 104,785	100,980	154,952
Extraordinary items			
Extraordinary items	\$ —	2,192	—
Total extraordinary items	\$ —	2,192	—
Total revenues	\$ 936,430	891,089	810,949

Total Tuition and Fees: $\Sigma 1=332,375$ $\Sigma 2=306,237$ $\Sigma 3=224,351$

Operating Expenses

(amounts expressed in thousands, as restated)

	2014	2013	2010
Operating expenses			
Instruction	\$ 239,212	218,867	204,095
Research	181,971	189,603	175,776
Public service	82,703	69,065	77,731
Academic support	67,375	60,056	47,475
Student services	26,940	25,154	21,692
Institutional support	41,458	38,825	34,958
Operation and maintenance of plant	59,158	52,768	50,537
Scholarships and fellowships	9,812	9,414	9,548
Auxiliary enterprises	126,365	120,785	100,161
Depreciation	70,884	66,088	43,093
Total operating expenses	\$ 905,878	850,625	765,066

The programmatic use of expenses remained relatively consistent from Fiscal Year 2010 to Fiscal Year 2014.

Revenue, Expenses, and Changes in Net Position

(amounts expressed in thousands, as restated)

	2014	2013	2010
Operating revenues	\$ 831,645	787,917	655,997
Operating expenses	905,878	850,625	765,066
Operating loss	\$ (74,233)	(62,708)	(109,069)
Nonoperating revenues (net of expenses)	55,786	49,201	123,348
Income (loss) before other revenues (net of expenses)	\$ (18,447)	(13,507)	14,279
Other revenues	26,515	31,308	19,394
Special items	(22,185)	(6,536)	–
Extraordinary items	–	2,192	–
Increase in Net Position	\$ (14,117)	13,457	33,673
Net Position, beginning of year	806,362	792,905	653,388
Net Position, end of year	\$ 792,245	806,362	687,061

REVENUE

Colorado State University's academic program is primarily funded by two sources: state support (in the form of College Opportunity Fund stipends and Fee For Service funding) and student tuition and fees.

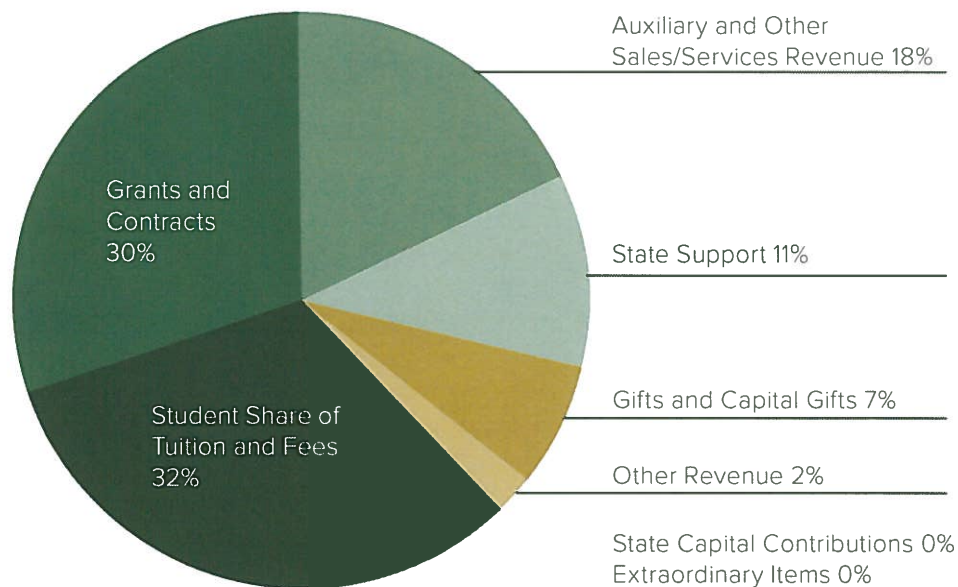
Large segments of the total University budget (including research and donor funding) generate revenue that is directed to a specific activity – to fund a particular research project or to endow a chair or scholarship, for example – and so these funds do not flow directly to the education and general budget that supports the core teaching operations of the University.

The state provides the College Opportunity Fund stipends to all in-state college students, and these stipends are then paid out to the university in which each student chooses to enroll. The University also receives

state support in the form of revenue generated from the state Fee For Service contract. Under this contract, the University provides graduate education services, Professional Veterinary Medicine programs, and services to the citizens of the state from the CSU agencies that include CSU Extension, Agricultural Experiment Station, and the Colorado State Forest Service.

A small subset of University operations, including the Lory Student Center, Housing and Dining Services, and continuing and distance education, are self-supporting auxiliary enterprises funded through charges assessed to users of those services.

Fiscal Year 2014



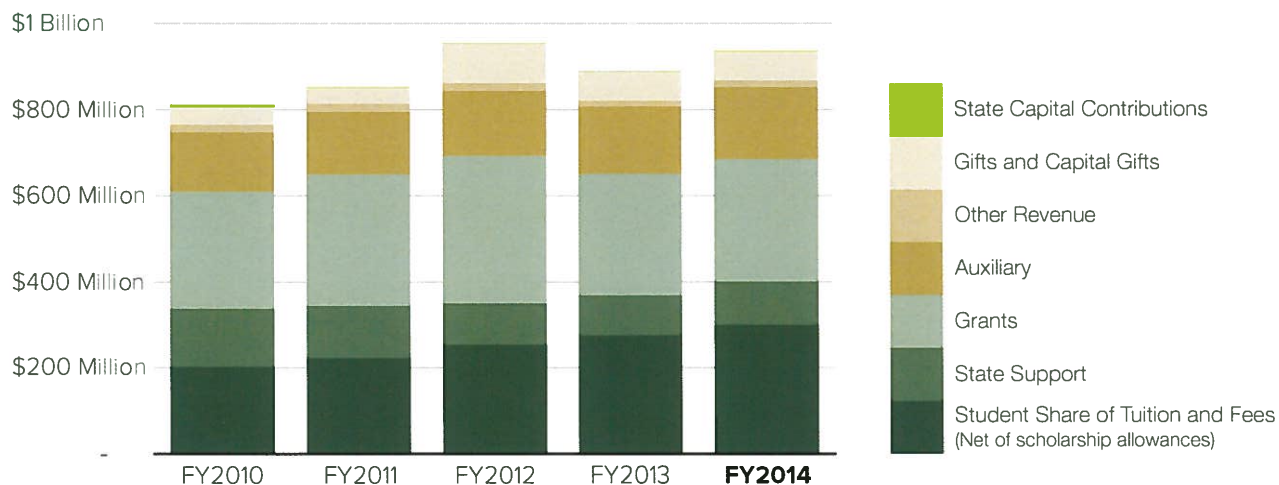
REVENUE TRENDS 2010-2014

The distribution among revenue categories has remained relatively consistent from year to year, as demonstrated by the chart "Revenue by Percentage" below.

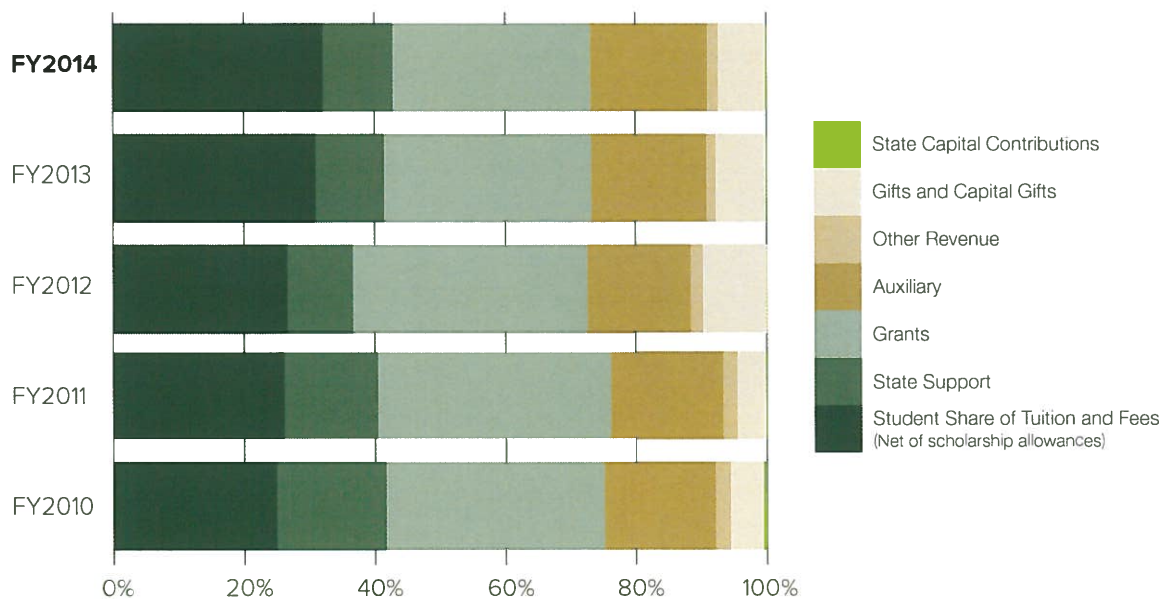
The areas reflected within the bottom chart experiencing the greatest changes are the combination of the Student

Share of Tuition and Fees along with State Support. Although when combined they are relatively stable, individually State Support is declining while the Student Share of Tuition is increasing.

Revenue by Amount



Revenue by Percentage

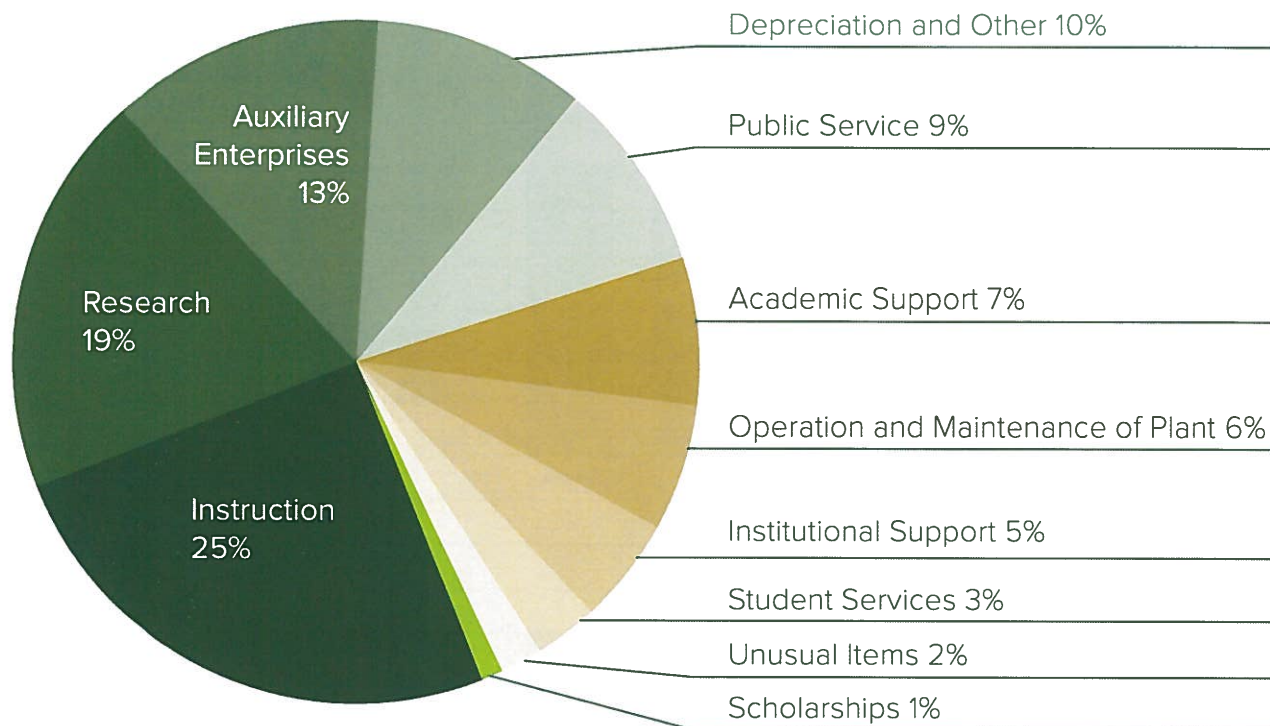


EXPENDITURES

Even during tight budget times, Colorado State University has focused on academic priorities: teaching (funded by tuition and state support) and research (funded primarily by grants and contracts). Administrative costs – shown here as Institutional Support – account for 5 percent of the University’s budget.

As the University has grown over the past five years, the University’s total operating expenses have increased from \$765.1 million to \$905.9 million, an overall increase of about 18 percent from Fiscal Year 2010 to Fiscal Year 2014. The largest component of each category of expenditure is salary, which is depicted further in the following two charts.

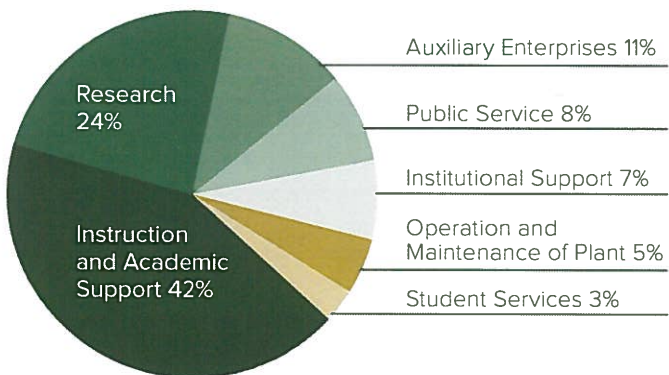
Fiscal Year 2014



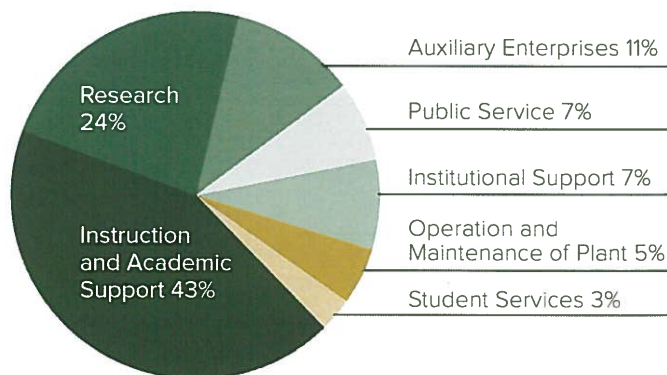
Salary Expenditures by Functional Area

Fiscal Years 2010 and 2014

2010



2014

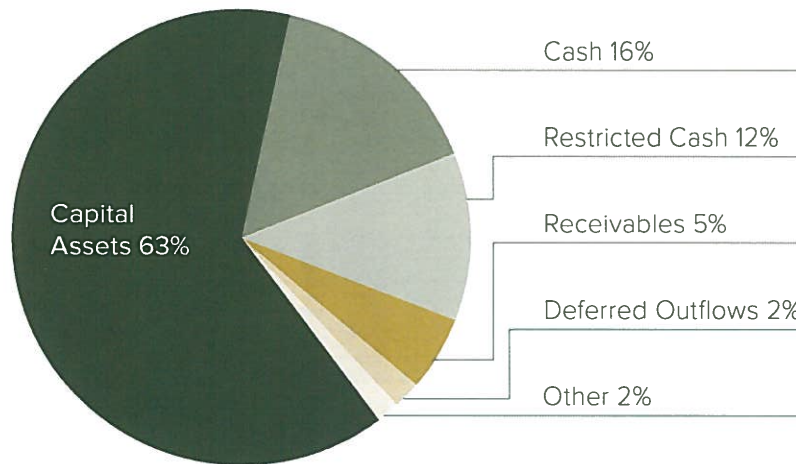


The University has Library holdings including more than 2 million books, bound journals, and government documents, along with additional materials including computers. Given limits on the state’s ability to provide funding for capital construction and improvements in recent years, the University’s students voted in 2005 to assess themselves a University Facility Fee to support capital construction and renovations that enhance the quality of student life and learning. The allocation of that fee is governed by a student-run University Facility Fee Advisory Board (<http://uffab.colostate.edu>).

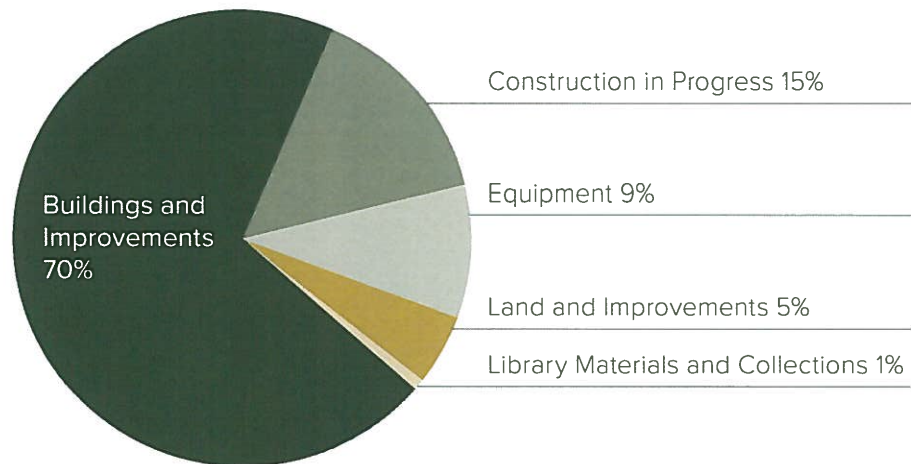
Colorado State University includes:

- The 586-acre Main Campus, which includes 101 acres for the James L. Voss Veterinary Teaching Hospital
- 1,433-acre Foothills Campus
- 1,575-acre Agricultural Campus
- 1,177-acre Pingree Park mountain campus
- 4,038 acres of land for research centers and Colorado State Forest Service stations outside of Larimer County.

**Fiscal Year 2014
Total Assets**



**Fiscal Year 2014
Capital Assets**



LIABILITIES

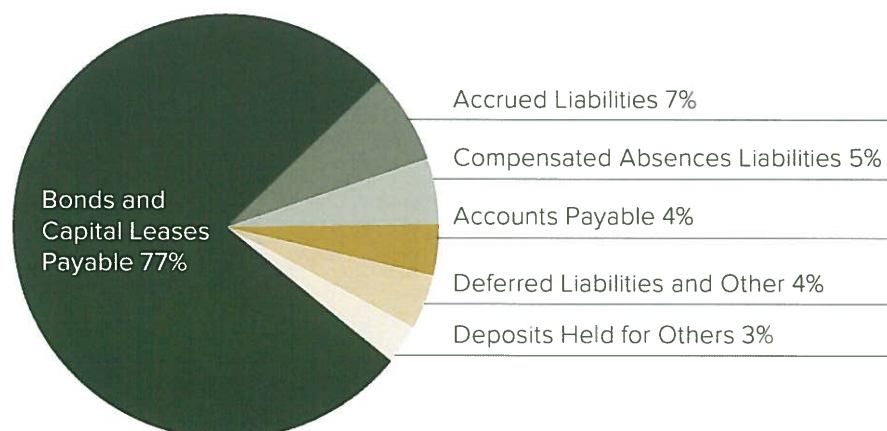
The primary liability of the University is its obligation relating to bonds and capital leases. These obligations relate to the financing of the capital assets discussed

on the previous page, which are critical to support our land-grant mission of teaching and learning, research and discovery, and outreach and public service.

(amounts expressed in thousands, as restated)

	2014	2013	2010
Current liabilities			
Accounts payable	\$ 37,250	40,452	47,063
Accrued liabilities	64,813	69,595	65,042
Deferred revenue	31,501	30,950	20,822
Deposits held for others, current	5,570	6,015	4,823
Bonds payable and certificates of participation, current	17,145	15,504	6,080
Capital leases payable, current	1,904	1,725	1,134
Other noncurrent liabilities, current	2,325	2,236	1,914
Compensated absences liabilities, current	2,256	2,296	2,129
Total current liabilities	\$ 162,764	168,773	149,007
Noncurrent liabilities			
Bonds payable and certificates of participation	\$ 694,532	566,662	339,705
Capital leases payable	6,022	4,175	2,534
Deposits held for others	26,386	26,812	15,589
Other noncurrent liabilities	4,317	28,622	15,065
Compensated absences liabilities	44,471	40,340	38,085
Total noncurrent liabilities	\$ 775,728	666,611	410,978
Total liabilities	\$ 938,492	835,384	559,985
Net position	\$ 792,245	806,362	687,061
Total Liabilities and Net Position	\$1,730,737	1,641,746	1,247,046

Fiscal Year 2014 Total Liabilities



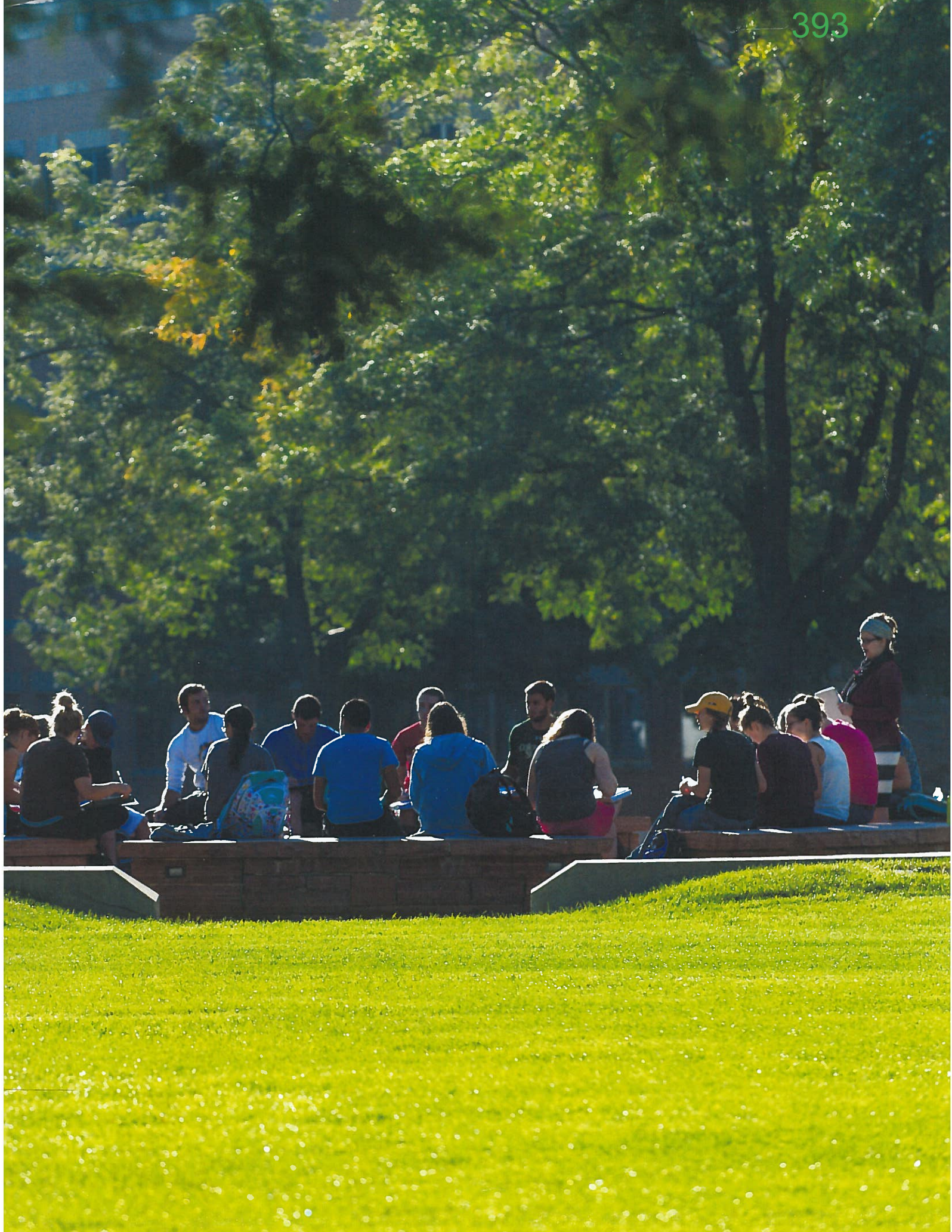
BUDGET AND PLANNING PROCESS

CSU's Budget and Planning Process: Opportunities for Student, Parent, and Public Input

Part of CSU's commitment to accountability involves an open, public campus planning and budgeting process.

- The University publishes a rough draft budget in August for the next fiscal year. The goal of this draft budget is to give the Board of Governors and the President platforms for campus review and discussion – and for working with state lawmakers as they consider higher education's funding needs.
- The campus and community have several opportunities to provide input into both the draft budget and the preparation of more final budgets in the winter and spring. Over this time period, the University also makes adjustments for changes and developments that have arisen.
- As various draft budgets are developed, they are tied to University strategic planning efforts in a transparent and coherent way.
- The Colorado General Assembly and the Office of the Governor work together throughout the spring each year to finalize state budgets and appropriations, which determine the level of state support and tuition that the Board of Governors of the CSU System approves for each System campus.
- The CSU strategic plan is updated regularly to reflect new priorities, new environments, new opportunities, and new ideas.

As part of this process, the University Provost each spring hosts planning and budget hearings that are open to all interested members of the campus and community. Draft budgets and related communications are also regularly updated and posted online at <http://www.president.colostate.edu/budget/index.aspx>.





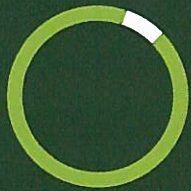
Colorado State University

An equal-access and equal-opportunity University

STATE OF SUSTAINABILITY

10 THINGS TO KNOW ABOUT COLORADO STATE UNIVERSITY

Sustainability-related research in more than **90%** of CSU's departments.



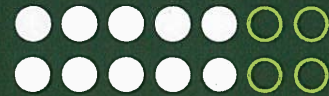
962 of CSU's **2,633** courses incorporate sustainability content. The School of Global Environmental Sustainability works across all eight colleges to support sustainability research and education.

CSU has **18** **LEED** CERTIFIED BUILDINGS

on campus, including a Platinum Certification, with more pursuing **LEED CERTIFICATIONS.**



Global Social and Sustainable Enterprise students launched FarGreen, a business that helps farmers in Vietnam process mushrooms with rice straw, formerly considered a waste product.



There are currently 10 solar arrays on campus with 4 more underway. They will generate **10.4 million kWh per year**, enough to power more than **1,100 FORT COLLINS HOMES.**

CSU has a mountain campus and more than a **DOZEN** sustainability immersion programs.



Summit Hall is home to a **SUSTAINABLE LEARNING COMMUNITY** for Natural Resource students.

In 1 year, CSU students donated

575,000

volunteer hours

of their time for programs like CSUnity, Fall Clean Up, and Cans Around the Oval.

80% of CSU students register a bike to commute to campus.

More than **60%** primarily bike to campus.

532

Sustainability-related continuing education courses are offered by CSU across the state of Colorado and online.





STARS 2.0: CSU's Platinum Sustainability Rating

Spring 2015

STARS (Sustainability Tracking, Assessment & Rating System)³⁹⁷

- ▶ Most comprehensive and well-respected sustainability metric
- ▶ 700 institutions on 6 continents participate
- ▶ Princeton Review, Sierra Club & others use STARS data and have given us top ratings
- ▶ Administered by AASHE (Association for the Advancement of Sustainability in Higher Education)



AMERICA'S GREENEST
SCHOOLS

Sierra's annual "Cool Schools" ranking

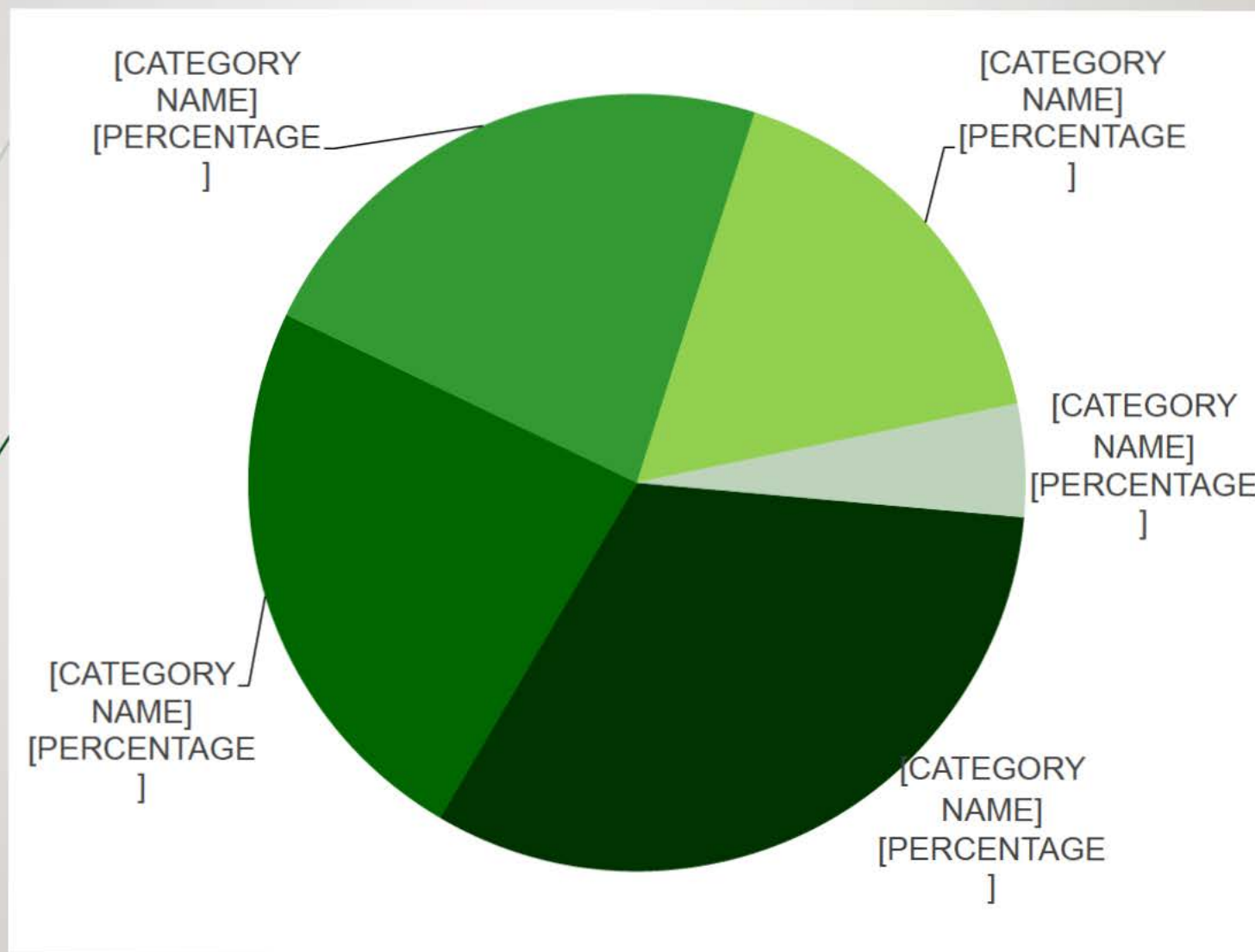
CSU is 1st Platinum Institution



STARS 2.0 Video



STARS Scores by Categories






Highlights



- ▶ 22% of courses integrate sustainability
- ▶ More than 90% of academic departments are engaged in sustainability research
- ▶ More than 500 sustainability-related continuing education courses offered across Colorado and online
- ▶ 17 LEED certified buildings on campus with one Platinum just confirmed and another in process
- ▶ 80% of CSU students register a bike and 60% primarily bike to campus



Next Steps...

- 
- ▶ Support President's Sustainability Committee, SoGES, and other initiatives to further sustainability on campus
 - ▶ Continue to get the word out – social media has been key
 - ▶ Present “Path to Platinum” with AASHE at national conference in the fall

Board of Governors of the Colorado State University System
 Meeting Date: May 8, 2015
 Report Item

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action need. Report only.

EXPLANATION:

Presented by Tony Frank, President

At its August 3, 2012 meeting, the Board approved a resolution to expand the delegated and redelegable authority to the institutional Presidents to include approval, in accordance with Board-approved institutional policies: 1) sabbatical leaves and revisions to them; 2) emeritus faculty appointments; and 3) all requests for Leave without Pay, with periodic reports to the Board.

	NAME	DEPARTMENT	FROM	TO	TYPE	LEAVE TYPE
1	Alexander, Jamie Patricia	Human Devopment & Family Studies	1/28/15	1/29/15	12/Reg	LWOP/FMLA
2	Andrews, Lisa M	CEMML	1/6/15	unknown	12/Spec	LWOP/Special
3	Barrett, Mary F	Hartshorn Health Services	1/2/15	1/13/15	12/Reg	LWOP/Departmental
4	Barrett, Mary F	Hartshorn Health Services	3/16/15	3/23/15	12/Reg	LWOP/Departmental
5	Bell, Colin	Natural Resource Ecology Laboratory	3/16/15	3/15/16	12/Spec	LWOP/Personal
6	Bistline, Marilyn	College of Liberal Arts	12/5/14	12/6/14	12/Spec	LWOP/Family Obligations
7	Chen, Junwen	Computer Information Systems	3/26/15	4/22/15	9/Regular	LWOP/FMLA
8	Cler, Bridget J	Admissions	3/6/15	3/6/15	12/Reg	LWOP/Administrative
9	Dunn, Bailey N	Student Financial Services	12/22/14	12/31/14	12/Reg	LWOP/Personal
10	Dunn, Bailey N	Student Financial Services	1/2/15	1/10/15	12/Reg	LWOP/Personal
11	Elhaddad, Aymn	Civil & Environmental Engineering	3/1/15	4/30/15	12/Spec	LWOP/Departmental
12	Elwyn, Laurie L	Hartshorn Health Services	12/2/14	12/31/14	12/Reg	LWOP/Personal
13	Elwyn, Laurie L	Hartshorn Health Services	1/20/15	1/24/15	12/Reg	LWOP/FMLA
14	Elwyn, Laurie L	Hartshorn Health Services	2/2/15	2/6/15	12/Reg	LWOP/Personal
15	Fischer, Emily V	Atmospheric Science	3/11/15	3/26/15	9/Regular	LWOP/FMLA
16	Freed, David J	Journalism & Technical Communication	1/1/15	8/15/15	9/Spec	LWOP/Personal
17	Fuhrman, Joy	Veterinary Teaching Hospital	3/1/15	3/9/15	12/Temp	LWOP/FMLA
18	Fuhrman, Joy	Veterinary Teaching Hospital	4/1/15	4/3/15	12/Reg	LWOP/FMLA
19	Gordon, Katharine Anne	Residence Life	3/20/15	unknown	12/Reg	LWOP/FMLA
20	Harris, John Richardson	Electrical & Computer Engineering	1/1/15	6/30/15	12/Spec	LWOP/Departmental
21	Hart, Juliette Lynn	Clinical Sciences	3/10/15	3/21/15	12/Temp	LWOP/FMLA
22	Haynes, Carrie A	University Counseling Center	2/27/15	2/28/15	12/Reg	LWOP/Personal
23	James, Heather M	College of Liberal Arts	3/10/15	unknown	12/Reg	LWOP/FMLA
24	Jentzsch, Keith	Art	1/13/15	tbd	12/Spec	LWOP/Illness
25	Johnson, Jim E	CEMML	02/26/15	02/27/15	12/Spec	LWOP/Personal

Board of Governors of the Colorado State University System

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Report Item

26	Jones, Javance E	CEMML	1/8/15	3/15/15	12/Spec	LWOP/FMLA
27	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	3/19/15	3/21/15	12/Reg	LWOP/Departmental
28	Kraft, Susan L	Enviro & Radiological Health Services	3/27/15	4/4/15	12/Spec	LWOP/Personal
29	Lyman, Albert P	CEMML	1/27/15	2/21/15	12/Spec	LWOP/FMLA
30	Magzamen, Sheryl L	Enviro & Radiological Health Services	2/10/15	2/14/15	9/Regular	LWOP/FMLA
31	Malone, Delia G	Colorado Natural Heritage Program	1/1/15	2/28/15	12/Spec	LWOP/Personal
32	Matthews III, John Holley	Colorado Water Institute	1/1/15	unknown	12/Spec	LWOP/Departmental
33	Mayhew, Jennifer J	Equal Opportunity	12/22/14	12/31/14	12/Reg	LWOP/Personal
34	Mellon, April	Hartshorn Health Services	2/2/15	3/1/15	12/Reg	LWOP/Personal
35	Mellon, April	Hartshorn Health Services	3/2/15	4/1/15	12/Reg	LWOP/Personal
36	Morse, Emily	Hartshorn Health Services	1/1/15	1/13/15	12/Reg	LWOP/Departmental
37	Morse, Emily	Hartshorn Health Services	3/16/15	3/21/15	12/Reg	LWOP/Departmental
38	Musselman, Esther Jean	Microbiology, Immunology & Pathology	9/15/14	9/16/14	12/Spec	LWOP/Personal
39	Newman, Whitney S	Residence Life	1/7/15	unknown	12/Reg	LWOP/FMLA
40	Ocken, Michelle Anne	CEMML	3/10/15	4/1/15	12/Spec	LWOP/Special
41	O'Malley, Joshua M	Biology	2/1/15	4/14/15	12/Temp	LWOP/Personal
42	Orswell, Forrest M	Student Legal Services	2/20/15	2/23/15	12/Reg	LWOP/Departmental
43	Pettner, Clairissa L	Continuing Ed - Administration	2/27/15	unknown	12/Reg	LWOP/FMLA
44	Pua, Donald	CEMML	3/10/15	6/1/15	12/Spec	LWOP/Personal
45	Rose, Ruth Jean	Clinical Sciences	3/1/15	4/14/15	12/Temp	LWOP/FMLA
46	Scholl, Amy Maureen	Music, Theatre and Dance	1/1/15	5/15/15	9/Spec	LWOP/Departmental
47	Steinheber, Laura	Hartshorn Health Services	3/16/15	3/21/15	12/Reg	LWOP/Departmental
48	Vesty, Jill C	Hartshorn Health Services	3/16/15	4/1/15	12/Reg	LWOP/Departmental
49	Wallander, Amanda Zeman	CEMML	2/16/15	2/28/15	12/Spec	LWOP/Personal
50	Weddington, Timothy Neal	Adult Learners & Veterans Services	3/4/15	3/19/15	12/Reg	LWOP/FMLA
51	Weddington, Timothy Neal	Adult Learners & Veterans Services	3/6/15	3/21/15	12/Reg	LWOP/FMLA
52	Winterbottom, Jeffrey J	Development & Adv Info Systems	2/16/15	5/9/15	12/Reg	LWOP/FMLA
53	Wolfelt, Susan J	Hartshorn Health Services	3/16/15	3/21/15	12/Reg	LWOP/Departmental
54	Woods, Kathryn Scott	Women & Gender Advocacy Center	1/12/15	1/15/15	12/Reg	LWOP/Administrative
55	Zheng, Xin	Microbiology, Immunology & Pathology	2/1/15	3/1/15	12/Spec	LWOP/Personal
56	Ziegler, Coronda Lou	Psychology	3/6/15	4/4/15	12/Reg	LWOP/FMLA



Increase Degree Attainment and Stakeholder Engagement

- CSU-Global has joined forces with University of Colorado, Littleton and Douglas County K-12 school districts, local businesses and the South Metro Denver Chamber to launch a STEM Initiative Event to be held in the fall for K-12 school district leaders and teachers, business and community leaders, and higher education administrators and faculty. The two-day event will feature speakers, workshops, and discussion regarding Colorado needs in the areas of education and workplace personnel.
- CSU-Global is now an active participant in the national Small Business Administration's Small Business Development Center Advisory Council Board's work in the education and promotion of small business development within Colorado and the nation.
- CSU-Global's spring 2015 Noel Levitz Priorities Survey results reflect that the university has achieved Above Average student satisfaction scores in 27 out of 29 factors to include high satisfaction in student advising, online instruction, faculty responsiveness, student support resources, and overall satisfaction with the learning experience at CSU-Global.

Improve Student Success

- As one of seven higher education institutions with understanding and success in adult degree completion, CSU-Global has continued to meet with the Lumina Foundation and peer institutions to develop a scalable model for a large scale, nationwide effort towards degree completion.
- CSU-Global's continue work on its Career Center, career learning outcomes integrated into its curriculum, and promotion of the Center among students and faculty, has resulted in a dramatic increase in student use of CSU-Global's Career Center to reflect an average of over 5200 site visits per month over the most recent three months. Importantly, the Career Center achieved an Above Average Satisfaction student rating on the spring 2015 Noel Levitz Priorities Survey; and the Center's

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Career Coaching session rating over the last year have ranged from 4.31 to 4.69 (on a scale of 1 to 5, 5 being Exceptional).

- At the request of the National Commander and Chairman and the 2.4 million members of The American Legion, the nations' largest and most prominent veterans' service organization, CSU-Global participated in the *The American Legion National Credentialing Summit*, in April 2015. CSU-Global also provided the introduction for the U.S. Secretary of Labor at the event.

Enhance Access and Reduce Attainment Gaps through Academic Excellence

- CSU-Global has joined forces with the American Council on Education on its work regarding Prior Learning Assessment (PLA). Through its participation in the ACE project, CSU-Global hopes to garner additional insight and perspectives on ensuring quality of its own PLA program.

Promote Affordability and Efficiency

- CSU-Global hosted a meeting for five universities with online expertise, including Open UK, to discuss collaboration opportunities surrounding online learning tools and curriculum. The meeting was part of its ongoing research on alternatives and resources for enhancing its online environment with a lens towards affordability and effectiveness.
- Given its past work on its alternative credit programs, CSU-Global has redesigned and automated its competency-based education registration process, and streamlined its prior learning assessment program. The changes are intended to remove perceived barriers to student engagement and to promote student success towards bachelor's degree completion.

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COLORADO STATE UNIVERSITY – PUEBLO PRESIDENT’S REPORT

I. ACADEMIC EXCELLENCE

A. Radio Station Ranked 9th

CSU-Pueblo’s student operated radio station, KTSC-89.5, Rev 89 was ranked ninth in the nation among all non-commercial stations in the U.S., penetrating nearly 15 percent of the Pueblo market, according to Fall 2014 rankings by Nielsen Media. Rev 89 also is currently the fourth most listened to radio station in Pueblo and was the only non-commercial station from Colorado in the nation’s top 25. On average, 700 people tune into the radio station during any 15-minute period, between 6 a.m. to midnight, Monday through Sunday. The average Rev listener spends 3 hours and 36 minutes with the station every week.

The radio station is part of the electronic media curriculum in the mass communications department and is staffed by students majoring or minoring in the department. It is funded primarily from station underwriting. CSU-Pueblo is the only university in the state that offers on-campus, hands-on experiences at public television and public radio stations as well as with print and on-line publications.

B. Student Works Highlighted

The scholarly work of 72 CSU-Pueblo students was highlighted through presentations, posters, and panels as part of the Student Works Symposium on April 17. Sessions featured the works of graduate and undergraduate students in biology, biochemistry, chemistry, education, engineering, history, psychology and nursing. The keynote presentation featured the Words and Music Program, which began last fall and is ongoing at El Centro Recreation Center in partnership with the music and English departments at CSU-Pueblo. CSU-Pueblo faculty and a graduate students have been offering an after school enrichment program for elementary through high school students at El Centro del Quinto Sol Recreation Center. The program has provided a unique opportunity for students on Pueblo’s east side to engage in integrated writing and music lessons at no cost.

C. Faculty and Staff Scholarly Works Exhibited

Works of faculty and staff accomplished during the calendar year 2014 were exhibited at the annual Scholars’ Reception on April 21. Dr. Darren Funk-Neubauer,

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recipient of the 2014 University Award of Excellence in Scholarly Activity provided the keynote address. Items produced during the year that were on display included books, journal articles, presentations, and artwork.

II. STUDENT ACCESS AND SUPPORT

A. Legislator and Alumnus to Deliver Commencement Address

A graduate of CSU-Pueblo and first-year legislator representing House District 46 will share her insights with graduates on May 2. A Pueblo native, Daneya Esgar has been a strong a community leader and political activist for those who need a strong voice since earning a mass communications degree from CSU-Pueblo in 2001. Esgar is well-known on the grassroots level for her hands-on work on issues of equality, education, justice, and poverty within the community.

III. DIVERSITY

A. International Extravaganza Celebrates 77 Years

The 77th Annual International Food and Cultural Extravaganza, organized by the CSU-Pueblo International Students Association, was held on April 9. In addition to international cuisine, the event included an international sports fair, fashion show, talent show, and recognition of seven families from the Pueblo community for their contributions and support to the international students during the year. Accomplishments of international students during the 2014-2015 academic year were also recognized, including those who participated in one of CSU-Pueblo's 22 intercollegiate athletic teams. This semester CSU-Pueblo is home to 150 international students, representing 34 countries including large contingencies from China, South Korea, Brazil and Germany.

B. CSU-Pueblo Folklorico Wins Awards

The Ballet Folklorico troupe at CSU-Pueblo earned numerous awards at the *Competencia Folklórica de Tejas* in Corpus Christi, Texas, on April 11-12. Under the direction of Iskra Merino and Dr. Dora Luz Cobian-Klein, Ballet Folklorico competed against more than 500 dancers from 27 dance groups from the United States and Mexico to win first and second place in the University Group Division with Veracruz Antigüo (1st place) and Nuevo León (2nd place) performances. Students Melissa Ramos and Francisco Soto, and Marisa Beltrán and Joseph Gutiérrez took 2nd and 3rd place in their duet categories respectively. In addition to the regular divisions, CSU-Pueblo Ballet Folklorico won "The

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Best of the Best” trophy, an award given to the group with the highest scores in the University division.

Ballet Folklorico preserves and promotes diversity at CSU-Pueblo through cultural awareness; specifically through performances, presentations, and programming of Mexican Folklore Dance and to provide opportunities for association and interaction with the campus community and the Pueblo community at large. Ballet Folklorico includes members enrolled in a folklorico elective course for credit, including area high school students taking the course for dual high school/college credit, members of the folklorico student club, and individuals from the Pueblo community.

IV. IMAGE BUILDING

A. Honors Program Hosts Honors Council

The Honors Program at CSU-Pueblo hosted more than 200 college honor students and faculty advisors at the Third Annual Rocky Mountain Honors Council Honors Student Symposium on April 18. It is the first time CSU-Pueblo has hosted the prestigious competition. Students from CSU-Pueblo, CSU- Fort Collins, University of Colorado-Colorado Springs, University of Colorado-Denver, and the University of Wyoming participated in the event.

V. COMMUNITY OUTREACH

A. CEEPS Hosts 21st Annual Design Contest

Approximately 300 students from eight high schools and seven middle schools participated in the 21st Annual Design Contest on April 18, hosted by faculty and student clubs from CSU-Pueblo College of Education, Engineering, and Professional Studies. The seven-event competition challenged students’ critical thinking, teamwork, and creative design skills. Five different individual design competitions evaluated student-produced projects in areas like mousetrap cars and catapults, concrete barge, bridge building, and on-site construction. Student-built projects were tested against specific performance criteria. Two additional impromptu strategy events further tested the students’ ability to communicate and rapidly construct workable solutions when presented with challenges. During the final competition, two- and three-member teams competed for the top three places in seven individual events in both middle and high school divisions, as well as for overall middle and high school team awards. Participating high schools included Alamosa, Colorado Springs’ Doherty, Denver’s Westminster, Pueblo West, and the Pueblo School of Engineering and Biological Science; middle

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schools included Colorado Springs' Jenkins, North, and Sabin; and five middle schools from Pueblo: Connect, Heaton, Pueblo School for Arts and Sciences, Roncalli STEM Academy and Paragon Opportunity School.

B. Let's Move Campaign Benefits Local Youth

On April 25, students and faculty in the Exercise Science, Health Promotion, and Recreation Department at CSU-Pueblo hosted a day of free activities and demonstrations dedicated to promoting active, healthy lifestyles for children in kindergarten through 8th grade as part of the national "Let's Move" campaign. The Let's Move-Active Schools program is a comprehensive initiative launched in 2010 by First Lady Michelle Obama, dedicated to solving the challenge of childhood obesity within a generation. The event was co-sponsored by the Colorado Society of Health and Physical Education (S.H.A.P.E.), the Colorado Governor's Council for Physical Fitness, S.H.A.P.E. America, and the CSU-Pueblo Student Recreation Center. Participating Pueblo organizations included the Pueblo City County Health Department, St. Mary Corwin Medical Center, and Parkview Medical Center.

C. President's Gala Honorees Announced

Five "legendary" Pueblo honorees will receive President's Medallions at the 2015 President's Gala, "A Legendary Evening," on May 15. President's Medallions recognize individuals who set high standards of ethics and values to serve as examples for CSU-Pueblo students and the campus community as a whole through their profession, exceptional service, and/or contributions to humanity. Recipients support the University's continual progress toward future goals and achievements and/or make significant contributions as an advocate of post secondary education. Proceeds from the Gala directly benefit future generations of CSU-Pueblo students through scholarships and programs.

Neta and Eddie DeRose will receive the medallion for Distinguished Service to the University. As founding members of Friends of Football, they led by example the fundraising effort to reinstate football, wrestling, and women's track and field and to construct the Neta and Eddie DeRose ThunderBowl, which was aptly named in their honor. As a couple, they have illustrated a passion for their alma mater by supporting not just the ThunderWolves athletic programs and marching band, but additional University departments and programs, including foreign languages, the President's Leadership Program, and the International Student Office.

Jack Quinn will receive the medallion for Distinguished Service to the Community. In addition to nearly four decades of service to the Pueblo Housing Authority, where he renovated properties for the benefit of low-income families and often preserved historical

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landmarks in the process, he has given his time and talents to make Pueblo a better place for all citizens through service to the United Way, the Boys Club, and the Packard Foundation among other organizations.

A 1969 graduate of the institution, Henry Roman will receive the medallion for Distinguished Service to Education. Roman has displayed tremendous leadership over the last three decades as a teacher and superintendent of both local school districts and as a consultant to educational entities in Colorado and across the Southwest, including Pueblo school of Arts and Sciences and Chavez-Huerta K-12 Prep Academy.

Doris Kester, a former teacher and long-time community volunteer will receive the medallion for Distinguished Alumni Achievement. Another 1969 graduate of the institution, she enjoyed a 20 year teaching career in public schools before teaching as an adjunct instructor for the University. She will soon retire from the Southern Colorado Community Foundation where she raises funds, manages the office, and prepares grants. She has given of her time, energy, and expertise to an astounding number of civic and community organizations. Her lifetime of commitment to volunteerism and community service has found her as a board member and officer for numerous local organizations.

VI. RESOURCE MANAGEMENT

A. Administrative Staff Updates

Two staff began serving CSU-Pueblo in new capacities on March 2 when Dr. Rick Kreminski assumed duties as the Provost and Executive Vice President for Academic Affairs. Dr. David Lehmpuhl, Professor and Chemistry Department Chair, was named Acting Dean for the College of Science and Mathematics. Dr. Lehmpuhl received his BS in chemistry from UCCS in 1992, and PhD in chemistry from the University of Colorado (Boulder) in 1997. He joined the faculty at CSU-Pueblo in 1998 and has served as department chair of chemistry since 2004, with time off from January 2012 through June 2013 while serving as interim dean. He is active in his discipline, having authored or coauthored many publications, and supervising undergraduate research. Dr. Lehmpuhl received the University Award for Faculty Excellence for Mentoring in 2010, the University Award for Faculty Excellence for Scholarly and Creative Activity in 2007, and the Outstanding Faculty Member for the College of Science and Mathematics in 2003 and 2008.

Sixian Yang replaced Dr. Kreminski in the role of Acting Director for Institutional Research and Analysis. Sixian has worked as an IR analyst since 2005. She has a bachelor's from Peking University and a master's from Marquette University. Most

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recently, the Institutional Research and Analysis unit reported to the President. IR will now report to the Provost. A search for a director of IR will occur later in 2015.

B. Governor Approved Long Bill Includes \$1.8M in IT Funding for CSU-Pueblo

On April 24 Governor John Hickenlooper signed the Long Bill, which included \$1.8M in information technology funding to CSU-Pueblo in order to quickly accommodate the growing technological demands and changes in IT services on campus. The funding will provide for a new containerized datacenter, new network edge and distribution switches, and new indoor and outdoor wireless access points. These improvements to the network infrastructure will decrease network downtime and prolong equipment life by providing an adequate physical environment for servers and other critical computer hardware. Additionally, 130 new network edge and distribution switches will be installed across campus which will greatly improve network speed and provide wireless and wired capabilities with state of the art technology in the most needy buildings on campus.

VII. GRANTS and CONTRACTS – RECEIVED ONLY:

College of Science and Mathematics

Sponsor:	Pueblo County Commissioners
Principal Investigator:	Dr. Brian Vanden Heuvel, Dr. Scott Herrmann, Dr. Del Nimmo
Project Title:	Continued work on heavy metal concentrations, aquatic diversity, and stream health of Fountain Creek
Award Dates:	2/27/2015-2/27/2017
Amount:	\$75,000

University Total Received: **\$75,000**

Section 14

System Wide Reports



Handout 5-8-15
414

COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

MEMORANDUM

TO: The Board of Governors of the Colorado State University System

FROM: Richard Schweigert

DATE: May 7, 2015

SUBJECT: 2015 Legislative Session

The current session is over. The CSU System this year tracked approximately 100 bills this session and actively worked on a little over a dozen. The CSU System's legislative committee, which is comprised of CSU System's Chancellor, campus Presidents, General Counsel, representatives from each campus and the system office, and other interested parties, met regularly to formulate positions on legislation.

Highlights of bills:

SB 234 2015-16 Long Appropriations Bill

The CSU System was successful in receiving an additional \$11 million in operating funding, \$24 million for phase II of Chemistry building, \$2+ million in controlled maintenance, and \$1.8 million for a new computer system at CSU-Pueblo.

SB 270 Create the Office of State Architect

The bill statutorily creates the office of the state architect (office) within the department of personnel (department). The bill makes conforming amendments to replace the office as the responsible party for duties attributed in current law to the department. The office is already managing these responsibilities in practice. The bill adds a new responsibility to the office for statewide planning.

SB-282 Jump-start Program for Economically Distressed Counties

The bill allows tax-friendly zones to be created in up to 30 of the state's highly distressed counties. Those highly distressed counties are determined by ranking the state's distressed counties from lowest to highest by the total sum of annual percentage change in each distressed county for population, employment, weekly wage, and the number of establishments. To be

distressed, a county must meet 2 of 3 economic indicators related to change in employment, change in assessed value of all property, and the number of pupils eligible for free lunch.

HB 1220 - Campus Sexual Assault Victim Medical Care

The bill requires all public institutions of higher education and private institutions of higher education that enter into a performance contract with the state (institutions) to enter into at least one

memorandum of understanding with a nearby medical facility or other facility that employs persons trained in sexual assault patient care and sexual assault forensic evidence collection

HB 1344 – Fund National Western Center & Capitol Complex Projects

The creation of the national western center (NWC) is a partnership among the western stock show association, the city and county of Denver, Colorado state university (CSU), the Denver museum of nature and science, and history Colorado, formed for the purpose of building and operating a new year-round, multi-purpose national western center on and near the existing site of the Denver coliseum and historic national western stock show complex.

HB 1366 - Expand Job Growth Tax Credit for Higher Ed Project

The bill allows a taxpayer to receive an income tax credit through the existing job growth incentive tax credit commencing on or after January 1, 2015, if the project will be a qualified partnership between the taxpayer and a state institution of higher education, is located on or within one mile of the campus of or on other property owned by the state institution of higher education, and brings a net job growth of at least 5 new jobs to the state with an average yearly wage of at least 100% of the statewide average yearly wage.

HB 1388 – SCORE Act For PERA Pension Obligation Bonds

The bill died in the Senate but would have allowed PERA to borrow up to \$10 billion in taxable bonds to gain a return on a larger base of funds.

Policing bills – Over a dozen police regulation bills were introduced including use of body cameras, reporting on street contacts, choke hold restriction of use and many more.

Sexual Assault – About half a dozen bills in the area of sexual assault including increased reporting requirements, studies, and victim guideline bills – most were defeated but students were very focused in this area.

Workforce Development bills – about a dozen different ones were run this year. The tax credit bills listed above are what were actively worked on by the system.

Section 15

Board Meeting Evaluation

This section intentionally left blank

APPENDICES

- Appendix I: Correspondence
- Appendix II: Construction Status Reports
- Appendix III: Higher Education Readings

Appendix I

Board Correspondence

CSUS Board of Governors Correspondence Received 2/3/15 - 4/28/15				
Date Received	Email/Letter	From	Subject	Response
4/23/2015	email	Tyler Shannon	stadium	4/27/2015
4/14/2015	email	Readers First	stadium	
4/13/2015	email	sustadaium	stadium	
4/9/2015	email	Chris Biro	tuition increase	4/10/2015
3/22/2015	email	M. Dyer	stadium	3/23/2015
3/21/2015	email	Colleen Barry	election	3/23/2015
3/16/2015	email	Carl Wangsvick	election	
3/17/2015	email	Mike Pruz	football	
3/12/15 & 3/15	email	Tom Linnell	college sports & higher education	3/16/2015
3/7/2015	email	Tom Linnell	stadium financing	3/10/2015
2/26/2015	email	Gary Wockner	divest/sustainability	3/3/2015
2/25/2015	email	Scott Hanley	bonds report	2/25/2015
2/23/2015	email	Tom Linnell	stadium	2/24/2015
2/19/2015	email	Tom Linnell	stadium	2/20/2015
2/7/2015	email	Harland Ranney	stadium	2/10/2015
2/7/2015	email	Beverly Hill	stadium	2/10/2015
2/4/2015	email	Martha Roden	stadium	

Teufel, Sharon

From: CSUS Board
Sent: Monday, April 27, 2015 3:03 PM
To: Tyler Shannon
Subject: RE: UAB Athletics Financial Analysis

Good afternoon, Mr. Shannon:

This acknowledges receipt of your email regarding the UAB athletics financial analysis and the new CSU stadium. Your communication will be shared with the Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Tyler Shannon [<mailto:tyler@incide.net>]
Sent: Thursday, April 23, 2015 1:32 PM
Subject: UAB Athletics Financial Analysis

Obviously the stadium is a full go and that is something as a Ram fan I am extremely excited about. The passion for making this stadium as successful as possible for CSU and Fort Collins is exactly how good leaders lead. However, it is never too late to continue to learn and reaffirm the understanding of why CSU Football is such a valuable asset to Colorado State and Fort Collins in order to continue to best communicate that information to doubters. Below is a link to the Financial Analysis study on the results of canceling athletics (football, bowling, and rifle) at the University of Alabama Birmingham, which is a D1 FBS school, and the drawbacks financially and otherwise that the university is going to undertake by making that decision. This study was published by the partners of OSKR who is considered the top independent firm in reviewing such matters. They testified in such cases as O'Bannon vs. NCAA, NASCAR vs T-Mobile, and they are loaded with expert economists and lawyers as part of their research firm.

There are some with-in the Fort Collins community who strive to make UAB's poor decision a similar one for CSU. This study does a great indepth review of all aspects demonstrating how football and athletics are bottom line generators for a university (despite what balance sheets may falsely portray). The only thing not discussed in-depth is the economic impact the loss of football will have on local businesses in Birmingham. That is money that is likely to be spent in Tuscaloosa or some other location now that tens of thousands of fans are no longer drawn into Birmingham for football games. It is a great educational read that I hope you will take the time to at least review the summary conclusion and in doing so continue to commit to helping CSU and Fort Collins make CSU football and this new stadium as successful as possible.

http://a.espncdn.com/pdf/2015/0423/UABAthleticsFinancialAnalysis_r.pdf

Teufel, Sharon

From: editor@r1st.org
Sent: Tuesday, April 14, 2015 9:45 AM
To: invite@sustadium.org; CSU President Tony Frank Chancellor; CSU President Office Tony Frank President
Cc: Geary, Melanie; Knoll, Rita; CSUS Board; Teufel, Sharon; Cafaro, Philip; Shulman, Steven; Media Collegian; Media Coloradoan; Hooker, Mike; Media Readers First
Subject: Re: CSU Stadium stance (Tony) JOIN

Readers First has an immediate reaction, and would hope the other media will offer their own perspective.

Readers First stance: At Readers First, the focus is Triple-Bottom-Line (TBL). The stadium appears to be indicative of many authoritative oversteps, whilst ignoring the imminent threats to our region and world.

- o Authority: Tony has clearly dismissed all reasonable input, indicating his conclusions are based on data that reached a saturation point, thus no more input is needed, nor allowed. Read the two references below.
- o TBL: The environmental and social impacts of a new stadium have not been addressed. To name just one issue, the region has resources for the near term, but California is now desperate for water, having ignored years of advance warning. Our NC region has had the same warnings, and regional leaders are blessed with a tiny bit more time to plan, yet like California, leaders seem bent on more economic development, as if the warnings need not be heeded. To Tony, Readers First must shout "a new stadium will impose a significant negative impact!". Read the water reference (below), but retain a larger focus on the global and widespread climate disaster that supersedes shortsighted economic development.

Conclusion: Readers First will JOIN this noble effort. Tony has an opportunity to rethink the stadium. Our appreciation to Sustadium for the innovative effort to encourage Tony to rethink. Let us all hope that Tony will listen to his staff and department heads and faculty, who encompass some of the best minds the world has to offer in terms of social and environmental sustainability.

Readers First posted this message on its website Blog. Please visit the R1st website to read additional comments.

Editor, Readers First (R1st.org)

----- Original Message -----

From:
invite@sustadium.org

To:
 "CSU President Tony Frank Chancellor" <chancellor@colostate.edu>, "CSU President Office Tony Frank President" <presofc@colostate.edu>

Cc:
 "BOG Melanie Geary Ex Asst" <melanie.geary@colostate.edu>, "FCouncil Rita Knoll Ex Asst." <rita.knoll@colostate.edu>, "BOG Group" <csus_board@mail.colostate.edu>, "BOG Sharon Teufel" <sharon.teufel@colostate.edu>, "Faculty Phil Cafaro" <philip.cafaro@colostate.edu>, "Faculty Steven Shulman" <steven.shulman@colostate.edu>, "Media Collegian" <news@collegian.com>, "Media Coloradoan" <kevinduggan@coloradoan.com>, "CSU President Office Mike Hooker Executive Director" <Mike.Hooker@colostate.edu>, "Media Readers First" <editor@r1st.org>

Sent:
 Mon, 13 Apr 2015 21:44:36 -0700

Subject:
 CSU Stadium stance (Tony)

Subject: CSU Stadium stance

Tony Frank has proposed the construction of a new stadium on the CSU campus. Your name was selected for this invitation to express your disapproval of that proposal. You may do so by replying to this email, and by specifying a status option. Place status in the email Subject line of your reply. Current status options are: Decline, Review, and JOIN. With your reply, please express your concerns, and offer suggestions for a remedy to the stadium proposal. Visit the Sustadium website for details, and to monitor progress on this important issue.

Specifically invited (anticipate list updates):

- o CSU: Tony Frank (of course, as president), Wade Troxell (as CSU faculty), Diana Wall (from SoGES) and Brian Dunbar (from IBE), the Faculty Council, and the CSU Board of Governors.
- o City: Mayor (as city leader, and as advocate for Resilient Cities), Wade Troxell (another email, as current council seat, and as city mayor elect, and as recently appointed vice chair to UCC), and the Chief Sustainability Officer
- o Misc: FC Sustainability Group, and the Brendle Group
- o Individuals as coworkers, residents, neighbors, employees, business owners, etc.

Regards,

Sustadium

PS (to all who have received a Blind Copy): This is the last of the surge, ie. no more multiple emails. Just wanted some people to witness the initial thrust of the Sustadium message. Return to the website to watch the INVITE List grow, and to monitor the JOIN List to see who replies. Remember, an email Forward will multiply the effort to reach more people.

Teufel, Sharon

From: CSUS Board
Sent: Friday, April 10, 2015 10:38 AM
To: Chris Biro
Subject: RE: Dorothy Horrell

Good morning,

This acknowledges receipt of your emails to Dr. Horrell and the other voting members of the Board of Governors of the Colorado State University System regarding a potential increase in tuition at CSU. Your communications will be shared with the Board.

Thank you for your interest in Colorado State University.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Chris Biro [<mailto:chrisbr64@gmail.com>]
Sent: Thursday, April 09, 2015 6:30 PM
To: CSUS Board
Subject: Dorothy Horrell

Ms. Horrell:

On Monday 4-6-15 the Ft. Collins Coloradoan newspaper published an article about a likely annual increase in tuition at C.S.U. Like anyone who read the article I was of course extremely disappointed to read the news of yet another rate increase. However, the more I thought about it, the more I realized that not only was the article premature, it also underestimated the skill and concern of the leadership at C.S. U., but will also no doubt prove to be not just wrong, but may very likely prove to be the exact opposite of what will take place at C.S.U. over the next many years.

With such esteemed, professional, trendsetting leadership, such as yourself, other board members and President Frank, I am confident no tuition increases will be taking place anytime soon, as none of you would even consider allowing it. Born out of your true concern, relentless kindness, decency and respect, I even foresee due to your unparalleled vision and brilliant financial management the overall cost of tuition and other related fees will be going down repeatedly year after year. As the article clearly showed, and as everyone knows the cost of a college education has by far, far and away outpaced the inflationary rate this past 15 years or so. Your proven and unequalled vision's not just for the present, but also your unparalleled foresight's for the future, will easily bring college costs back into proper and permanent alignment with the rest of the economy. The remarkable examples you will set by for the entire country by finding ways to not just eliminate increases, but moreover reduce tuitions will lead the way and set a national trend, that will benefit all and set a legacy for C.S.U. and yourselves as well, that will be beyond any means of measure and it will thereby be historic.

Teufel, Sharon

From: CSUS Board
Sent: Monday, March 23, 2015 7:53 AM
To: meggster@comcast.net
Subject: RE: Shame on you

Good morning,

This acknowledges receipt of your email regarding the CSU on-campus stadium which will be shared with the Board of Governors of the Colorado State University System.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: meggster@comcast.net [<mailto:meggster@comcast.net>]
Sent: Sunday, March 22, 2015 5:38 PM
To: CSUS Board
Subject: Shame on you

The citizens, students, faculty and staff, the majority of which do not want an on-campus stadium have been outspoken about it since the idea was first brought up. Shame on you for not listening and letting this debacle go ahead. I am seriously disappointed. The CSU BOG has the ultimate say and you failed us.

M. Dyer

Teufel, Sharon

From: CSUS Board
Sent: Monday, March 23, 2015 7:49 AM
To: Colleen Barry
Subject: RE: I am voting for Michael Pruznick and Nancy Tellez

Good morning, Ms. Barry:

This acknowledges receipt of your email which will be shared with the Board of Governors of the Colorado State University System.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Colleen Barry [<mailto:macmjbifb@yahoo.com>]
Sent: Saturday, March 21, 2015 8:35 PM
To: CSUS Board
Subject: I am voting for Michael Pruznick and Nancy Tellez

Just to let you know, I am voting for Michael Pruznick for Mayor and Nancy Tellez for city council. I hope very much that they both win. Please forget building a another non-essential stadium. You have a perfectly serviceable one already and I thought CSU was a college, a place for learning, not a football training camp.

**Thanks,
Colleen Barry**

Sent from my iPad

Teufel, Sharon

From: Carl Wangsvick <cwangsvi@yahoo.com>
Sent: Monday, March 16, 2015 9:35 AM
To: Bob Vangermeersch; Patton, Carl; Chuck Minks; CSUS Board; Deborah Shulman; Doug Brobst; Eric Sutherland; Frank Johnson; John Kefalas; John Gascoyne; Kevin Caffrey; Mary and Dave Dietrich; Nancy York; stopthestadium@lists.riseup.net ; Ward Luthie; Warren Snyder
Subject: Conflict of Interest
Attachments: Horak Disclosure.pdf; Troxell.pdf

FYI

THIS FORM MUST BE PRINTED IN COLOR CITY CLERK'S OFFICE
 CIRCULATION PERIOD: FEBRUARY 6 THROUGH FEBRUARY 26



NOMINATION PETITION



Petition for (Check One):

Mayor
 Councilmember District No. 6

I, the undersigned, a registered elector of the City of Fort Collins, hereby nominate
Gerry Horal for the office of Councilmember District No. 6 to be
 voted for at the election to be held on the 7th day of April, 2015.

NOTICE

Sign this petition only if:

- (1) you are registered to vote in Fort Collins municipal elections and are qualified to vote for this candidate; and
- (2) you have not signed more nominating petitions than there are offices for which you are entitled to vote.

No.	Signature	Residence Address (House Number and Street)	Date Signed
1	<i>Constance M Horak</i> Printed Name: Constance M Horak	123 N. Mack Street City: Ft Collins	2/8/15
2	<i>Franklyn Garry</i> Printed Name: Franklyn Garry	1800 West Mountain Ave City: Fort Collins	2/8/15
3	<i>Adam Timock</i> Printed Name: ADAM TIMOCK	117 N MACK ST City: FT COLLINS	2/8/15
4	<i>Cheyenne Perales</i> Printed Name: Cheyenne Perales	1031 W. Mountain Ave. City: Fort Coll	2/8/15
5	<i>Joe French</i> Printed Name: Joe French	1017 West Mountain City: Fort Collins, Co	2/8/15
6	<i>Patricia Taylor</i> Printed Name: Patricia Taylor	1017 W. Mountain City: Fort Collins	2/8/15

R
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R

R=35

35	Signature <i>Gerald C. Horak</i>	Residence Address (House Number and Street) 123 North Mack Street	Date Signed 2/25/15
	Printed Name Gerald C. Horak	City Fort Collins CO 80521	
36	Signature	Residence Address (House Number and Street)	Date Signed
	Printed Name	City	
37	Signature	Residence Address (House Number and Street)	Date Signed
	Printed Name	City	
38	Signature	Residence Address (House Number and Street)	Date Signed
	Printed Name	City	
39	Signature	Residence Address (House Number and Street)	Date Signed
	Printed Name	City	
40	Signature	Residence Address (House Number and Street)	Date Signed
	Printed Name	City	

VERIFIED STATEMENT OF CIRCULATOR

State of Colorado)
County of Larimer)

I, the undersigned, being of lawful age and first duly sworn, depose and state that I am the circulator of the foregoing petition containing 35 signatures. Each signature was made in my presence and is the genuine signature of the person whose name it purports to be and each signer stated to me that he or she is a registered elector of the City of Fort Collins.

Gerald C. Horak
SIGNATURE OF CIRCULATOR

123 North Mack Street Fort Collins CO 80521
ADDRESS OF CIRCULATOR

Subscribed and sworn to before me this 25th day of February, 2015, by Gerald Horak

**LACY OSBORN
NOTARY PUBLIC
STATE OF COLORADO
NOTARY ID 20054020844
MY COMMISSION EXPIRES MAY 28, 2017**

Lacy Osborn
NOTARY PUBLIC
303 E. Mountain Ave.
ADDRESS OF NOTARY PUBLIC

ACCEPTANCE OF NOMINATION

STATE OF COLORADO)
) ss.
COUNTY OF LARIMER)

I, the undersigned, being first duly sworn, depose and state that:

- I will be a citizen of the United States by the date of the election.
I will be at least 21 years of age by the date of the election.
I will be a registered elector within the City for at least one year immediately preceding the election.
I have continuously resided in the District from which I seek to be elected since the date of accepting any nomination for election under Article VIII, Section 3 of the City Charter. (Applies to District Councilmember candidates only)
I have not been convicted of a felony.

I hereby accept the nomination for City Councilmember District 6. I certify that my residence address is 123 North Mack Street, Fort Collins, Colorado. I further certify that I am not a candidate, directly or indirectly, of any political party and will serve if elected. I request that my name appear on the ballot as follows:

Gerry Horak

[Signature]
SIGNATURE OF NOMINEE

2/25/2015
DATE

Subscribed and sworn to before me this 25th day of February, 2015 by Gerry Horak

LACY OSBORN
NOTARY PUBLIC
STATE OF COLORADO
NOTARY ID 20054020844
MY COMMISSION EXPIRES MAY 28, 2017

[Signature]
NOTARY PUBLIC

303 E. Mountain Ave.
ADDRESS OF NOTARY PUBLIC

Attachment A



FINANCIAL DISCLOSURE STATEMENT

RECEIVED
JAN 9 4 2011
CITY CLERK'S OFFICE

Printed Name: <u>Gerry Horak</u>	
Filing as: <input checked="" type="checkbox"/> Mayor/Councilmember <input type="checkbox"/> City Manager <input type="checkbox"/> City Attorney <input type="checkbox"/> Council Candidate	Type of Report: <input checked="" type="checkbox"/> Annual Filing (due on or before May 15) <input type="checkbox"/> Candidate Filing (due 10 days after acceptance of nomination, or upon application for appointment) <input type="checkbox"/> Post-election/Appointment Filing (due within 30 days)
<input type="checkbox"/> This is my first filing. (Answer all questions) <input checked="" type="checkbox"/> This amends my previous filing dated <u>4/22/2011</u> . (Answer all questions completely) <input type="checkbox"/> There have been no changes since my previous filing dated _____. (Skip to signature line)	
<p>1. List the source or sources of any income, including capital gains, whether or not taxable, of the person making disclosure and such person's spouse. (It is not necessary to list amounts.)</p> <p><u>J.P. Morgan Center 1511 Lakeside Ave Fort Collins CO 80521</u> <u>Western College CO Institutional Enterprise Revenue Series A</u> <u>Europacific Growth Fund</u> <u>Colorado State CTFS Partner Build America Bonds Series B</u> <u>Adams County CO CTFS Partner Series B</u> <u>Boulder County CO Open Space Capital Improvement</u> <u>Colorado St Board of Governors University Enterprise Series A</u> <u>University of Northern Colorado Greeley Institutional Enterprise Rev. Ptd. Series A</u> <u>Capital World Growth Income Fund; New World Fund</u></p>	
<p>2. Indicate any financial interest in excess of \$10,000 in any business entity.</p> <p style="text-align: center;">_____</p>	
<p>3. Provide the legal description of any interest in real property owned by the person making disclosure or such person's spouse.</p> <p style="text-align: center;">_____</p>	

4. Identify by name all offices and directorships held by the person making disclosure and such person's spouse.

None

5. List the name of each creditor to whom the person making disclosure or such person's spouse owes money in excess of \$10,000.

None

6. List businesses with which the person making disclosure, or such person's spouse, are associated that do business with or are regulated by the City of Fort Collins and the nature of such business or regulation.

~~None~~
Colorado State University

7. Provide any additional information which the person making disclosure might desire.

None

Signature:

[Handwritten Signature]

Date:

3/3/15

THIS FORM MUST BE PRINTED IN COLOR
CIRCULATION PERIOD: FEBRUARY 6 THROUGH FEBRUARY 26



NOMINATION PETITION



Petition for (Check One):

Mayor
 Councilmember District No. _____

I, the undersigned, a registered elector of the City of Fort Collins, hereby nominate WADE TROYELL for the office of MAYOR to be voted for at the election to be held on the 7th day of April, 2015.

RECEIVED

NOTICE FEB 17 2015

CITY CLERK'S OFFICE


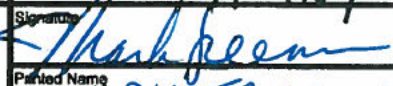

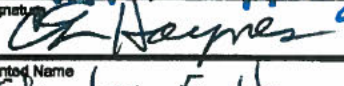
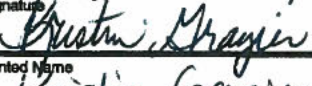
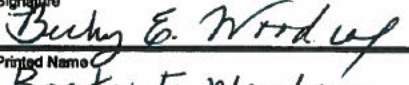

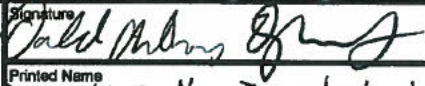


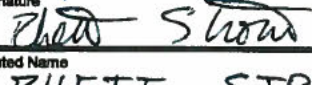

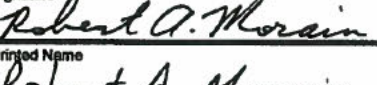

Sign this petition only if:

- (1) you are registered to vote in Fort Collins municipal elections and are qualified to vote for this candidate; and
- (2) you have not signed more nominating petitions than there are offices for which you are entitled to vote.

No.	Signature	Residence Address (House Number and Street)	Date Signed
1	 JEAN A. TROYELL	812 ROCHELLE CIRCLE FORT COLLINS CO 80526	2-10-15
2	 KEVIN JONES	1010 W. MOUNTAIN AVE. FORT COLLINS, CO 80521	2-10-15
3	 JOHN ROHRBACH	3173 SAN LUIS ST FT COLLINS	2-11-15
4	 Lynda Kay (Kedy) Reynolds	215 Cleopatra Street Fort Collins, CO 80525	2-12-15
5	 LINDA BURAS SIMONS	527 Haven Dr. Ft. Collins CO 80526	2-12-15
6	 Valorie Lefebvre	425 Greenvale Dr. Ft. Collins, CO 80525	2-12-15

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	Signature	Residence Address (House Number and Street)	Date Signed	
7	 Printed Name Scott Fry	906 Marble DR City FT COLLINS, CO	2-12-15	R
8	 Printed Name MARK FREEMAN	2607 FOX RUN CT City FORT COLLINS 80526	2/12/15	R
9	 Printed Name Mike Applegate	3707 COCONADO DR FT COLLINS 80526 City FT COLLINS 80526	2/12/15	NR
10	 Printed Name Charles E Haynes	1300 PATTISON PL City FT COLLINS	2/12/15	R
11	 Printed Name Kristin Grazier	3767 CARRINGTON RD. City Fort Collins 80525	2/12/15	R
12	 Printed Name Becky E. Woodcox	2707 Blackstone Ct. City Fort Collins, CO 80525	2/12/15	R
13	 Printed Name ANGELA DAZLICH	700 SMITH ST City FT COLLINS	2-12-15	R
14	 Printed Name Donald Anthony Dazlich Jr	700 Smith St City Fort Collins	2/12/15	R
15	 Printed Name Rudolph C. Zitti	1626 FANTAIL CT City Fort Collins	2/12/15	R
16	 Printed Name Stephen Yurash	3465 Lockwood Dr. unit L49 City Fort Collins	2/12/15	R
17	 Printed Name RHETT STROM	1832 Rosemary Ct. City Fort Collins	02/13/15	R
18	 Printed Name Graeme Traxell	812 Rachelle Cir. City Ft. Collins, CO	2/13/15	R
19	 Printed Name Robert A. Morain	4206 Monmouth Court City Fort Collins	2/14/15	R
20	 Printed Name Jeffrey J. Schneider	755 Pecosine Run City Fort Collins, CO 80524	2-14-15	R

	Signature	Residence Address (House Number and Street)	Date Signed
21	<i>Carol Zlick</i> Printed Name Carol Zlick	3226 Mesa Verde St. Fort Collins, CO 80525	02/14/15
22	<i>Robert J Carnahan</i> Printed Name ROBERT J CARNAHAN	1207 OAK ISLAND CT FORT COLLINS CO 80525	2/14/15
23	<i>Elise O. Troxell</i> Printed Name Elise O. Troxell	812 ROCHELLE CIRCLE FORT COLLINS, CO 80526	2/14/15
24	<i>Jacob Castillo</i> Printed Name Jacob Castillo	204 2nd St. Fort Collins, CO 80524	2/14/15
25	<i>Katie Castillo</i> Printed Name Katie Castillo	204 2nd St. Fort Collins CO 80524	2/14/15
26	<i>Kate Schmidt</i> Printed Name Kate Schmidt	5225 White Willow Dr #120 FORT COLLINS CO 80528	2/14/15
27	<i>Kenneth E. Carpenter</i> Printed Name Kenneth E. Carpenter	4925 Longdale Court Fort Collins, CO 80526	2/15/15
28	<i>Michelle D. Carpenter</i> Printed Name Michelle D. Carpenter	4925 Longdale Ct FC, CO 80526	2/15/15
29	<i>Michael H. Faucett</i> Printed Name Michael H. Faucett	1010 Ashford Ct. Ft. Collins	2/15/15
30	<i>Andrea Fayatt</i> Printed Name Andrea Fayatt	100 Ashford Ct Ft. Collins	2/15/15
31	<i>Charles G. Moore</i> Printed Name Charles G. Moore	1113 Mansfield Dr Ft Collins 80525	2/15/15
32	<i>Daniel I. Schroeder</i> Printed Name Daniel I. Schroeder	3327 Lodestone Ct. Ft. Collins, CO 80528	2/15/15
33	<i>Patricia K. Moore</i> Printed Name Patricia K. Moore	1113 Mansfield Dr Fort Collins, CO	2/15/15
34	<i>Carol Henderson</i> Printed Name CAROL Henderson	Fort Collins 80525 6138 POLARIS DR.	2/16/15

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M (20th address)
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35	Signature <i>Hugh E. Metcalf</i>	Residence Address (House Number and Street) 512 <i>Rocky Mtn</i> Ct	Date Signed 2/16/15	R
	Printed Name Hugh E. Metcalf	City Fort Collins, CO 80525		
36	Signature <i>Eric E. Roos</i>	Residence Address (House Number and Street) 3336 <i>PINEHORST</i> PL	Date Signed 2/16/15	R
	Printed Name ERIC E. ROOS	City FORT COLLINS, CO 80525		
37	Signature <i>Laura Butler</i>	Residence Address (House Number and Street) 520 N. <i>Shannon</i> #30	Date Signed 2/16/15	R
	Printed Name Laura Butler	City Fort Collins 80521		
38	Signature <i>F. Joanne Metcalf</i>	Residence Address (House Number and Street) 512 <i>Rocky Mtn</i> Ct	Date Signed 2/16/15	R
	Printed Name F. Joanne Metcalf	City Fort Collins, CO 80525		
39	Signature <i>Eugene Keltan</i>	Residence Address (House Number and Street) 2312 <i>AMSTER</i> ST	Date Signed 2/16/15	R
	Printed Name EUGENE KELTON	City FORT COLLINS CO 80525		
40	Signature <i>Marshall Flug</i>	Residence Address (House Number and Street) 1619 <i>Centennial</i> Rd	Date Signed 2/16/15	R
	Printed Name Marshall Flug	City Fort Collins, CO 80525		

VERIFIED STATEMENT OF CIRCULATOR

State of Colorado)
County of Larimer)

I, the undersigned, being of lawful age and first duly sworn, depose and state that I am the circulator of the foregoing petition containing _____ signatures. Each signature was made in my presence and is the genuine signature of the person whose name it purports to be and each signer stated to me that he or she is a registered elector of the City of Fort Collins.

Wade Troxell
SIGNATURE OF CIRCULATOR

812 *Rocky Mtn* Cir, FC 80521
ADDRESS OF CIRCULATOR

Subscribed and sworn to before me this 17 day of February, 2015, by Wade Troxell



Patricia E. Clarkin
NOTARY PUBLIC
2132 *Andrews* St
Fort Collins CO 80528
ADDRESS OF NOTARY PUBLIC

ACCEPTANCE OF NOMINATION

STATE OF COLORADO)
) ss.
COUNTY OF LARIMER)

I, the undersigned, being first duly sworn, depose and state that:

- I will be a citizen of the United States by the date of the election.
- I will be at least 21 years of age by the date of the election.
- I will be a registered elector within the City for at least one year immediately preceding the election.
- I have continuously resided in the District from which I seek to be elected since the date of accepting any nomination for election under Article VIII, Section 3 of the City Charter. **(Applies to District Councilmember candidates only)**
- I have not been convicted of a felony.

I hereby accept the nomination for Mayor. I certify that my residence address is 812 Rochelle Circle, Fort Collins, Colorado. I further certify that I am not a candidate, directly or indirectly, of any political party and will serve if elected. I request that my name appear on the ballot as follows:

Wade Troxell

[Signature]
SIGNATURE OF NOMINEE

2/17/15
DATE

Subscribed and sworn to before me this 17 day of February, 2015 by Wade Troxell.



[Signature]
NOTARY PUBLIC
2132 Andrews St
Fort Collins CO 80528
ADDRESS OF NOTARY PUBLIC



FINANCIAL DISCLOSURE STATEMENT

Printed Name: Wade Troxell	
Filing as:	Type of Report:
<input type="checkbox"/> Mayor/Councilmember <input type="checkbox"/> City Manager <input type="checkbox"/> City Attorney <input checked="" type="checkbox"/> Council Candidate	<input type="checkbox"/> Annual Filing (due on or before May 15) <input checked="" type="checkbox"/> Candidate Filing (due 10 days after acceptance of nomination, or upon application for appointment) <input type="checkbox"/> Post-election/Appointment Filing (due within 30 days)
<input checked="" type="checkbox"/> This is my first filing. <i>(Answer all questions)</i> <input type="checkbox"/> This amends my previous filing dated _____. <i>(Answer all questions completely)</i> <input type="checkbox"/> There have been no changes since my previous filing dated _____. <i>(Skip to signature line)</i>	
<p>1. List the source or sources of any income, including capital gains, whether or not taxable, of the person making disclosure and such person's spouse. (It is not necessary to list amounts.)</p> <p>Colorado State University Northwestern Mutual Life Insurance Co. Bank of Colorado Robot Consulting Services TASA City of Fort Collins - City Council</p>	
<p>2. Indicate any financial interest in excess of \$10,000 in any business entity.</p> <p>Robot Consulting Services</p>	
<p>3. Provide the legal description of any interest in real property owned by the person making disclosure or such person's spouse.</p> <p>812 Rochelle Circle, Fort Collins, Colorado 80526</p>	

4. Identify by name all offices and directorships held by the person making disclosure and such person's spouse.

Colorado Clean Energy Cluster
Colorado Water Innovation Cluster

5. List the name of each creditor to whom the person making disclosure or such person's spouse owes money in excess of \$10,000.

Everhome Mortgage Company

6. List businesses with which the person making disclosure, or such person's spouse, are associated that do business with or are regulated by the City of Fort Collins and the nature of such business or regulation.

Colorado State University - Department of Mechanical Engineering (State of Colorado)
Colorado Clean Energy Cluster (Public-Private Partnership)
Colorado Water Innovation Cluster (Public-Private Partnership)

7. Provide any additional information which the person making disclosure might desire.

Signature:



Date:

2/10/15

Teufel, Sharon

From: mikepruz@gmail.com
Sent: Tuesday, March 17, 2015 12:41 PM
To: cityleaders@fcgov.com; CSUS Board
Subject: Six Things to Know About 49er Who's Walking Away (diagnosed concussions)

<http://www.nbcnews.com/news/sports/chris-borland-retires-six-things-know-about-49er-whos-walking-n325121>

Teufel, Sharon

From: CSUS Board
Sent: Monday, March 16, 2015 9:21 AM
To: Arthur Thomas Linnell
Subject: RE: Five myths about college sports - The Washington Post

Good morning, Mr. Linnell:

This acknowledges receipt of your emails of March 12th and 15th with links to articles on the future of higher education and college sports, both of which will be shared with the Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Arthur Thomas Linnell [<mailto:at.linnell@gmail.com>]
Sent: Sunday, March 15, 2015 9:58 AM
To: CSUS Board
Cc: Tony Frank
Subject: Five myths about college sports - The Washington Post

By now very familiar comments and commentators.
Tom

http://www.washingtonpost.com/opinions/five-myths-about-college-sports/2015/03/13/d50b1626-c8de-11e4-b2a1-bed1aeea2816_story.html?hpid=z2

The Washington Post

Opinions

Five myths about college sports

By Murray A. Sperber March 13

Murray A. Sperber teaches in the Cultural Studies of Sport in Education program in the University of California at Berkeley's Graduate School of Education and is the author of four books on college sports, including "Beer and Circus."

The NCAA's annual [men's basketball tournament](#), which starts Tuesday, is both a great athletic contest and a crassly commercial enterprise — a dichotomy common to college sports that has led to legal and ethical questions about [whether student athletes should be paid](#) and organized like professional employees of their universities. Even aside from the confused status of student athletes, college sports is burdened with myths. Here are five of the most common ones.

1. College sports provide enormous profits for schools.

College athletics generate eye-popping sums of money. The NCAA sold 14 years of TV rights to its March tournament for \$10.8 billion in 2010, and athletic programs routinely generate more than \$20 million per year for a school in [ticket sales](#). In 2013, the University of Texas athletic department [pulled in](#) \$165.7 million. It's logical to think that the universities' non-athletic programs benefit from all that money. Even the Chronicle of Higher Education has made the connection, writing that "there is no revenue in training doctors and lawyers, [but] colleges and universities make a substantial, direct and immediate income from their student athletes."

In fact, most schools lose money on their sports operations, as the [NCAA confirms](#) in its financial reports. Extravagant compensation for athletic department employees, especially coaches, as well as waste and mismanagement leave many programs in the red. In 2009, Duke's highly successful men's basketball team [lost \\$2 million](#), Florida Atlantic University had a profit margin of minus 253.7 percent, and Louisiana Tech posted one of minus 306.9 percent. Schools including Rice, Tulane and Colorado State all lost more than \$1 million on their men's basketball programs that year. When a sport does turn a profit, that money is [far more likely](#) to stay in the athletic department, subsidizing other sports, than to fund academic programs.

2. Title IX has allowed women to participate equally in college sports.

In many ways, Title IX, the law prohibiting gender-based discrimination in schools, has succeeded. When it was implemented in 1972, just 16,000 women played college sports; today the number is more than 200,000.

But in one glaring way, the law's passage has seen equality for women in sports decrease: coaching. As of 2012, only 43 percent of women's college teams were led by women, down from more than 90 percent in 1972, the year two former professors began tracking the numbers. Title IX created higher salaries for the coaches of women's programs — and the better pay ended up attracting men to those positions. Judy Sweet, the first woman to be president of the NCAA, has said she doesn't expect the downward trend to stop: "It requires breaking this cycle of male university presidents hiring male board members hiring male athletic directors hiring male coaches."

And even the presence of men has [not led to pay parity](#) for the coaches of women's programs. The average salary for a coach of an NCAA Division I men's team was \$267,007 in 2010. Coaches of women's teams on average earned \$98,106.

3. Multimillion-dollar coaching salaries help teams win.

The University of Michigan has high hopes for head football coach Jim Harbaugh. The school lured him from the San Francisco 49ers by matching his NFL salary — [\\$5 million a year](#) — and adding a \$2 million signing bonus and performance incentives. The Wolverines expect that he'll help them win the Big Ten and take them to the College Football Playoff. The previous coach, Brady Hoke (who was making [\\$2.8 million per year](#)), was fired in December after the team finished with a losing record.

That happens all the time in college sports: Losing coaches are dumped and replaced with more expensive ones. "Schools justify these salaries on the grounds that it's a competitive marketplace, that they have to pay to get a good coach," says Andrew Zimbalist, an economist with a focus on sports.

But the coaching arms race doesn't pay off. New hires often produce poorer records than the coaches they replace — in short, they are paid more for losing more games. A 2012 [study](#) following the highest-paid football and men's basketball coaches over six seasons showed that replacing a coach with a higher-compensated one resulted mostly in no short-term change — most of the teams that were not ranked in the top 25 did not climb into that echelon with the new coach. In fact, 20 percent of the new hires triggered "short-term downward mobility," meaning their teams fell in ranking, sometimes dropping out of the top 25 altogether. In the longer term, over four seasons, the numbers were comparable.

4. Sports generate great publicity for schools.

Countless publications and entire TV networks cover college sports, and schools pay nothing for those sweeping shots of campus broadcast during big games. Applications tend to spike for schools appearing in the NCAA men's

basketball tournament. “We couldn’t afford to buy the kind of exposure our team earned,” Butler athletic director Barry Collier said of the school’s surprise success in the 2010 tournament. George Mason University [estimated](#) that its 2006 tournament run won it \$677 million worth of free publicity.

But when scandals occur on or off the field, the media does not disappear — in fact, more reporters arrive on campus — and the bad PR costs schools dearly. After enjoying years of good press for its athletics, the University of North Carolina at Chapel Hill is now being roiled by a [massive academic fraud scandal](#) in its athletic program. At least one top recruit to the men’s basketball team says [the scandal has made him hesitate](#) about committing to UNC, and the university made the unprecedented move of [hiring](#) a vice chancellor for communications and public affairs — a former spokesman for Disney — at the cost of \$300,000 a year. That sum pales next to the [\\$3.2 million](#) Penn State had spent as of 2012 on investigations, PR and legal advice as a result of its child sex abuse scandal. This does not include the \$60 million fine levied by the NCAA.

5. College sports bring in alumni donations.

College presidents and school officials frequently explain their obeisance to their athletic departments by saying that without big-time sports programs, they’d never get any money out of their alumni. As Texas Tech athletic director Kirby Hocutt [told](#) the Wall Street Journal, “Nothing can unify a community and alumni base of a university like college football can.”

While [some studies](#) have shown that winning can have a positive effect on alumni giving, others have [shown](#) no correlation or even that a winning record can decrease donations. A more general [examination](#) of alumni showed that the economy and news stories about an alma mater most strongly influence giving among young alumni; athletic performance ranked lowest, along with diversity initiatives. The U.S. News & World Report annual college rankings for schools with the highest percentage of alumni who give are filled with schools that do not play big-time football or basketball. Small liberal arts colleges, almost all in Division III, [post the best numbers](#).

murraysperber@berkeley.edu

Five myths is a weekly feature challenging everything you think you know. You can check out [previous myths](#), read more from [Outlook](#) or follow our updates on [Facebook](#) and [Twitter](#).

Teufel, Sharon

From: Arthur Thomas Linnell <at.linnell@gmail.com>
Sent: Thursday, March 12, 2015 10:56 AM
To: CSUS Board
Cc: Tony Frank
Subject: College for a New Age - NYTimes.com

Dear Board, Dear Tony,

A provocative opinion from a generally very level-headed Times columnist. If Gretsky had it right about skating to where the puck is going to be, and Nocera and Carey have it right about where the students of the future are going to be, why do we need a new stadium? Let's keep thinking. Thanks for all you do.

Tom Linnell

http://www.nytimes.com/2015/03/10/opinion/joe-nocera-college-for-a-new-age.html?partner=rssnyt&emc=rss&_r=0

Tom Linnell 3/12/15 email

**The New York Times** | <http://nyti.ms/1FDWYVq>

The Opinion Pages | OP-ED COLUMNIST

College for a New Age

MARCH 10, 2015

Joe Nocera

Kevin Carey has a 4-year-old girl. Carey, the director of the education policy program at the New America Foundation, has been thinking about the role of universities in American life for virtually his entire career. But after his daughter was born, that thinking took on a new urgency.

“All of a sudden there is a mental clock,” he told me the other day. “How am I going to pay for her college education? I wanted to write a book that asked, ‘What will college be like when my daughter is ready to go?’ ”

His answer is his new book, “The End of College,” which is both a stinging indictment of the university business model and a prediction about how technology is likely to change it. His vision is at once apocalyptic and idealistic. He calls it “The University of Everywhere.”

“The story of higher education’s future is a tale of ancient institutions in their last days of decadence, creating the seeds of a new world to come,” he writes. If he is right, higher education will be transformed into a different kind of learning experience that is cheaper, better, more personalized and more useful.

Universities in their current form have been with us for so long that it is difficult to imagine them operating any other way. But Carey begins “The End of College” by making a persuasive case that the university model has long been deeply flawed. It has three different missions: “practical training, research and liberal arts education.” Over time, the mission that came to matter most within the university culture was research. Great research institutions derived the most status. And professors who

did significant research — publish or perish! — were the ones who reaped the rewards of the university system.

On the other hand, actual teaching, which is what the students — and their parents — are paying for, is scarcely valued at all. There is also the absurd importance of the football team. The hundreds of millions of dollars spent to create an ever newer, ever fancier campus. The outmoded idea that college should cater to students just out of high school, even though a significant portion of students are in different stages of life.

And, of course, there is the cost. Student debt now tops \$1 trillion, and Carey spoke to students who were going to graduate with more than \$100,000 of debt, a terrible burden at the beginning of one's career. Schools like George Washington University and New York University became top-tier universities in no small part by aggressively raising their prices — which, in turn, became part of the reason they are now considered prestigious universities.

Although Carey has long been aware of the flaws of the university model, it is the out-of-control cost of college that he believes will cause people to search for a different way to educate students. Indeed, much of the rest of his book is devoted to the educators, scientists, entrepreneurs, and venture capitalists who are developing new ways to provide learning that make much more sense for many more students. “You don't need libraries and research infrastructure and football teams and this insane race for status,” he says. “If you only have to pay for the things that you actually need, education doesn't cost \$60,000 a year.”

Carey spends a good chunk of “The End of College” exploring the new world of online learning, for instance. To that end, he took an online course — problem sets and exams included — offered by Eric Lander, the M.I.T. professor who was a principal leader of the Human Genome Project. It was, he concludes, a better experience than if he had sat in Lander's classroom.

He expects that as more people take to online learning, the combination of massive amounts of data and advances in artificial intelligence will make it possible for courses to adapt to the way each student learns. He sees thousands of people around the world taking the same course and developing peer groups that become communities, like study groups at universities. “A larger and larger percentage of the education that has been historically confined to scarce, expensive colleges and

universities will be liberated and made available to anyone, anywhere.” That’s what I mean when I say his vision is an idealistic one.

(Carey also believes that over time, new kinds of credentials will emerge that will be accepted by employers, making it less necessary to get a traditional college degree. He explored this subject for The Upshot, which was published in Sunday Review in The Times over the weekend.)

When might all this take place? I asked him. He wasn’t ready to hazard a guess; colleges are protected by government regulation, accreditation boards, and cultural habit, among other things. But, he said, it was inevitable that we were going to see an increased educational experience at a far lower cost.

Maybe he’ll even be able to stop saving for his daughter’s college education.

Maybe the rest of us will, too.

A version of this op-ed appears in print on March 10, 2015, on page A21 of the New York edition with the headline: College for a New Age.

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, March 10, 2015 8:20 AM
To: Arthur Thomas Linnell
Subject: RE: CSU professor: Stadium financing flunks Econ 101 | BizWest

Good morning, Mr. Linnell:

This acknowledges receipt of your most recent communication regarding the CSU stadium project. As usual, your correspondence will be shared with the Board of Governors.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Arthur Thomas Linnell [<mailto:at.linnell@gmail.com>]
Sent: Saturday, March 07, 2015 12:01 PM
To: CSUS Board
Cc: Tony Frank
Subject: CSU professor: Stadium financing flunks Econ 101 | BizWest

Dear BOG, Dear President Frank,

While much is still being written in the papers about your stadium proposal, much of it falls short of rational or well-informed. I am sending this piece along because it is from a reputable source, one of your own faculty, and offers an informed point of view.

As always, it is my hope that good information will help you make good decisions. It is my opinion that it not too late to stop the stadium project, and that stopping it would be the right thing to do. I believe that some mistakes are inevitable and forgivable, but not this one. It is simply too big. It has unfolded very slowly with every opportunity for all of you to come to your senses.

Best,
Tom Linnell

<http://bizwest.com/csu-professor-stadium-financing-flunks-econ-101/>

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CSU professor: Stadium financing flunks Econ 101

by [Steven Shulman \(http://bizwest.com/author/sshulman/\)](http://bizwest.com/author/sshulman/) on March 6, 2015

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E-mail

Rich Schweigert, Colorado State University's chief financial officer, recently warned that Standard & Poor's may downgrade CSU bonds because of the financial risks of its new football stadium.

This remarkable announcement has been brushed aside by Schweigert and CSU President Tony Frank. Nonetheless, it clearly shows that the financial projections for the new stadium are shaky at best.

Contrary to his promises, Frank plans to borrow the entire \$242 million needed to build the new stadium and start paying down the bonds. That will increase CSU's total debt to the point where Standard & Poor's could lower its credit rating.

±

After all, college football programs around the country overwhelmingly lose money. Attendance at the games has been falling. Frank has never explained why CSU will be an exception to these national trends.

The new football stadium will need to generate \$12 million every year above what Hughes Stadium generates just to make its bond payments. It also will need to generate the additional revenues needed to pay for a dramatically expanded football program, including the extravagant salary paid to the new coach.

Why is Frank so confident that the new stadium will clear these financial hurdles? The only evidence he ever has provided is the feasibility report by Icon Ventures, a stadium consulting and construction company. The Icon report concludes that the stadium project is financially feasible. But Icon has a significant stake in that conclusion since it stands to make millions of dollars from overseeing the construction of the new stadium.

That is a blatant conflict of interest that calls into question the objectivity of the Icon report. At the very least, it creates an appearance that the process has been rigged to get to a preordained conclusion.

The biases in the Icon report are not subtle. For example, it ignores the negative national trends in college football finances and attendance that raise the risk of financial failure.

It projects a permanent 22 percent increase in attendance, compared with attendance at Hughes Stadium, based on a survey of Rams fans who said they would be more likely to attend games in a new stadium.

But that hopeful assumption does not take into account the increased cost of attending games at the new stadium because of higher ticket prices, parking charges and even a proposed fee for tailgating.

As these costs go up, demand for football tickets will go down, particularly since there is no reason to believe that personal incomes will rise as quickly as the cost of attending football games.

Nor does the Icon report acknowledge that ticket sales at the new stadium should fall over time as the stadium ages. After all, if Rams fans don't want to attend games at Hughes because it is old, why will they want to attend games at the new stadium when it is old?

For a variety of reasons like these, the Icon report cannot be taken seriously. Yet Frank has no other evidence that would justify this amount of borrowing and spending.

Frank now faces widespread anger and cynicism. He says the stadium will pull our community together, when in fact it has torn it apart.

The new stadium may be a done deal, but the debate about it will go on. It is a necessary debate because the new stadium embodies so much that has gone wrong with higher education, including excessive cost, bloat and mismanagement, a lack of focus on its core educational mission and a loss of public trust.

That will be Frank's legacy to our community, written in steel and stone.

Steven Shulman is a professor of economics at CSU. He teaches and writes about the economics of higher education.

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E-mail

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Teufel, Sharon

From: CSUS Board
Sent: Tuesday, March 03, 2015 9:28 AM
To: Gary Wockner
Subject: RE: Divest!

Good morning, Dr. Wockner:

This acknowledges receipt of your email which will be shared with the Board of Governors. Thank you for your interest in Colorado State University.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

-----Original Message-----

From: Gary Wockner [<mailto:gary@garywockner.com>]
Sent: Thursday, February 26, 2015 3:56 PM
To: CSUS Board
Subject: Divest!

Hello CSU Board of Governors,

I agree with this young student, you should divest!

<http://www.coloradoan.com/story/opinion/contributors/2015/02/25/colorado-state-university-divest-fossil-fuels/24023003/>

Thank you,

Gary

--

Gary Wockner, PhD
Environmental Advocate and Writer
PO Box 1066, Fort Collins, CO 80522
Web: <http://GaryWockner.com>
Twitter: <https://twitter.com/garywockner>
Facebook: <https://www.facebook.com/pages/Gary-Wockner/1484209761819269>
970-218-8310

"Be freethinkers - ask what's true, not who else believes it." -- Bill Maher

Soapbox: For real sustainability, CSU should divest

FortCollins 4:57 p.m. MST February 25, 2015



(Photo: Courtesy Photo)

The oil economy is everywhere. Feb. 14, a "human oil spill" ravaged the downtown Oak Street Plaza, as 350 Fort Collins members lay strewn out over black plastic under scenes of tar sands mining in Utah. The black-clad petroleum impersonators chanted and drummed, all to the point of gathering signatures calling on Colorado State University to divest from fossil fuels.

Divestment from fossil fuels is a global movement and an excellent tactic to transition from destructive fossil fuel mining and consumption to a renewable future powered by renewable sources. The idea is this: holdings of fossil fuels by cities, colleges, individuals, and other institutions — often in the millions of dollars — are sold off so that those industries have less access to capital.

Many diverse colleges have already put their money where their principles are and divested: Stanford, the New School, Naropa University and many more (<http://bit.ly/fossilcommitments> (<http://bit.ly/fossilcommitments>)). Cities can do this as well; Fort Collins certainly could follow the lead of Ithaca, Provincetown or Oakland. We are already leaders in the fight for climate justice.

You don't have to look far to see the impact of fossil fuel development. In Fort Collins, it literally stops at our town borders. But the oil economy is massively destructive in many places around the world. You already probably know the long-term impact of the Keystone XL pipeline on global biodiversity and extreme weather; but you might not know that tar sands mining is about to grind ahead in the beautiful Canyonlands in our neighboring state of Utah.

These are just two examples of how investing in fossil fuel development is simply heading down the wrong path. The energy grid and systems that support it are going to take a great deal of work to transition to a non-carbon economy; the sooner we start putting our investments where values are, the sooner we will get there. Colorado State University could be a real leader in the path to clean energy.

Read more at <http://bit.ly/csugofossilfree> (<http://bit.ly/csugofossilfree>).

Hannah Miller lives in Fort Collins.

Read or Share this story: <http://noconow.co/1Bweg9d>



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Live video (9 a.m.): CSU AD Joe Parker meets with ed

[\(/story/news/2015/03/05/live/24430713/\)](/story/news/2015/03/05/live/24430713/)

Teufel, Sharon

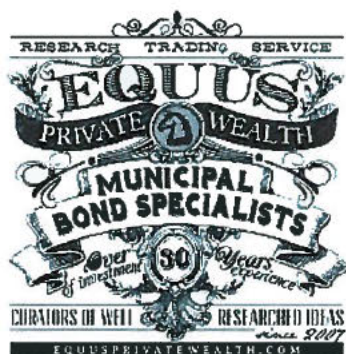
From: Scott Hanley <scott@equusprivatewealth.com>
Sent: Wednesday, February 25, 2015 2:12 PM
To: Teufel, Sharon
Subject: RE: CSU System Board Meeting Agenda
Attachments: Equus Bond Report - CSU Stadium.pdf

Sharon,

Thank you for this and I figured that'd be policy. I've attached a copy of the report. Would you mind sharing -- if you could? I'll also send to the general inbox.

Again, thanks for all your help and courteousness earlier this month!

Best,
 Scott



Scott Hanley
 Investment Research Associate

55 North 4th Street
 Carbondale, CO 81623

Office 970.963.2674
 Fax 970.963.9274
 Cell 720.334.6853

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From: Teufel, Sharon [mailto:Sharon.Teufel@ColoState.EDU]
Sent: Wednesday, February 25, 2015 1:48 PM
To: Scott Hanley
Subject: RE: CSU System Board Meeting Agenda

Good afternoon, Scott:

Per our policies, we do not distribute personal contact information for the board members. You may direct correspondence to board's email address: csus_board@mail.colostate.edu.

Sincerely,
 Sharon Teufel



THE ARMS RACE FOR COLLEGE FACILITIES HAS LANDED AT COLORADO STATE UNIVERSITY

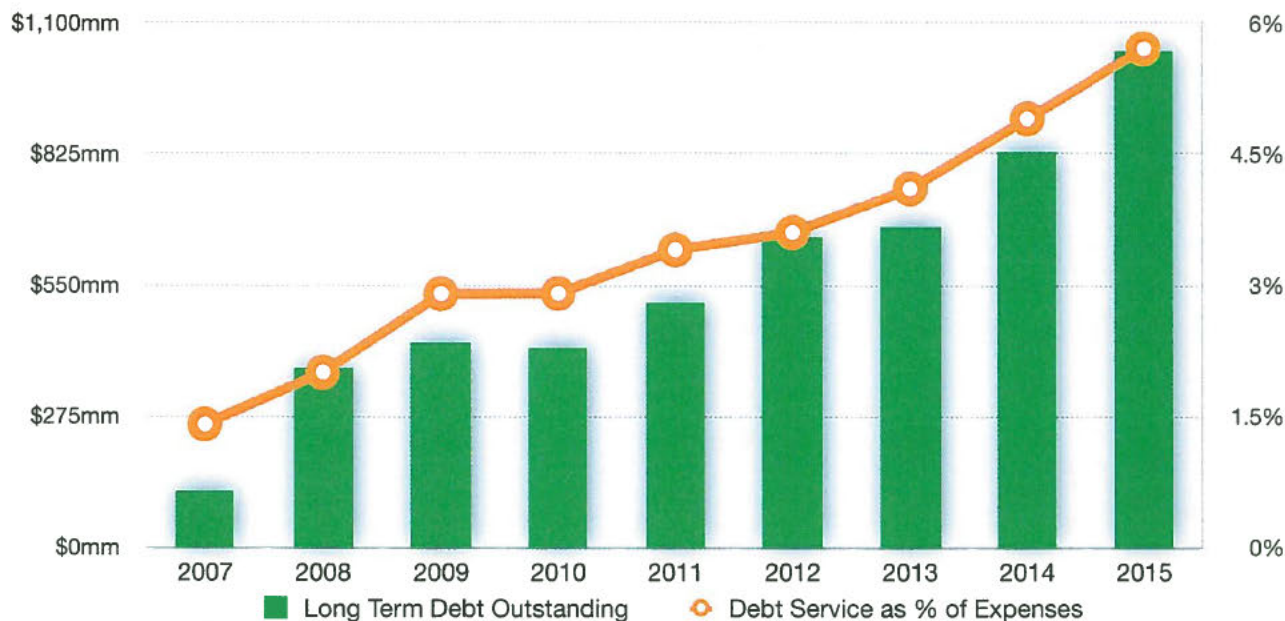
A new trend has emerged on college campuses over the past ten years. Competition has reached an all-time high and, as a result, institutions are building new and upgrading existing facilities to attract students. Balance sheets are in expansion mode as much of the spending on new capital projects is debt financed. This expansion mindset in conjunction with lower state support has led to higher costs to attend college and increased student debt. It is not a surprise that more students are considering alternative options such as online courses. Operating a higher education institution in the modern environment has its challenges and those unwilling or unprepared for the new age are at risk of becoming outdated, out of touch or worse, extinct. Unless the reputation of a school's academic achievement is top-tier, a university's second-best alternative to attracting students is high-quality, modern facilities.

In Colorado, many higher education participants have embraced the modernization, while others have neglected to come along for the ride. Our team at Equus has been closely following the higher education arms race as the spending spree by universities has provided many new bond opportunities for our clients over the past ten years. We have personally visited the top institutions in our state with a specific interest in the facilities, the academic programs, the athletic programs, and most importantly, the brand of the institution and whether or not it is moving forward or falling behind.

CSU Joins the 21st Century Arms Race

At Colorado State University (CSU) in Ft. Collins, the arms race debate is reaching its peak as the Board of Governors recently approved the construction of a \$220 million on-campus stadium with a capacity of 40,000. In order to maintain its stature in Colorado and compete on a national scale for new students, CSU has been on a major renovation and upgrade program over the past ten years. As the chart below shows, CSU will have incurred over \$1 billion in long-term debt as a result of upgrading residence halls, academic buildings, student centers, recreation centers, a library and athletic facilities.

CSU History of Long Term Debt Outstanding & Debt Service as Percentage of Expenses



Data obtained from EMMA. Estimated 2015.



Timeline of Debt Financed Construction at CSU

2007

2008

2012

2013

2015



\$210mm to construct indoor football facility, Academic Village dorm hall, Computer Science building & renovations to business college.

\$83mm to construct Student Rec Center and Lake Street Parking Garage on south-side of campus.

\$185.7mm to renovate portions of Lory Student Center and revitalize dorm halls throughout campus.

\$138mm to improve LSC, Animal Science, Engineering & Eddy Hall.

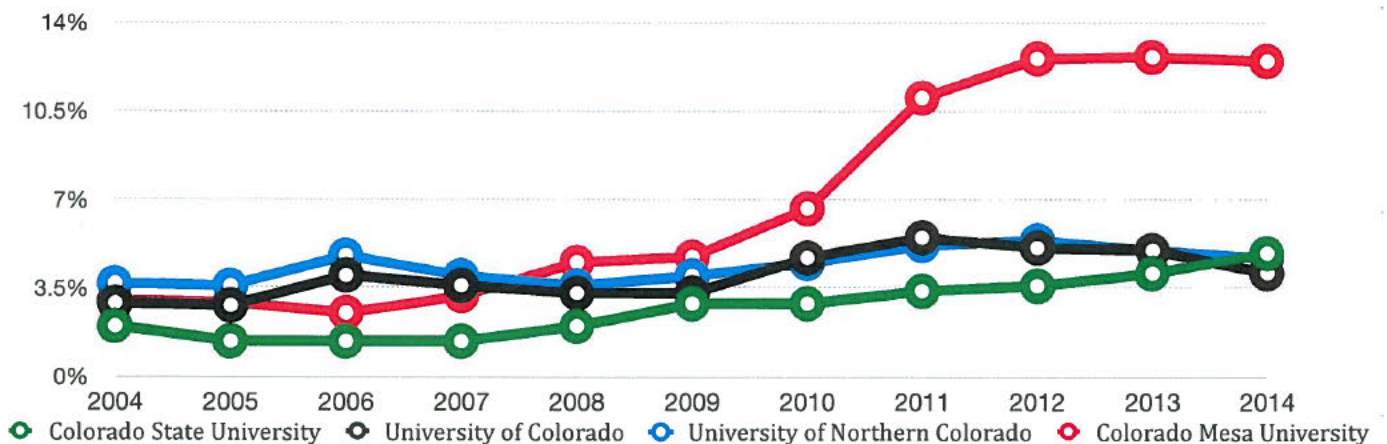
\$220mm approved for new, on-campus stadium.

The purpose of the new build is to replace the existing Hughes Stadium, originally opened in 1968 at a cost of \$2.8 million and is located three miles from campus. The plan calls for a mixture of fixed- and variable-rate revenue bonds to be issued in early 2015 and to be paid down over the next 40 years. Without an official statement, we will have to wait to see the detailed revenue projections and consultants' estimates.

After such a hefty spend during the past decade, the prospect of adding a single new structure that's more expensive than any prior project has some observers concerned. However, there are three factors that might help put this added leverage in context:

- 1. Interest rates are at all-time lows.** If you are planning to undertake a debt-financed expansion, the current interest rate environment is about as attractive as it has ever been. According to North Slope Capital Advisor's presentation at the February CSU System Board of Governor's Meeting, had CSU issued these bonds one year ago, the system would have paid \$65 million more to service the debt.
- 2. Bonds are supported by the Colorado State University System.** Feasibility studies project revenues generated from the stadium as being sufficient to cover debt service. However, general fund revenues are available as support if needed. Of concern is the additional debt on the System's balance sheet that could cause the rating agencies to lower CSU's rating, thus, increasing the cost of funds for future borrowings.
- 3. CSU currently has low debt service as percentage of expenses.** CSU has historically been a conservative institution and recent borrowing has only brought it in-line with other universities around the state. The chart below highlights a history of debt burden among several universities in Colorado.

Debt Service as Percentage of Expenses







Data obtained from university comprehensive annual financial reports.



A Bondholder's Perspective

As bond analysts, we are inclined to be conservative and, thus, have given this issue substantial consideration. We have seen first-hand the dramatic increase in spending over the past decade and are well aware of the financial impact of expanding balance sheets. Given the prolonged low interest rate environment, we are comforted that the relative debt burden is low as borrowers are able to carry larger amounts of debt. The larger concern is related to a university's ability to maintain and/or increase enrollment. Declining enrollment as a result of poor management, dilapidated facilities and increased competition is of utmost importance and should be on every investor's radar.

The chart below highlights capital spending for four universities over a 10-year time horizon. While spending, in and of itself, does not guarantee enrollment growth, it appears that not spending enough may actually deter students from attending a university. Maintaining the product and staying relevant in this new era of higher education is paramount.

HIGHER ED INSTITUTION	10 YEAR CUMULATIVE ENROLLMENT GROWTH (%)	10 YEAR AVERAGE: CAPEX / GROSS PP&E
 Colorado State University System	31%	9%
 Colorado Mesa University	66%	15%
 University of Colorado System	10%	8%
 University of Northern Colorado	-11%	5%

Data obtained from the Colorado Department of Higher Education.

Regarding CSU, in our opinion, the risks of not acting now would be detrimental in the long-run for the university. Given the momentum of the current athletics program (not just football), the low level of interest rates, and the opportunities the stadium will provide to the university as a whole, we feel this is an opportune time to move forward with the project. Equus will be awaiting an official statement and yield levels before we determine whether to invest our clients' assets in the upcoming bond issuance.

NCAA Is Undergoing Dramatic Changes

At the very time this project is under consideration, the NCAA is undergoing dramatic changes. The NCAA has just granted the "Power Five" conferences autonomy to make their own rules with significant discussion related to compensation and protections for college athletes. This is being driven by the ever increasing television revenues generated from top athletic programs that garner wide audiences.

Given this backdrop, a major Division I program with an ongoing athletics program will have to demonstrate a commitment to its athletes over and above what currently exists. The changes will make it harder for mediocre programs to exist and we may see further cancellations similar to the University of Alabama at Birmingham which announced their decision to shut down their football program in late 2014. This lends itself to a big decision for a university: support a top-notch athletic program and active booster club or find another way to communicate their brand identity.



A Measure of Success

The specific nature of this project, being solely focused on athletics, will likely narrow the definition of success for some, especially those in opposition. For example, rating agencies and antagonists will likely focus on the stadium's ability to become self-sustainable, generating enough revenues to sufficiently cover stadium expenses including debt service. Some may also consider the success of the football program utilizing the team's overall record, game day attendance and recruiting success.

“The facilities on campus set the tone for the culture of the university.”



For those with a broader perspective, measures to consider might also include a general increase in applications, overall enrollment, alumni activity and growth in foundation assets, not just for athletic programs, but for the university as a whole. Obviously, these measures would be very difficult to tie back to the stadium specifically.

At Equus, we would encourage our readers to consider the bigger picture of what is happening not only in Ft. Collins, but on a national scale as well. CSU is trying to build a brand that will withstand the changing landscape of higher education. The facilities on campus set the tone for the culture of the university. The new stadium will be a beacon in the city and statement of commitment from university leaders, not just to the athletic program but to future generations of students and alumni. If the new stadium can create

a memorable on-campus game day experience, it will be a powerful recruiting tool for attracting new students and energizing alumni.

Thus, the real analysis of this stadium financing is not only based on the merits of the facility's income statement, but rather the statement that your facilities make on future generations.

Disclosure

This research is the property of Equus Private Wealth Management LLC (Equus) and includes estimates and forecasts that may not be accurate or realized. All estimates are based on assumptions made by Equus and are subject to inaccuracies in judgment and limited available public information. Equus receives no compensation for this report. Past performance may not be indicative of future results. Different types of investments pose varying degrees of risk, and therefore no assurance can be given that any specific investment will be suitable for an existing or prospective client's investment portfolio. No prospective or present client should assume future performance of any specific investment or investment strategy will be profitable or equal to historic returns.

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, February 24, 2015 2:52 PM
To: 'Arthur Thomas Linnell'
Subject: RE: Letter: New stadium promises high risk and low returns

Good afternoon, Mr. Linnell:

I am writing to acknowledge receipt of your email regarding the CSU stadium which will, as usual, be shared with the Board of Governors. Thank you for your continuing interest in Colorado State University.

Sincerely,

Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Arthur Thomas Linnell [<mailto:at.linnell@gmail.com>]
Sent: Monday, February 23, 2015 7:46 PM
To: CSUS Board
Cc: Tony Frank
Subject: Letter: New stadium promises high risk and low returns

Dear Board, Dear Dr. Frank,

I am no longer a member of the SOSH group, but it is my intention to continue to forward public comments that you may find helpful in regard to the stadium project. I do wonder whether any of the qualified comments ever give you pause or raise your curiosity about what the University may be getting itself into. Regards, Tom Linnell

<http://www.coloradoan.com/story/opinion/2015/02/21/letter-new-stadium-promises-low-risk-high-returns/23746103/>

Letter: New stadium promises high risk and low returns

FortCollins 10:39 a.m. MST February 21, 2015

According to CSU Chief Financial Officer Rich Schweigert, Standard & Poors has warned it may downgrade CSU bonds due to the increased debt required to build the new football stadium.

Mr. Schweigert and CSU President Tony Frank have brushed off this remarkable warning, but it clearly shows the new stadium will create a significant financial risk that ultimately will be borne by CSU students.

Only a handful of college football programs earn enough to cover their costs. The remainder have to be subsidized by students, either by higher tuition and fees, or by cuts in academic programs.

The new stadium must earn \$12 million more than Hughes every year for the next 30 years just to make the annual bond payments. Then it will have to earn millions more to pay for the dramatic expansion of the football program.

President Frank's faith that the new stadium will generate sufficient revenue is based on nothing more than a consulting report tainted by conflict of interest. The same company that produced the report stands to make millions of dollars from overseeing the construction of the stadium.

Despite S&P's warning, Mr. Schweigert says that the university could not have timed this project better given that interest rates are at historic lows.

This odd statement invites a comparison to the 2008 financial collapse. That catastrophe was caused by speculation fueled by cheap money and false promises of low risk and high returns.

Just like the new football stadium.

Steven Shulman is a professor of economics at Colorado State University.

Read or Share this story: <http://noconow.co/1Aesglx>

Teufel, Sharon

From: CSUS Board
Sent: Friday, February 20, 2015 8:28 AM
To: Arthur Thomas Linnell
Subject: RE: Soapbox: Five things about the new CSU stadium

Good morning, Mr. Linnell:

This acknowledges receipt of your email with the link to your editorial soapbox regarding the new CSU stadium that was published by the *Coloradoan*. As usual, your communication will be shared with the Board of Governors.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Arthur Thomas Linnell [<mailto:at.linnell@gmail.com>]
Sent: Thursday, February 19, 2015 6:08 PM
To: CSUS Board; Tony Frank
Subject: Soapbox: Five things about the new CSU stadium

Board of Governors and President Frank,

For your information and review of both my editorial soapbox and the on-line dialogue that follows. Best regards, Tom Linnell.
<http://www.coloradoan.com/story/opinion/contributors/2015/02/18/five-things-know-csus-campus-football-stadium/23646363/>

Soapbox: Five things about the new CSU stadium

Tom Linnell 5:54 p.m. MST February 18, 2015



(Photo: Courtesy Photo)

It's time to stop arguing over CSU's proposal to build a new on-campus football stadium. They will build it. The rest of us must deal with it, proactively and wisely.

We would have less to argue about if we agreed that the following five points are true and do not need further dispute.

1. The new stadium is unlikely to attract more out-of-state students. Enrollment records from both CSU and CU for the past 30 years show that winning football seasons (including CU's national championship in 1990 and CSU's glory years under coach Sonny Lubick) did not improve out-of-state enrollments at either school.

President Tony Frank says CSU gets floods of inquiries after big athletic events, but the records show those increased inquiries have never translated into larger enrollments. The assertion by former Athletic Director Jack Graham that a new stadium and a winning football team would bring 5,000 new out-of-state students to CSU was pie-in-the-sky salesmanship.

2. The new stadium will not improve CSU's budget. It will be built entirely with [\\$242 million of bonded debt \(/story/news/local/2015/02/05/csu-board-approves-finance-plan-new-stadium/22935963/\)](#), to be paid back with stadium revenues. Frank does not expect the project to yield a surplus that could backfill his budget. He admits there will be revenue shortfalls as far out as year 17. To compensate, he intends to put together a donations fund he can draw from to make up for the annual shortfall.

3. The new stadium may serve multiple purposes, but none that will bring in significant revenues. The costs of just opening up and staffing non-football events will be considerable. (It might be smarter to let the facility sit idle than to hold events that further drain the budget.) Soccer is not popular enough, and the artificial playing surface will not attract big teams. An outdoor graduation might happen in the spring, if the weather cooperates — but won't bring in any revenue. Concerts are possible but uncertain. CSU has not offered any other promising ideas.

4. The financing plan for the new stadium needs a provision for long-term maintenance. If CSU does not plan to maintain the facility, perhaps they mean to let it deteriorate, just as CU did with Folsom Field and CSU did with Hughes Stadium. (They called this "deferred maintenance." Who buys a new home or car with the intention of "deferring" maintenance?) The industry standard for large buildings is approximately 2 percent of the construction cost per year, or in this case, more than \$4 million annually to keep the new stadium viable. We should be united in asking CSU to include this cost in its debt plan.

5. The stadium project has generated a tragic level of ill-will between the university administration and the community, including its own students and faculty. We cannot expect this injury to heal by turning our backs on each other.

More than ever, supporters and opponents of the stadium project need to drop worn-out arguments, acknowledge the difficult truths and get on with solving the real problems that lie ahead — infrastructure cost sharing, neighborhood concerns, inevitable pressure on student tuition and fees, and an upcoming, potentially divisive election for City Council, to name a few.

Tom Linnell lives in Fort Collins.

Read or Share this story: <http://noconow.co/1Eq9wz9>

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, February 10, 2015 1:48 PM
To: Harland Ranney
Subject: RE: Joe Zimlich

Good afternoon, Mr. Ranney:

This acknowledges receipt of your email to Governor Zimlich regarding his vote on the new CSU stadium. Your correspondence will be shared with the Board of Governors.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Harland Ranney [<mailto:hrranney@gmail.com>]
Sent: Saturday, February 07, 2015 9:33 PM
To: CSUS Board
Subject: Joe Zimlich

Dear Mr Zimlich, thank you for standing up and voting against the unneeded, wasteful future Frank Field. Reading your credentials, it is clear that your work and education has provided you with a very practical benefit analysis you employ when taking a position.

I read that the super low interest rates currently available are a motivating factor in the minds of some of the Board. Frankly, I don't think there is any good interest rate when borrowing without any credible business purpose. But the die appears cast.

Sincerely, Harland Ranney, Ft. Collins

Teufel, Sharon

From: CSUS Board
Sent: Tuesday, February 10, 2015 1:46 PM
To: Beverly Hill - Real Estate
Subject: RE: CSU STADIUM

Good afternoon, Ms. Hill:

This acknowledges receipt of your email to the Board of Governors of the Colorado State University System regarding the new CSU stadium. Your correspondence will be shared with the Board.

Sincerely,
Sharon Teufel

Office of the Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202

From: Beverly Hill - Real Estate [<mailto:bhill.realestate@gmail.com>]
Sent: Saturday, February 07, 2015 10:47 AM
To: CSUS Board
Subject: CSU STADIUM

I am voicing my grave disappointment in this Board for approving Frank's proposal to build a new stadium. This atrocity affects none of you personally, including Frank who doesn't even live in Fort Collins. All the wealthy so-called supporters live out of state. Countless Fort Collins "residents" have opposed this stadium, and with good cause; yet, you completely ignore their opinions and reasons. You have "chosen" to ignore an overhaul of a stadium located in an "ideal" location that, as far as I know, is the ONLY one of its kind. This says so little for this Board. I've heard that you voted for this because you "trust" Frank's opinion on this. How sad is that. None of you live here yet you have voted to alter the aura of a wonderful city forever. For so many who are supposed to guard a "land-grant" institution's purpose and objectives, I am at a loss for words to describe the callous actions you have taken.

Beverly

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Teufel, Sharon

From: Martha Roden <martharoden@gmail.com>
Sent: Wednesday, February 04, 2015 3:51 PM
To: CSUS Board
Subject: 5 Stages of disbelief over CSU on-campus stadium
Attachments: BOG_MRoden_2-4-2015.pdf

Dear CSU Board of Governors,

Who made Tony Frank the King of Fort Collins? And how can one man's fantasy become reality without the buy-in of the community around him?

To say I am disturbed about the new on-campus stadium is putting it mildly. I am outraged -- and I didn't get there overnight -- I went through several stages of disbelief!

1. Confusion

When I first heard about Dr. Frank's vision of an on-campus stadium, I was confused. Why use money to build a new stadium when a perfectly good stadium already existed?

2. Distress

After visiting my favorite gardens at the CSU Plant Environmental Research Center (PERC) on Lake Street, I became distressed. CSU, an agricultural school, was going to destroy this mature, decades-old perennial garden for a football stadium that wasn't really needed! What was going on?

3. Concern

Next, I reviewed the financial information and became concerned. Dr. Frank has already increased CSU's bonded debt from \$76.6 million in 2004 to \$784 million in 2014 (a 10-fold increase) and his proposed stadium will push the debt to \$1 billion! The students will bear the brunt of debt through increased tuition and fees. We taxpayers, will pay \$10 - \$20 million for utility and traffic upgrades. Why not instead spend a fraction of that amount maintaining Hughes Stadium? Better yet, why not use that money for scholarships for deserving students?

Even Dr. Steven Shulman, Head of the CSU economics Dept. said, "The revenues generated by a new stadium could easily be insufficient to pay down the debt. That financial risk will be borne by students, who could find themselves on the hook for increased tuition and fees."

4. Alarm

Then I heard Dr. Andrew Zimbalist speak. The Professor of Economics from Smith College is considered "the country's leading sports economist." His news was not good. With growing alarm, I listened as he provided plenty of evidence from universities on the East Coast, West Coast, and Midwest, showing that brand new stadiums do not automatically create winning teams, and winning teams do not automatically attract academically inclined students.

The general consensus is improved football performance does not yield a large enough increase in academically qualified, out-of-state students. According to a recent study, top 20 teams bring in about 5% more applicants, which in CSU's case is about 300 more students. Not enough added tuition to off set the extra spending in the athletics department.

5. Anger

Finally, I became angry.

We have a perfectly good, existing stadium that could use some upgrades, probably less than \$30M worth. But that's a heck of a lot less than \$300M or more for a brand new stadium. The existing Hughes Stadium is a comfortable enough distance from downtown to accommodate traffic, and it's still easy to get there.

As a 25-year resident of Fort Collins, I am more than familiar with the intersection of Prospect and College, and the volume of traffic there. And when a train goes by, the traffic is horrendous. Now add in a stadium on Lake Street, only one block north of Prospect and you have the mother of all traffic jams. Not to mention how we're going to find parking for all those stadium goers—parking is bad enough as it is!

Conclusions

In the end, I must conclude from all publicly available data, there must be some other reason Dr. Frank wants his on-campus stadium and some reason why the Board of Governors has failed to oppose him. And that's why it's essential that the citizens of Fort Collins weigh in on this decision through a ballot initiative.

We cannot allow one man to dictate our City's future and the Board of Governors cannot afford to be seen as his puppet. The day a University President gets to make decisions affecting the entire community without citizen input is the day democracy is dead.

Please know that this fight is not over. You may think it's "your" stadium, but it's "our" city and "our" Hughes.

Sincerely,

Martha Roden

P.S. I also attached this letter in PDF format for ease of printing and distribution.

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Appendix II

Construction Status Reports

CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 3/15
Willard O. Eddy Hall Renovation Total budget: \$12,500,000	\$11,800,000 General Fund Remaining funds from classroom upgrade project		May 2015	Construction is approximately 85% complete. Budget includes new building entrance and upgrades to building envelope, including reclading the north and south exterior walls with "CSU" sandstone and installation of new window systems.
Aggie Village North Total Budget: \$112,265,000	\$112,265,000 Housing and Dining Services		Aug 2016	This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments. Construction is approximately 10% complete. Anticipate phased occupancy May, June and July of 2016.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 3/15
<p>Multipurpose Stadium</p> <p>Total Budget: \$220,000,000</p>	<p>\$220,000,000</p> <p>Stadium Revenue</p>		<p>Aug 2017</p>	<p>Bonds have been sold. Construction documents are in progress, with utility work to begin in June/July 2015. Ground breaking is expected in Sept/Oct 2015.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 04/15/2015	Description
Corridor Extension @Student Recreation Center	\$856,260 Student Rec Ctr Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	\$1,062,500 Student Fee—\$300,000 Parking funds—\$301,000 Building Repair/Replacement—\$462,500			Construction Completed February 2012	
Ochiato University Center Renovation and Addition	\$30,000,000 Debt to be repaid with student fee facility fees & auxiliary services revenue			Ochiato University Center Schematic Design completed Pricing underway by Design-Build Team of Nunn Construction/Slaterpaull Architects Project Completion estimated 12/2017	
Exterior Door Security Access Control at all Academic Buildings Phase II	\$998,351 Controlled Maintenance	04/2015	12/2015	Add electronic card access/monitoring, new keyways, and replace worn exterior entrances at 11 academic buildings.	Project Bid on budget. Awarded to Arc Valley Construction for G.C. and to CBORD for Electronic Access Control. Construction begins May 4, 2015.
New General Classroom Building	\$16000000 Capital Funds		Construction Start 06/14 Estimated Completion 07/15	Construction is 80% complete On time and on budget G H Phipps Construction Co., General Contractor	
Soccer/Lacrosse Complex	\$3,100,000 cash funded project from grants and donations		Construction began 3/2014, Completion Phase 1 field and bleachers June 2014, Phase 2 Building estimated December 2015	Phase 2 building dried in, roofing, rough-in, and masonry underway (Phase I Synthetic turf field substantially complete and in use) H W Houston General Contractor	

Appendix III

Higher Education Readings

HIGHER EDUCATION READINGS – MAY 2015

[House Would Cut Student Aid More Than Budget Blueprint Reveals](#)

A spending blueprint from the House of Representatives would freeze the maximum Pell Grant for 10 years, roll back recent expansions of the program, abolish the in-school interest subsidy on Stafford loans, reverse a recent expansion of income-based repayment, and end public-sector loan forgiveness. The changes would save taxpayers \$61 billion over 10 years, but would make loans more expensive for borrowers.

[University Professors Form Coalition to Fight for NCAA Basketball and Football Players](#)

19 university professors from across the country have formed the College Athletes Rights and Empowerment Faculty Coalition (CARE-FC) to advocate for college basketball and football players' labor rights. The focus on football and basketball specifically stems from what they say is the NCAA's open admission that the pressures and time commitments for athletes in those sports are different than those for other student athletes.

[SC House Moves to Defund Commission on Higher Education](#)

The South Carolina House voted to defund the Commission on Higher Education and move the money from their \$3 million budget to the state Treasurer's Office. Rep. Jim Merrill wants the state to establish a more powerful state board of regents to regulate universities, rein in costs, and draw attention to deficits, like the \$17 million deficit at South Carolina State University.

[Education Dept. Considers Creating Not 1 but 2 College-Ratings Systems](#)

The Education Department is exploring the creation of two college-ratings systems: one geared toward consumers and based on raw outcome metrics, the other geared towards policy makers and researchers, reliant on metrics adjusted for student and institutional characteristics. The second system would be the only one used to measure accountability.

[Critics Question Obama's Free Community College Idea*](#)

Skeptics of the President's pitch for universally free community college point out that community college tuition is already free for low-income students, and they question whether steering the neediest students to the lowest funded colleges with the lowest graduation rates would really produce more job-ready graduates. They also express concern over the possibility of overcrowding and long wait lists if more students are drawn to already crowded campuses. (*NOTE: Article cannot be duplicated and is not included in meeting book. Article can be read at <http://hechingerreport.org/critics-question-obamas-free-community-college-idea/>)

[To Balance Budgets, Governors Seek Higher Education Cuts](#)

Governors in Arizona, Kansas, Louisiana, Wisconsin, and Connecticut (among others) are proposing deep cuts to higher education spending in order to balance their budgets. Governor Jindal of Louisiana proposes cutting the higher education budget \$141 million by 2016. Governor Walker of Wisconsin proposes a \$300 million cut to higher education spending.

[Higher Education Isn't In Crisis](#)

Higher education is frequently thought to be “in crisis” from three main groups: those who believe technology is radically transforming how education is delivered, those worried about tuition prices and the divide between the advantaged and disadvantaged, and advocates worried about a societal retreat from the commonwealth idea that gave rise to our public universities in the first place. Janet Napolitano argues that higher education isn't in crisis but undergoing an intense evolution. The challenge is to convince the general public that higher education is still a common goal worthy of public investment.

[Support for Overhauling Accreditation Raises Hard Questions](#)

The Senate education committee and its chair, Sen. Lamar Alexander, are proposing far-reaching changes in accreditation for the next reauthorization of the Higher Education Act. Proposals include “decoupling” accreditation and federal student-aid programs, establishing alternative sets of accreditors, and “gradations” in accreditation status in hopes of providing more information on the overall quality of a college.

[Despite Progress, Only 1 in 4 College Presidents Are Women](#)

Women make up only a quarter of college presidents nationwide, and have been stuck at that percentage for the past decade. The percentage is higher among 2-year institutions than 4-year ones (33% to 23% respectively) and the barriers are both external (male-dominated recruiting networks, gender stereotypes) and self-imposed (doubts about leadership abilities, family issues).

[CSU Global Awarded top honors for its online program](#)

CSU-Global awarded “Students Before Profits” Award and is one of the best online colleges in the nation according to Nonprofit Colleges online study. CSU-Global ranked number 11 and was chosen because of its online IT program.

THE CHRONICLE OF HIGHER EDUCATION

Administration

March 19, 2015

House Would Cut Student Aid More Than Budget Blueprint Reveals

By Kelly Field
Washington

Turns out the budget outlook for student aid is even bleaker than it seemed.

On Tuesday, Republican leaders in the U.S. House of Representatives released a spending blueprint that would [freeze the maximum Pell Grant](#) for 10 years and roll back some recent expansions of the program. On Wednesday they revealed that their plan would also abolish the in-school interest subsidy on Stafford loans, reverse a recent expansion of income-based repayment, and end public-sector loan forgiveness.

Those cuts in the federal student-loan programs don't appear in a budget document that the House Budget Committee released on Tuesday. But when Rep. Mark Pocan, Democrat of Wisconsin, asked during a markup session on Wednesday if such changes were assumed in the measure, a committee aide confirmed that they were.

Taken together, the three changes would save taxpayers more than \$61 billion over 10 years, according to budget estimates. But they would also make student loans more expensive for borrowers.

Republicans have [proposed similar cuts](#) in the Pell and student-loan programs in past budget blueprints, to no effect. But this year is different because the party now controls both chambers of Congress.

On Wednesday student protesters [disrupted](#) a hearing of the Senate Budget Committee, carrying signs and chanting "no cuts, no fees, education should be free." The protesters were escorted out of the hearing by Capitol police officers, and seven people

were arrested, according to Maxwell Love, president of the United States Student Association, which organized the protest.

Subsidized Stafford loans, which do not accrue interest while the borrower is in college, are available to undergraduate students from low- and moderate-income families. About half of the Stafford loan volume to undergraduates last year was in subsidized loans.

Charging needy students interest on their loans while they are still in school would cause a student who entered college this coming fall and borrowed the maximum \$23,000 in subsidized loans to [pay an additional \\$5,000](#) over a standard 10-year repayment period, according to the Institute on College Access and Success. Students who repaid over a longer period would pay even more.

The Senate's budget blueprint, released on Wednesday, would not explicitly freeze Pell Grants for 10 years, but, like the House bill, it would eliminate mandatory money for the program, subjecting it to the annual appropriations process. That's how the program was financed until recently, but some advocates worry that a shift back to 100-percent discretionary funding would make Pell Grants vulnerable to budget cuts.

Kelly Field is a senior reporter covering federal higher-education policy. Contact her at kelly.field@chronicle.com. Or follow her on Twitter [@kfieldCHE](https://twitter.com/kfieldCHE).

University Professors Form Coalition To Fight For NCAA Basketball And Football Players

The Huffington Post | By [Maxwell Strachan](#)

Posted: 03/12/2015 5:30 pm EDT Updated: 03/12/2015 11:59 pm EDT

A [group of professors representing universities from around the country](#) announced Thursday the formation of a national coalition dedicated to fighting for the labor rights of college men's basketball and football players.

The group, which is calling itself the College Athletes Rights and Empowerment Faculty Coalition ([CARE-FC](#)), released a statement in which it explained at length why the professors had decided to come together.

“For decades, the athletes who serve as the centerpiece of the college sport business have been denied access to fair compensation ... adequate health care protections ... and avenues to shape, contest, and respond to the rules imposed on them,” the statement reads in part. “As scholars who have studied these issues for many years, we are deeply troubled by the failure of higher education and college sport officials to acknowledge college football and men's basketball players in major programs as employees with rights to bargain collectively.”

The coalition, which consists of 19 professors, at least [one of which](#) has blogged for The Huffington Post before, has focused its efforts on football and men's basketball because, they say, the NCAA and universities themselves openly admit the pressures on and time commitments of the players in those sports are different than the pressures on other student-athletes.

“We firmly believe there will be no genuine reform in the college sport industry until college football and basketball players are accorded status as employees with the attendant legal and civil rights that accrue,” the statement reads. “To that end, we stand behind and with college football and men's basketball players in their efforts to be treated humanely and with dignity.”

When it comes to convincing the court of public opinion, the coalition has its work cut out for it. According to a recent HuffPost/YouGov poll, [only 33 percent of Americans currently support the idea](#) of paying college basketball and football players, while 46 percent oppose the idea and 22 percent say they are unsure.

At the policy level, the fight for NCAA pay has led to mixed results at best. In just the past year, advocates for student-athletes have experienced victories ([the Ed O'Bannon antitrust case](#)), losses (pushes in [Michigan](#) and [Ohio](#) to restrict the labor rights of student-athletes) and waiting games ([whatever happened to that Northwestern football union, anyway?](#)).

When asked about the coalition, Stacey Osburn, the NCAA's director of public and media relations, told HuffPost that the NCAA vehemently opposes classifying student-athletes as legal employees, instead focusing on recent improvements the NCAA has made to its current system, such as "ensuring scholarships are not revoked for athletics reasons and more stringent concussion management requirements."

"We strongly disagree with the notion that student-athletes are employees," Osburn wrote. "While improvements need to be made, we do not need to completely throw away a system that has helped literally millions of students over the past decade alone attend college."

"We want student-athletes -- most of whom will never make it to the professional leagues -- focused on what matters most, namely finding success in the classroom, on the field and in life," she added.

The [NCAA recorded nearly \\$1 billion in revenue](#) in the 2014 financial year and ended up with a \$80.5 million surplus. The nonprofit association says it invests 90 percent of its revenue directly back into its student-athletes.



SC House moves to defund Commission on Higher Education

COLUMBIA, SC — Angered by higher college costs and the implosion of S.C. State University, the S.C. House voted Monday to defund the agency that oversees S.C. colleges.

State Rep. Jim Merrill, R-Berkeley, pushed to take the Commission on Higher Education's proposed \$3 million budget and move the money to the state Treasurer's Office.

Merrill said he is frustrated the commission has acted as an advocate for S.C. public colleges, instead of regulating them. Merrill wants the state to establish a more powerful state board of regents to regulate universities, a proposal he has pushed unsuccessfully for years.

Merrill said the budgets of state colleges have exploded while the schools ask for more state money. To rein in costs, the commission should be eliminating the expensive duplication of programs at state colleges, he said.

He also pointed to S.C. State University, which is struggling to pay its bills. Merrill said the commission should have brought the school's \$17 million deficit to the attention of lawmakers. (Both the House and Senate have proposals to replace S.C. State's trustees, most of whom legislators appoint.)

Other legislators said Merrill's move, which passed on a voice vote, was the wrong way to change the way South Carolina oversees its public colleges.

The current commission is a coordinating council, lacking the powers of a board of regents, said state Rep. Rita Allison, R-Spartanburg, formerly the commission's communications director. If colleges do not like what the commission decides, they can try to circumvent that decision by going to the General Assembly, she added.

"If we want a board of regents in this state, and we feel that is the way to go, then it needs to go through the Legislature to be vetted properly ... not through the budget process," Allison said.

Merrill said he did not like making the move through the budget but, he added, the House action was a way to send the proposal to the Senate.

State Sen. John Courson, the Richland Republican who heads the Senate Education Committee, also said changing the commission should be done through standalone legislation, not the state budget. But, he added, the commission should have raised red flags about S.C. State.

The decision to defund the commission was part of the House's budget debate, which started Monday, of how to spend \$6.9 billion in S.C. taxpayers' money in the fiscal year that starts July 1.

House members also approved:

- Giving K-12 schools \$100 more per student, an increase to \$2,220 on average, a move costing \$94 million
- Doubling the pay raises to be given state Social Services child-welfare workers over the increases requested by that embattled agency
- Hiring only a third of the new employees that Social Services requested to reduce the work load of its case workers

That reduction [initially was a pointed message aimed at the state agency](#), under scrutiny for more than a year because of the deaths of children under its supervision.

But state Rep. Murrell Smith, the Sumter Republican who chairs the committee that oversees Social Services' budget, said he expects changes in the agency's funding after its leaders make a budget presentation to state senators.

Reach Cope at (803) 771-8657.

THE CHRONICLE OF HIGHER EDUCATION

Government

March 16, 2015

Education Dept. Considers Creating Not 1 but 2 College-Ratings Systems

By Kelly Field
Washington

The Education Department, under continued fire over its [planned college-rating system](#), is considering creating two systems, an agency official said at a policy briefing here on Monday.

The first ratings system would be geared toward consumers and be based on raw outcomes metrics. The second would be geared toward policy makers and researchers, and would rely on metrics adjusted for student and institutional characteristics, the official told attendees at the Congressional Hispanic Caucus Institute's annual policy briefing. Only the second system would be used to measure accountability.

The shift appeared designed to answer criticism that the department was trying to do too much with one system. In her remarks, the official — Melanie Muenzer, deputy assistant secretary for planning and policy development — noted the "inherent tensions" in crafting a system that both guides consumer behavior and holds colleges accountable for student outcomes.

"It's hard to develop a system that addresses both," Ms. Muenzer said.

In a [comment](#) on the proposed system, sent last month, a group of think tanks and advocacy groups urged the department to either "narrow the scope of the ratings to develop one system to address one purpose, or design different rating systems that use common data while being tailored to each purpose."

But one higher-education lobbyist, who asked to remain anonymous to avoid angering the department, said a two-system

approach was "a terrible solution" to the problems posed by a single system.

"What a disaster that would be," said the lobbyist. "You could easily see institutions doing well on one and badly on the other, and with Title IV [student-aid] eligibility attached, it would be utter chaos."

Ms. Muenzer acknowledged the drawbacks of the approach, including that colleges could perform poorly on the consumer system but use the "adjusted" outcomes data to sell themselves to prospective students.

"You could end up with an institution that goes from a 30-percent graduation rate to a 70-percent graduation rate," she said, by way of example. "That could be very difficult for consumers to understand."

"We can't stop that institution from using 70 percent in its marketing materials," she added.

Even so, Ben Miller, a senior policy analyst at New America, formerly the New America Foundation, and another panelist at Monday's event, said afterward that it would be a "massive mistake" not to create separate systems.

"The way consumers make choices and researchers and policy makers look at things is dramatically different," he said.

The department has promised a final version of its rating plan in time for the 2015-16 academic year. In December it released a [draft "framework"](#) of the plan that provided an update on metrics the department is considering using in its system.

Kelly Field is a senior reporter covering federal higher-education policy. Contact her at kelly.field@chronicle.com. Or follow her on Twitter [@kfieldCHE](#).

The Pew Charitable Trusts / Research & Analysis / Stateline / To Balance Budgets, Governors Seek Higher Education Cuts

Stateline

To Balance Budgets, Governors Seek Higher Education Cuts

March 27, 2015

By Elaine S. Povich



Republican Gov. Bobby Jindal of Louisiana is one of several governors seeking to cut higher education spending to close a budget shortfall. (AP)

Governors in nearly a half-dozen states want to cut state spending on colleges and universities to help close budget shortfalls, often sparking vehement opposition among state lawmakers of both parties.

Republican governors in Arizona, Kansas, Louisiana and Wisconsin and Connecticut's Democratic governor have proposed higher education cuts for the coming fiscal year. Higher education spending traditionally is a juicy target for budget cutters because schools can make up the lost revenue by raising tuition.

But students and their families already are being squeezed by steadily rising college costs. In fiscal year 2013, schools got about 47 percent of their revenue from tuition, up from about 24 percent in fiscal year 1988, according to the State Higher Education Executive Officers Association.

Democratic Gov. Dannel Malloy of Connecticut has suggested a tuition hike to compensate for the cuts, but the Republican governors are urging the schools in their states to find the necessary savings by trimming bureaucracy and consolidating campuses.

University officials argue that past budget cuts have pushed them to the breaking point, forcing them, for example, to rely heavily on adjunct professors and teaching assistants instead of full professors. During the recession, 48 states cut higher education spending. Alaska and North Dakota didn't. They are the only two states spending as much or more on higher education than they did before the recession, when the numbers are adjusted for inflation, according to the Center on Budget and Policy Priorities (CBPP), a Washington, D.C.-based research group.

Some critics have urged the Republican governors to roll back recent tax cuts to spare the colleges and universities. But so far the governors have balked, arguing that lower taxes have helped working families and attracted businesses.

Bayou Battle

Nowhere is the controversy greater than in Louisiana, which has a complicated higher education system and a Republican governor who is considering running for president.

Gov. Bobby Jindal proposed a budget that would reduce higher education spending by \$141 million in fiscal 2016. In recent weeks, he has proposed offsetting some of the cuts by getting rid of some refundable business tax credits, which have a total value of \$526 million. But the business

community is strongly opposing that idea. That leaves the Republican-dominated legislature in a bind, forcing members to choose between education and low taxes, two priorities they generally support.

State Sen. Conrad Appel, a Republican, said in an interview that if the higher education cuts Jindal proposed all go into effect “it would be really serious” and a big blow to colleges and universities. He said he wants to scale back the proposed cuts, but wasn’t prepared to say exactly how.

“If we vote to replenish, some of the cuts will be mitigated to some extent,” he said. But, he noted that the Louisiana public university system has “structural inefficiencies” that will mean more budget cuts in the future. He said he told college administrators last week that they should take steps to cut their budgets, whether that means consolidation of campuses or other methods.

“What I don’t recommend is for higher education to ignore the opportunity to fix the problem,” he said. “Either they are going to fix it or we are going to fix it for them and they won’t like it.”

Robert Scott, president of the Public Affairs Research Council of Louisiana, said that since Jindal became governor in 2008, the number of full-time employees at state colleges and universities has decreased 23 percent due to budget cuts, and that schools have been raising tuition along the way. But now, he said, “they are about to price themselves out of the market.” He said the flagship school, Louisiana State University, “still has some headroom” to continue tuition increases, but most of the small schools in the state system don’t have that luxury.

John Griswold, a fine arts professor at McNeese State University in Lake Charles, said his state is a test case for cuts to higher education.

“The conditions in Louisiana were perfect for testing an assault on state-funded higher education,” Griswold said. He noted the state has a conservative governor, legislative rules that preclude cuts in most spending except for higher education and health care, and an economic downturn prompted by the drop in oil prices.

“Similar conditions exist in other states, so conservative politicians elsewhere can also demand deep cuts to higher ed, based on populist appeals to ‘good business’ and an end to ‘welfare mentality,’” he said.

Funding for Higher Education

State funding for higher education remains below pre-recession levels in most states. Now some

State funding for higher education remains below pre-recession levels in most states. Now some governors facing tight budgets want to cut more.

Change in Per Student Spending 2008-2014*

Rank	State	Change
1	Louisiana	(\$5,004)
2	Hawaii	(\$4,648)
3	New Mexico	(\$4,588)
4	Alabama	(\$4,413)
5	Idaho	(\$3,857)
6	South Carolina	(\$3,761)
7	Massachusetts	(\$3,704)
8	Nevada	(\$3,430)
9	Connecticut	(\$3,293)
10	Arizona	(\$3,082)
11	North Carolina	(\$2,999)
12	Florida	(\$2,745)
13	Georgia	(\$2,656)
14	Kentucky	(\$2,649)
15	Mississippi	(\$2,524)
16	Washington	(\$2,498)
17	Oregon	(\$2,386)
18	Tennessee	(\$2,310)
19	New Jersey	(\$2,263)
20	Utah	(\$2,230)
21	Pennsylvania	(\$2,206)
22	Minnesota	(\$2,160)
23	Arkansas	(\$2,073)
24	Iowa	(\$2,031)
25	Oklahoma	(\$2,005)
26	Texas	(\$1,996)
27	Delaware	(\$1,923)
28	Missouri	(\$1,914)
29	West Virginia	(\$1,859)
30	Virginia	(\$1,852)
31	Kansas	(\$1,663)
32	New Hampshire	(\$1,659)
33	Rhode Island	(\$1,649)
34	Michigan	(\$1,631)
35	Ohio	(\$1,481)
36	Colorado	(\$1,407)
37	Wisconsin	(\$1,401)
38	South Dakota	(\$1,388)
39	California	(\$1,373)
40	New York	(\$1,154)
41	Maine	(\$1,136)
42	Nebraska	(\$1,099)
43	Maryland	(\$1,015)
44	Illinois	(\$851)
45	Vermont	(\$717)
46	Indiana	(\$547)
47	Montana	(\$422)
48	Wyoming	(\$93)
49	Alaska	\$636

*Fiscal years, adjusted for inflation

Source: Center on Budget and Policy Priorities

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Bipartisan Pushback

Republican Wisconsin Gov. Scott Walker, a potential presidential candidate who has cut state income and property taxes by \$541 million during his tenure, has proposed cutting \$300 million from the University of Wisconsin system.

According to Walker, that amounts to a 2.5 percent cut, but other analysts have put the figure as high as 13 percent. The fact-checking service PolitiFact split the difference, assessing the reduction at about 6 percent. The cut would be exacerbated by the fact that there is a tuition freeze in place.

“Through flexibility and empowering current leaders from across the system, (University of Wisconsin) System and campus leadership will have the tools necessary to deliver a high quality education in a strategic manner while saving taxpayers \$150 million a year,” Walker’s spokeswoman, Laurel Patrick, said.

Meanwhile, two Republican state lawmakers have called for changes in the governor’s budget that would lessen the cut, including raising out-of-state tuition and requiring the university to spend down reserve funds.

“We will work toward a smaller, more manageable cut instead of the \$300 million cut proposed in the governor’s budget,” the two, Reps. Dean Knudson and John Nygren, said in a press release last week.

In Illinois, Republican Gov. Bruce Rauner recommended a reduction of nearly 6 percent in direct spending on state colleges and universities. Despite the cut, Rauner argues that “this budget proposal continues to offer state support to our public universities” through contributions to the universities’ retirement system and insurance benefits for university employees.

But Rauner faces strong opposition from the Democratic-controlled legislature and from the state’s universities.

Senate President John Cullerton said on his Facebook page that the governor's budget cuts will "undermine access to health services, child care, affordable college and retirement security for working- and middle-class families" and vowed that the legislature will amend it. While Rauner has proposed cuts in a range of areas, the education chunk is drawing the most attention.

In Arizona, the Republican-led legislature went further than Republican Gov. Doug Ducey in cutting higher education, agreeing to a \$99 million cut, down from an earlier legislative proposal of \$104 million. Ducey had proposed a \$75 million reduction as a way to pay for business tax cuts. Universities and proponents of higher education fought the governor's cuts so doggedly that they prompted a backlash in the legislature, which upped them.

Arizona State University President Michael Crow called the action a "drastic remedy to the state's budget troubles" and one that will come back to haunt the state when it has fewer college graduates contributing to the state's economy.

In Connecticut, Democratic Gov. Dannel Malloy proposed cutting \$10.6 million from the University of Connecticut system and an additional \$20.6 million from the state's regional universities. Malloy has expressed support for tuition hikes, after several years of urging that tuition merely keep pace with inflation.

In Kansas, Republican Gov. Sam Brownback since 2011 has pushed through a 25 percent reduction in the state's top income tax rate, lowered sales taxes and eliminated a tax on small-business income. As a result, state revenue has declined by \$685 million. Brownback now is looking to make cuts in education and elsewhere in an effort to balance the books.

Walter McMahon, professor emeritus of economics and education at the University of Illinois said cutting higher education to close budget gaps is "very, very shortsighted."

"Spending on education is really an investment," McMahon said. "As money is invested in human capital formation, each graduate is in the labor force for over 45 years and contributes increased earnings and tax revenue to state coffers."

He added that statistics show that more educated people live longer, healthier lives and commit fewer crimes, allowing states to spend less on health care and prison costs.

Opinions**Higher education isn't in crisis****By Janet Napolitano** March 12

Janet Napolitano is the president of the University of California. She is a former secretary of Homeland Security and a former governor of Arizona.

COLLEGE DISRUPTED**The Great Unbundling of Higher Education**

By Ryan Craig

Palgrave Macmillan.

238 pp. \$27

THE END OF COLLEGE**Creating the Future of Learning and the University of Everywhere**

By Kevin Carey

Riverhead.

277 pp. \$27.95

Imagine, if you will, an American business that other countries, from China to Saudi Arabia, seek to emulate. A business that routinely accounts for the advances in science, medicine, technology, arts and humanities that have established the United States as the most innovative nation in the world. A business whose customers number about 20 million in this country alone, spanning the spectrum of socioeconomic backgrounds. A business that conservatively contributes more than \$400 billion annually to the U.S. economy. A business that is commonly recognized as one of America's greatest contributions to civilization.

That enterprise is America's system of higher education. Why, then, is it routinely characterized as in crisis? This diagnosis comes mainly from three groups: those who believe that technology inevitably, and radically, will transform how education is delivered, whether the traditionalists want it to or not; others who cite rising tuition prices and foresee an escalation of the divide between the privileged and the disadvantaged; and finally, and I

consider myself in this camp, advocates for public higher education who are raising alarms about a retreat from the commonwealth ideal that gave rise to this nation's great public universities in the first place.

For the past few years, this chorus of doom has grown steadily louder: The model is broken and outdated and must be replaced with . . . something. Costs have climbed past benefits, both for students and for society. Traditional pedagogy has become passe. What propels these grim prognostications? I'm tempted to say that eulogizing higher education sells books, fills newspaper columns and makes for fetching political sound bites. But a more optimistic view would be that the raging debate reflects an appreciation of the importance of universities and colleges in shaping American society and securing this country's place as a world leader. The stakes, after all, are high.

So let's be clear. Higher education in this country is not in crisis. Instead, it is in motion, and it always has been. Higher education evolves as knowledge expands, societies change and new technologies are introduced. This does not mean that we should relax: There should be no comfort taken in maintaining the status quo.

As our universities and colleges undergo an intense period of evolution driven by advances in technology and better understanding of cognitive learning, and by concerns about cost and job-market demands, we should be asking ourselves questions, but they should be the right questions: Is higher education evolving in the right way? Will it continue to be able to meet the needs of students and their families, to keep pace with an expanding list of responsibilities that range from promoting civil discourse to preparing the next generation of scientists and researchers, and to ensure that the fundamentals of American higher education — fundamentals that have served this country so well — remain strong?

When people think of higher education, they generally think of residential, four-year colleges and universities. In truth, just a little more than half of college students attend such institutions. Roughly 40 percent attend two-year community colleges, and the rest are enrolled in for-profit institutions. Yet the bulk of commentary about higher education concerns four-year, residential colleges and universities, perhaps because that is where America's contribution has been greatest — and because the commentators themselves attended such institutions.

Two recent contributions to the higher education commentary are Ryan Craig's "[College Disrupted](#)" and Kevin Carey's "[The End of College.](#)" Craig, a former management consultant, is a founding managing director of University Ventures, self-described as "the only investment firm focused exclusively on the global higher education sector." Carey is a higher education policy analyst who serves as director of the education policy program at the New America Foundation, a Washington think tank.

Craig's point — when one cuts through the jargon and the unnecessary stories about pranks he pulled as a Yale undergraduate — is that American universities have too many non-education-related expenses bundled into their cost models. He characterizes these as the 4 R's: rankings, which force all universities into "pernicious

isomorphism” (i.e. unnecessary duplication); real estate, or absurdly expensive campus buildings, especially dorms and dining halls; rah, an awkward alliteration that refers to intercollegiate athletics, especially Division I football and basketball; and research, which he asserts subordinates teaching and is mostly superfluous.

Craig's solution is to unbundle these types of expenses and convert higher education into “competency management platforms” that better match what students learn with what employers need. He has ideas about how this can be done. Pointing to Linn State Technical College in Missouri, he recommends “double click degrees,” with which employers can double-click a transcript to learn about a course and the competencies a student has mastered. His other recommendations are more mundane, such as improving “rigor” and moving more students from part time to full time. Nowhere does he confront the tremendous practical and political challenges associated with unbundling existing institutions — dismantling college sports, for example.

The more thorough, more thoughtful book is Carey's “The End of College.” It begins with a discussion of the evolution of the modern American university, something that is particularly useful for those who presume that universities have never changed. In fact, universities have transformed alongside the societies they serve. Carey continues by explicating the rise of online technology, which, in a variety of forms, is permeating higher education today. The critical insight, however, is his combining of online technology, which after all is only a delivery device, with our increasing knowledge about the brain and how students actually learn. Not surprisingly, the more interactive the technology and the more precisely aimed at an individual student's capabilities and understanding of the course material, the better the educational outcome. But inserting the right kind of technology into the classroom is not cheap. Not surprisingly, a lack of educational interaction contributed to the troubles experienced by the early iterations of online learning, such as “massive open online courses,” which in their initial incarnation were mistakenly believed to be a way to cut college costs dramatically.

In Carey's view, universities that develop personalized online platforms will succeed in the global higher education market. In addition to traditional degrees, they will offer “open badges,” essentially searchable, open-source credentials that will allow employers to look up the assignments and exams a student was required to master. They will invest in immersive digital learning environments, rather than building \$100 million student unions. They will become the “university of everywhere.”

This is thought-provoking, fascinating material. But one finishes Carey's book with a sense of unease. Our universities are among the most complex, difficult-to-manage institutions around. While they most certainly will evolve over the long term, there are near-term challenges that must be addressed. This is especially true for public universities, which educate almost two-thirds of all undergraduates at residential, four-year institutions. These schools have undergone a decades-long period of [public disinvestment](#) — during the years of the Great Recession, 44 out of 50 states cut funding on a per-student basis to their public institutions of higher education — resulting in increases in tuition and a diminishment of the student experience.

No doubt the severity of cuts varies from state to state. For the University of California, nearly \$1 billion in funding was cut after the economy went into free fall in 2008 — a 30 percent reduction to the university's core budget. The state has restored only about half of the recession cuts, even as the university system has continued to meet demand and increase enrollment. Indeed, at the University of California, the costs of education on a per-student basis [have not risen](#); tuition increases have occurred only to fill the gap left by state cuts. Neither Craig nor Carey offers any realistic — or magical — solutions to the problem of public funding.

Likewise, neither book really addresses new roles that our universities have undertaken. They are now being asked, for example, to prevent and prosecute sexual assault — and rightly so. The demand for mental health services continues to mount. As large employers, universities must pay ever-growing retirement benefits and satisfy union contracts. All of these (and many other new roles) result in additional legal and regulatory oversight, all with considerable cost.

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At the same time, chronic underfunding of the true costs of delivering a quality education has been mirrored by underfunding of the basic research that underlies so much of the innovation in our economy. Basic research is time-consuming. It has a high rate of failure. No wonder the private sector is increasingly abandoning the field to institutions like the University of California.

These are the sorts of issues that are on my desk and on the desk of every leader of public research universities today. But beyond those immediate real-world concerns lie more fundamental questions. What do we lose in the college experience if we over-rely on online learning? How amenable are online-learning platforms and open-source badges to teaching in the arts and humanities, and to producing a well-rounded, well-educated citizenry? If we focus on preparing a student for his or her first job, are we ignoring the likelihood that students will have many jobs over the course of a lifetime? How do we best prepare students to be lifelong learners and adapters, to be critical thinkers?

Universities are not factories; students are not widgets. They come from different backgrounds, with different degrees of preparation, and with different talents and skills that they might not even know they possess when they enter. Universities are not venture-capital-based software companies, the vast majority of which fail. When it comes to public higher education, failure is not an option.

If every crisis presents an opportunity, then the opportunity is now to ensure that higher education remains a distinguishing feature in the fabric of our republic. To that end, some immediate measures can be taken to meet our near-term challenges: simplify financial aid applications and extend Pell grants from the school year to the full year; ease the extensive and expensive regulatory burdens placed on all schools and focus instead on removing low-performing ones from eligibility for federal aid; and prioritize the flow of federal research dollars.

In exchange for these types of reforms at the federal level, the states should invest in their public universities, even as those universities continue to adapt to new forms of learning. Too many states, including California, spend more money on prisons than on higher education. [Community college](#) is not enough. It is time for both the White House and our state capitols to apply a laser focus to the challenges facing our four-year universities and colleges.

Besides near-term fixes, however, these times call for the development of, and dialogue about, a much larger vision for higher education in America. We need to end conversations about colleges that linger too long on costs, computer learning, Cassandra-like predictions and canards such as [PhD baristas](#).

Instead, we need a national dialogue that gives rise to serious, thoughtful perspectives and creates a common belief in what our great schools have meant and must continue to mean. We are not degree factories. Our business, if you will, is to transform individual lives and to transport new knowledge into the world. As university leaders, we must strive to convince the general public that higher education is a common goal worthy of public investment. This is our grand challenge. This is our great hope.

THE CHRONICLE OF HIGHER EDUCATION

Government

April 10, 2015

Support for Overhauling Accreditation Raises Hard Questions

By Eric Kelderman

Every reauthorization of the Higher Education Act seems to revive criticisms of the nation's accreditation system as well as proposals to make major changes in how it works.

So far the process has survived because lawmakers have been unable to figure out how to overhaul accreditation without increasing the federal government's role in regulating higher education.

This time could be different, say some experts on accreditation. A [white paper](#) released last month by the staff of the U.S. Senate's education committee proposes far-reaching changes in accreditation, including the possibility of "decoupling" it as a requirement for participating in federal student-aid programs. A college must be accredited by a federally recognized accreditor to be eligible for that money.

Sen. Lamar Alexander, a Tennessee Republican and the committee's chairman, will take a lead role in writing the next reauthorization of the Higher Education Act. The paper was [one of three](#) that his staff released to start a discussion on that legislation.

The idea of removing accreditors as "gatekeepers" of federal student aid has been discussed in the past, says Judith S. Eaton, president of the Council for Higher Education Accreditation, but never so openly.

"I don't recall gatekeeping being put on the table flat out," she said in an interview with *The Chronicle*.

But one result of reducing the role of accreditors could be a major increase in federal regulation or a significant decline in safeguards

of federal student aid. "The big concern," Ms. Eaton said, "is if you take away gatekeeping, what next?"

Dissatisfaction

What's next for accreditation depends a lot on what you think is wrong with the current system.

David A. Bergeron, a former acting assistant secretary for postsecondary education, says that in the past he was not in favor of decoupling accreditation from federal student aid.

"But I really have come to think that in an era of big data and alternative ways to think about performance outcomes, decoupling becomes more of an option," said Mr. Bergeron, who is now vice president for postsecondary education at the Center for American Progress.

The current accreditation system is more concerned with preserving the status quo and does not do enough to improve outcomes for students, Mr. Bergeron said.

"The institutions sanctioned aren't always the worst-performing ones," he said. "They get sanctioned about finances, not about outcomes."

He added, "The system is not driving change the way we would like it or at the pace we would like it."

One solution, Mr. Bergeron said, is to use something like the proposed federal college-rating system to determine whether institutions are eligible for federal student aid, setting requirements for measures such as access, affordability, graduation and retention, and employment outcomes.

That proposal isn't likely to go far in a Republican-controlled Congress, where President Obama's proposed rating system remains unpopular. Colleges, too, have largely rejected such a system as unfair and too narrow a gauge of their value and performance.

But the paper from Senator Alexander's office does propose stripping the current accreditation system of requirements not

directly related to academic quality, such as those concerning facilities maintenance and compliance with fire-safety codes.

New Paths

For Andrew P. Kelly, a resident scholar on education policy at the American Enterprise Institute, the biggest problem with accreditation is that it inhibits innovation, from both institutions and accreditors.

Traditional accreditation is hard to get, especially from one of the nation's six regional accreditors, because it can take several years, and a college must graduate at least one class of students before being fully accredited.

That is a big and expensive barrier to a new institution. And the current accreditation model doesn't work at all with companies, such as StraighterLine and Coursera, that provide courses rather than degrees.

Instead of trashing the whole accreditation system, though, Mr. Kelly favors creating a process to allow an alternative set of accreditors and more flexibility in the process. Traditional accreditation groups could continue to exist for the colleges that choose them, Mr. Kelly said.

Creating an alternative accreditation track without dismantling the traditional process would simplify the politics for conservative groups that have been critical of accreditation but "don't want to put more power into the hands of the federal government," he said.

And this is what the Alexander paper proposes, offering three possible structures: Allowing existing accreditors to create alternative paths to accreditation for new institutions or course providers; allowing states to create new accrediting bodies or to designate other groups to act as accreditors; or using federal grants to create entirely new accrediting agencies.

That approach would not cure all of accreditation's problems, Mr. Kelly said, especially the slow pace at which accreditors move to revoke their approval of even the most troubled institutions. While

accreditors can place an institution on "warning" or "probation," the only significant penalty they can wield is to remove a college's accreditation, which they rarely do.

The paper proposes "gradations" in accreditation status that would provide more information on the overall quality of a college, compared with other institutions.

For accreditors, the suggested alternatives could preserve their status as gatekeepers for federal financial aid. But they leave difficult questions about what measures could be used to both ensure quality and protect the federal investment, said Ms. Eaton, of the Council for Higher Education Accreditation. She asked, "How do we create an accreditation process that is not traditional and not a checklist but still effective?"

Eric Kelderman writes about money and accountability in higher education, including such areas as state policy, accreditation, and legal affairs. You can find him on Twitter [@etkeld](#), or email him at eric.kelderman@chronicle.com.

THE CHRONICLE OF HIGHER EDUCATION

Faculty

March 16, 2015

Despite Progress, Only 1 in 4 College Presidents Are Women

By Audrey Williams June

When Cornell University's new president takes office, in July, half of the Ivy League's colleges will be led by women. Brown University's female leader is its second in a row.

Over the past several years, a range of other institutions, including public flagships, liberal-arts colleges, historically black institutions, and community colleges have hired their first female presidents. They include the University of Virginia, Middlebury College, Alabama State University, and Pueblo Community College.

Despite the progress, including at some of the nation's most elite institutions, women remain significantly underrepresented among college presidencies — and the numbers have barely budged. Women make up about a quarter of college presidents nationwide, a share that has remained about the same for at least a decade.

Women tend to make up greater shares of presidents at two-year colleges than at four-year institutions, [according to](#) the American Council on Education. About 33 percent of community colleges have women as presidents, compared with 23 percent of bachelor's and master's-level institutions, and 22 percent of doctoral institutions.

The fact that colleges still note, in news releases and other communications, that they have hired the first female president in their long histories is a sign that hiring women as leaders has yet to become the norm, says Judith S. White, president and executive director of Higher Education Resource Services, a nonprofit group that provides leadership training for women in higher-education administration.

"There are lots of institutions where they're getting their first woman president," Ms. White says. "We've been at this stage a long time. How long is that going to be the case?"

Cultural Shift

What would it take to quicken the pace of change?

The barriers, experts say, are both external and self-imposed. Gender stereotypes — sometimes held by male-dominated boards of trustees who don't think women are capable of running complex institutions or of managing family and work commitments simultaneously — can work against female candidates. So can hiring practices, particularly when recruiting is done through informal, male-dominated networks.

Some women allow small deficits in skills, real or perceived, to make them unsure about their leadership abilities and whether a presidency is within their reach. Others choose not to pursue a presidency, seeing the job as all-consuming and too stressful.

For change to happen, sometimes a cultural shift is needed. At Brown, the climate for women started to improve four decades ago, because it had to. In 1975, Louise Lamphere, an assistant professor of anthropology in a department that was all-male when she was hired, [filed a lawsuit](#) charging the university with sexual discrimination after she was denied tenure. The lawsuit described a larger pattern of sexual discrimination at Brown, where few women were on the faculty, tenured or not. In settling the suit, which became a class-action case, Brown formed a committee to overhaul how it hired professors, evaluated tenure applications, and promoted faculty members. It also monitored the institution's progress toward increasing gender equity.

At the time, tenured female professors made up just 1.6 percent of Brown's faculty. Since then that proportion has slowly increased: to just over 9 percent in 1987-88, a little more than 13 percent in 1992-93, and just over 21 percent in the current academic year.

As part of observing its 250th anniversary, Brown held a discussion this month with women who lead or have led some of the nation's top colleges.

"It might seem a little unusual for a university to be celebrating that they lost a lawsuit," said Christina H. Paxson, Brown's president, while moderating the discussion. But the settlement, she said, "was a victory for women at Brown."

Ms. Paxson, who took office in 2012, was the first woman to become tenured in Princeton University's department of economics. She later served as its chair and went on to become one of the first female deans of the university's Woodrow Wilson School of Public and International Affairs before leaving for Brown.

Ms. Lamphere, now a professor emerita of anthropology at the University of New Mexico, is pleased that Brown decided to re-examine the impact of her case. Such legal battles, she says, made it possible for women to not only get tenure but also work their way up into the administrative positions that fed into the wave of female presidents. Their numbers were few, with women making up only 10 percent of college presidents in 1986, according to the American Council on Education's study.

Among those early leaders is Nannerl O. Keohane, who became president of her alma mater, Wellesley College, in 1981. Ms. Keohane, who participated in the Brown discussion, was an associate professor of political science at Stanford University when she was offered the job at Wellesley. She went on to become the first female president of Duke University.

Ms. Keohane, now a visiting scholar at the Institute for Advanced Study, joined Drew Gilpin Faust, president of Harvard University, and Shirley M. Tilghman, a former president of Princeton, to talk about their pathways to the presidency and why more women aren't following their lead.

Family issues remain a big barrier for women all the way through the pipeline, Ms. Tilghman said, because the academic work culture doesn't match up with the flexibility that women say they need to take care of children or aging parents, among other responsibilities.

"We haven't figured out how to get through those old expectations and those old cultural practices to make it possible for women to think about work and family as complementary," Ms. Tilghman said. "Until we figure this out, I think we're always going to be sort of running uphill."

The leaders talked about how, in some ways, they had to change their habits to fit the demands of the presidency.

For Ms. Tilghman, a molecular biologist, that meant abandoning a key part of her training as a scientist: the practice of gathering lots of information and analyzing it herself. As president, she had to learn to delegate and let others do that for her as she focused largely on decision-making.

"When you come into a presidency," Ms. Paxson told the audience, "you learn very quickly that everything you say and everything you communicate is observed and noted."

Ms. Keohane said her on-the-job learning curve was very likely steeper than most when she became president of Wellesley. When she was hired, she hadn't been a dean or a provost, positions from which many presidents, particularly women, come to a presidency. Even so, she said, "I didn't doubt that I could do the job in my own style."

Because they are women, the panelists agreed, their leadership style comes under extra scrutiny.

"Women are read as much more aggressive. I think you just have to be aware of that," said Ms. Faust. "You have to be firm, you have to be clear, you have to not be angry. And if someone says you're angry, you just have to live with that."

Having more female leaders in higher education is important, they said, in part because it helps women see themselves in that role.

"For any one of us to have the ambition to be a president of a major university was unimaginable when we were kids," said Ms. Faust, a historian of the Civil War. "Little girls can now imagine themselves in all kinds of roles."



Michael Cohea, Brown U.

“For any one of us to have the ambition to be a president of a major university was unimaginable when we were kids,” said Drew Gilpin Faust (second from right), president of Harvard, at a public discussion this month with Nannerl Keohane (left, formerly of Duke and Wellesley), Shirley Tilghman (formerly of Princeton), and Christina Paxson (Brown).

Roadblocks in Place

Sometimes women have encountered roadblocks that stem from men’s stereotypical beliefs about the college presidency.

Molly Corbett Broad, president of the American Council on Education, says her tenure as leader of the University of North Carolina system from 1997 to 2006 gave her insight into what women seeking leadership positions are up against.

Ms. Broad, the first woman to serve as president of the UNC system, says that when she first appointed a woman as a campus chancellor, her choice met with some derision from a board member.

"He said, ‘I thought we did that once already,’ " Ms. Broad says.

External factors certainly play a role in whether a woman advances in academe. But so do women’s own career decisions.

Some opt not to pursue the top job, in part because despite a president’s level of influence to outsiders the job appears to have few redeeming qualities. The work seems relentless, requiring

presidents to be on duty around the clock, juggling multiple interests, and largely neglecting their family and friends. Women who serve as provosts, in particular, may decide that their best career move is to stay put.

"They don't want to become presidents," says Ms. Broad. They think about why they entered the professoriate, and when they see how the presidents spend their time — fund raising, attending to multiple constituencies on and off the campus — "it turns into 'Who has the better job?,' " she says.

Some women who end up as presidents did not seek out the job, or even the career opportunities that lead to it, but found themselves entertaining the prospect at someone else's urging. Those who aren't asked often don't consider applying.

When Karen S. Haynes was an associate professor of social work at Indiana University, she decided she wanted to be the dean of a graduate school of social work. She was hired for that position on the University of Houston's main campus in 1985, becoming the first female dean in the Houston system.

"I thought I would stay in the dean's position," she says. "I never wanted to be president."

But a call from the system chancellor in 1995 changed her mind. He asked her to serve as interim president of the Victoria campus. He said he needed a leader who could repair the broken trust between administrators and faculty members there.

"These are things I know how to fix," says Ms. Haynes, who credits her social-work background for training her in the social skills she has relied upon as president.

Her two-year stint as interim leader became a permanent job that lasted for seven more years. Then she sought out her current presidency, at California State University at San Marcos, part of a 23-campus system that now has six female presidents.

With two decades of presidential experience, Ms. Haynes strives to portray the job as a manageable one. She talks openly to women's

leadership groups about the tactics she employs to keep her work hours under control. "You have to think strategically," she says, which often boils down to determining "where does the face of the president really need to be?"

Every six weeks, Ms. Haynes, who is married with three grown children, tries to block out a weekend when she won't attend events. Vacations are of the unplugged variety, although her chief of staff makes sure she gets the few emails and other messages that truly can't wait.

For women who want to be presidents there are hopeful signs, one of which is the likely wave of impending retirements among college presidents. The presidency, like the professoriate, is graying, which paves the way for women and minority hires that can diversify the field. The American Council on Education's presidency study shows that three of five presidents are older than 60.

"Creating urgency is a big deal," says Susan Madsen, a professor of management at Utah Valley University. "If the conversation dies down, we can't think change will still happen. It most likely won't."

Women in presidencies bring a different perspective to groups dominated by men, and they ask different questions than their male counterparts — helpful traits in problem-solving environments, Ms. Madsen says. A scarcity of female leaders in academe, she adds, also sends the wrong message to undergraduates, 56 percent of whom are women.

"It's just critical that male and female students and people on our campuses see that both men and women have equal value," Ms. Madsen says.

That comes across more clearly, she says, when there's parity at the top.

Correction (3/16/2015, 12:32 p.m.): This article originally misstated who was the first female dean of Princeton's Woodrow Wilson School of Public and International Affairs. She is Anne-Marie

Slaughter, not Christina Paxson. The article has been updated to reflect this correction.

Audrey Williams June is a senior reporter who writes about the academic workplace, faculty pay, and work-life balance in academe. Contact her at audrey.june@chronicle.com, or follow her on Twitter [@chronaudrey](https://twitter.com/chronaudrey).

From the Denver Business Journal

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CSU-Global awarded top honors for its online program

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[Caitlin Hendee](#)

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[Colorado State University- Global Campus](#) has been awarded a "Students Before Profits" award and is one of the best online colleges in the nation according to a new study by Nonprofit Colleges Online.

Nonprofit Colleges Online, a service that analyzes nonprofit, online colleges that "put students before profits," bestowed the award on accredited, nonprofit colleges and universities with objectively lower than average tuition cost. The website then ranked the programs according to their affordability.

CSU-Global, at No. 11, was chosen because of its online IT (information technology) program.

"As [graduates] interact with businesses and decipher their technological needs, they will be capable troubleshooters who work well independently to recommend appropriate computer systems for organizations' unique situations," Nonprofit Colleges Online said in its ranking.

The website found that online universities with solid IT programs consistently ranked among the top by other publications as well.

"Designed specifically for adult students who are unable to travel to a traditional campus, CSU-Global only offers degree completion programs – thereby allowing their students to combine previous college credit and life experience with current course offerings," the website said.

Northwestern State University of Louisiana, Western Governors University in Salt Lake City and Columbia College in Missouri were the top three online universities in the ranking.

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