

BOARD OF GOVERNORS MEETING
October 1-2, 2015
Colorado State University-Lory Student Center, Fort Collins

THURSDAY, OCTOBER 1, 2015

- Board of Governors Breakfast (*Room 300*) 8:30 a.m.
- COMMENCE BOARD MEETING – CALL TO ORDER** (*Longs Peak, Room 302*) **9:00 a.m. – 4:45 p.m.**
- 1. PUBLIC COMMENT** 9:00 a.m. – 9:15 a.m.
- 2. AUDIT AND FINANCE COMMITTEE – Nancy Tuor, Chair** 9:15 a.m.–11:30 a.m.
- Audit
- Update on FY15-16 Audit Plan
 - Overdue Recommendations
- Finance
- Update on HB-1319/Tuition/Hospital Provider Fee
 - Budget Update
 - Tuition Modeling
 - CSU 3/4/5% Models
 - CSU-Pueblo 3/4/5/6% Models
 - CSU-Global Campus Budget Update
 - Student Credit Hour Cost Comparison
 - Basic Budget Balancer
 - EFC and Unmet Need
 - Foundation Flow of Funding
 - Update on Bond Sale and Debt Capacity Analysis
 - Treasury Update
 - Nominees for Investment Committee
 - DCP Plan Review
 - Transfer of CSU System Employee Payroll and Benefits (*action*)
 - CSU-Pueblo Housing Review

3. DISCUSSION WITH Lt. GOVERNOR GARCIA 11:30 a.m. – 12:15 p.m.

Board of Governors Lunch with Lt. Governor Garcia (*Rooms 304-306*) 12:15 p.m. – 1:00 p.m.

4. EVALUATION COMMITTEE – Rico Munn, Chair (*executive session*) 1:00 p.m. – 2:00 p.m.

5. EXECUTIVE SESSION 2:00 p.m. – 2:30 p.m.

6. REAL ESTATE/FACILITES COMMITTEE – Scott Johnson, Chair 2:30 p.m. – 4:00 p.m.

- Executive Session
- Building for Success
- Approval of Program Plans (*action*)
 - Institute for Biological and Translational Therapies (IBTT)
 - Equine Vet Teaching Hospital
 - South Campus Infrastructure
 - Prospect Underpass
 - Human Performance Clinical Research Laboratory (HPCRL) Phase III
- Approval of CSU FY17 Two-Year Cash List (*action*)
- Acquisition of 218 Magnolia (*action*)
- Approval of CSU Naming Opportunity (*action*)

- 7. TOUR OF ANIMAL SCIENCES BUILDING AND SHEPHARDSON** 4:00 p.m. - 4:45 p.m.
Board of Governors Dinner, Sonny Lubick's Steakhouse, 115 S. College (*social event*) 5:30 p.m.
Special guests: Alan Rudolph, Amy Prieto and Mazdak Arabi
5:30 Bus Transportation from Hilton Lobby; 6:15 Dinner

FRIDAY, OCTOBER 2, 2015

- Board of Governors Breakfast (*Room 300 and Longs Peak*) 7:30 a.m. – 8:00 a.m.
Presentation: Beth Walker, Dean, College of Business, and Student Entrepreneurs 8:00 am – 9:00 a.m.

RECONVENE BOARD MEETING (*Longs Peak, Room 302*) 9:00 a.m. – 1:35 p.m.

- 8. BOARD CHAIR'S AGENDA** 9:00 a.m. – 9:10 a.m.

- 9. ACADEMIC AND STUDENT AFFAIRS COMMITTEE** – Jane Robbe Rhodes, Chair 9:10 a.m. – 9:55 a.m.

- CSU Faculty Manual Change: Section C.2.3.e (*consent*)
- CSU-Global Campus Student Code of Conduct (*consent*)
- Special Report on Learning Communities

- Break 9:55 a.m. – 10:00 a.m.

- 10. APPROVAL OF CONSENT AGENDA** 10:00 a.m. – 10:05 a.m.

Colorado State University System

- Minutes of August 6, 2015 Board and Committee Meetings
- Minutes of August 7, 2015 Board and Committee Meetings
- Procedures Manual: Policy 112, CSUS Board Open Records Policy Change

Colorado State University

- CSU Faculty Manual Change: Section C.2.3.e

Colorado State University-Global Campus

- Student Conduct Code

- 11. COLORADO STATE UNIVERSITY REPORTS** 10:05 a.m. – 10:35 a.m.

- President's Report – Presented by Tony Frank
- Faculty Report – Presented by Paul Doherty
- Student Report – Presented by Jason Sydoriak

- 12. CSU-PUEBLO REPORTS** 10:35 a.m. – 11:05 a.m.

- President's Report – Presented by Lesley Di Mare
- Faculty Report – Presented by Michael Mincic
- Student Report - Presented by Sarah Zarr

- 13. CSU-GLOBAL CAMPUS REPORTS** 11:05 a.m. – 11:35 a.m.

- President's Report – Presented by Becky Takeda-Tinker
 - Academic Quality and Integrity
- Faculty Report – Presented by Robert Deemer
- Student Report - Presented by Megan Schulze

- Break/Lunch 11:35 a.m. – 11:50 a.m.

- 14. CHANCELLOR'S REPORT** 11:50 a.m. – 12:05 p.m.

- Chancellor's Report – Presented by Tony Frank

Colorado State University System
Board of Governors Meeting Agenda
October 1-2, 2015

15. SYSTEM WIDE REPORTS

12:05 p.m. – 12:30 p.m.

- 2016 Legislative Agenda
- 2015 Annual Campus Fire and Safety Reports

16. STRATEGIC MAPPING UPDATE

12:30 p.m. – 1:30 p.m.

- Discussion of Funding/Cost Shifting Challenge
- CSU Strategic Plan Update
- System Strategic Plan Update

17. BOARD MEETING EVALUATION

1:30 p.m. – 1:35 p.m.

ADJOURNMENT

1:35 p.m.

Next Board of Governors Board Meeting: December 10-11, 2015, Denver

APPENDICES

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

Section 1

Public Comment

Presentation to the Colorado State University System Board of Governors
at their 01 October 2015 Meeting being held in Fort Collins, Colorado

Outline of Concerns, Observations and Questions
Regarding the Colorado State University Campus in Todos Santos, BCS, Mexico

A. Colorado State University (CSU) System Board of Governors

1. To gain an understanding regarding the CSU System Board of Governors (BOG) and their involvement with the decision to proceed with a campus in Todos Santos, BCS, Mexico, documents were requested under the Colorado Open Records Act - CORA (for the period 01 January 2009 through 15 July 2015). There is no obvious indication that the BOG exercised any independent due diligence with regards to commencing the Todos Santos CSU campus nor is the BOG exercising control nor receiving full disclosure reports from CSU officials or Colorado State University Research Foundation (CSURF). The BOG apparently gave its approval for the CSU Todos Santos campus to stand alone as a project of the Fort Collins campus based on seemingly inaccurate and undocumented information and mostly oral reports with no follow-through apparent under CORA. [See Attachments A-1 Part 1, 36 pages and A-1 Part 2, 29 pages]
2. CORA requests for materials from developer MIRA/Tres Santos during CSU's due diligence revealed that there was hardly any information actually obtained or scrutinized. For example, CSU requested an English language copy of the MIRA/Tres Santos Environmental Impact Statement / Permit (MIA) which was never received; only a website was provided so that key document could be reviewed in Spanish. No materials were provided under CORA to indicate that the Spanish language MIA was reviewed or commented upon. There is no indication, as no documents were produced, that CSU received any written substantiation of MIRA/Tres Santos's claim of having sufficient rights to provide water to the CSU Todos Santos Campus or the Research Farm.

B. Colorado State University Research Foundation (CSURF)

1. Uncertainty exists after neither CSURF nor CSU could answer or provide substantiation whether the Internal Revenue Service had been explicitly notified requesting a reevaluation of the original tax exemption determination due to the greatly expanded CSURF activities as were previously described to the IRS in CSURF's 1941 Articles of Incorporation and concurrent application for tax exemption under the precursor to Internal Revenue Code Section 501(c)(3); and if so notified whether the IRS approved the current purposes and operations of CSURF.
2. CSURF claims on Schedule A to its annual Form 990 (FYE 30 June 2014) to be a supporting organization to CSU, yet CSURF does not indicate whether it is a Type 1, 2 or 3, and if a 3, either functionally integrated or nonintegrated. There is no evidence that IRS was ever notified or that they ever approved CSURF being classified as a supporting organization. As a supporting organization, CSURF has operational and notification

requirements with regards to the supported organization, i.e. Colorado State University. There is no indication in any CSURF governing documents that any of the requirements under the Internal Revenue Code and regulations have been met with regards to CSU having involvement as the supported entity. There is no evidence of oversight by CSU over CSURF, whether as a supporting organization or otherwise.
[See Attachment B-1, 1 page]

3. CSURF has created a subsidiary (Colorado State University Research Foundation de Mexico, Asociation Civil) which entered into a trust agreement with MIRA/Tres Santos (Irrevocable Management Trust Agreement with Reversion Rights, dated March 7, 2014). The Bylaws of CSURF Mexico are quite explicit regarding no commercial activity, which could be at odds with the commercial obligations to MIRA/Tres Santos.
[See Attachment B-2, 3 pages]
4. CSURF has denied that it is either an “Institutionally related foundation” (1.6) or an “Institutionally related real estate foundation” (1.8) as defined under Colorado Open Records Act Section 24-72-202 (CORA), therefore refusing to provide CORA requested documents with regards to requests for disbursement or expenditure of funds related to CSU. Yet CSURF claims itself to be a supporting organization of CSU; uses this language to describe its mission on its annual IRS Form 990 (FYE 30 June 2014) “CSURF Aids the Universities of the CSU System in their Research and Educational Efforts”; and lists as its only ‘program service accomplishment’ that “CSURF Provides Management of Various Properties Held By or For the Benefit of CSU”. Further, in the Recitals to the Colorado State University Research Foundation 2014-2015 Operating Agreement with the Board of Governors of the Colorado State University System, it is stated that A. “CSURF has limited the availability of its services solely for the benefit of CSU and its affiliates” and B. “The services provided by CSURF include: (i) “receiving...gifts and donations” and (iii) ...providing “Real Estate Services”.... In denying the documents requested under CORA, it appears CSURF is in violation of CORA (24-72-206) and subject to the penalties thereunder as well as having disclosure requirements by the district court with jurisdiction (24-72-204 (5)).
[See Attachments B-2, B-3, B-4, 1 page each]

C. Water

1. MIRA/Tres Santos during July 2013 at the required MIA public hearing in Todos Santos definitively stated they would not use any municipal water. (The PowerPoint statement said “No se utilizará en ningún momento el Agua de la Red Municipal” – At no time will water be used from the municipal system.) Concerned Todos Santos citizens in July of 2014 wrote to President Tony Frank, and received a response from Provost Rick Miranda, saying that CSU was assured by MIRA that water was addressed, but no such evidence has ever been provided after being requested under CORA. (These 2 referenced communications have been provided under the BOG attachment referenced above.)
[See Attachment C-1, 1 page]

2. During the construction period, in a chain of January 2015 emails the independently hired Fort Collins, CO, engineer (Keith Meyer) brought up numerous concerns about the connection to the municipal water supply, questioned that there was no proof of delivery “will serve” statement, was unclear what the cost would be to CSU, and questioned that MIRA was acting as a utility with no indication they had legal permission to do that.
[See Attachment C-2, 4 pages]
3. A press release was put out by Truth Santos indicating a concern about the complicity of CSU in the MIRA/Tres Santos utilization of municipal water to the detriment of the neighboring Todos Santos community. CSU’s Drew Wilson posted online defending CSU and MIRA/Tres Santos, including statements defending remedial steps taken by MIRA/Tres Santos. Interestingly there has been no substantiation of the source of this information that Mr. Wilson relied upon when water related communications with MIRA/Tres Santos were requested under CORA. Nor has there been any documentation that engineer Meyer’s concerns were formally provided to MIRA/Tres Santos.
[See Attachments C-3, 2 pages and C-4, 3 pages]
4. Documents obtained under CORA indicate that McKenzie Campbell, Director of the CSU Todos Santos campus, had in fact received a copy of the Agreement between MIRA/Tres Santos and the town municipal water agency, SAPA. When the Agreement was requested under CORA, CSU Deputy Counsel Jason Johnson denied that document was in the possession of CSU.
[See Attachments C-5, 3 pages and C-6, 1 page]
5. In a post on the Tres Santos Facebook regarding water, Tres Santos admitted they don’t know the source of the water they are using, which brings into question the public hearing statement where Tres Santos said they would not use municipal water.
[See Attachment C-7, 1 page]
6. There is no evidence that the BOG has been kept advised regarding the controversy over the scarcest of local resources ... Water.

D. Colorado Open Records Act (CORA)

1. CORA requests have been denied or redacted based on claims of allowed holdbacks under attorney-client privilege that appear to be baseless as either no attorney was involved or there was not a specific request for legal advice. There is at least one redacted item in a supplied email where that same item was not redacted in a subsequent continuation of that email chain and the revealed content has no basis for having been withheld. On another occasion, it was denied that documents were in the possession of CSU, yet a document provided under CORA had an active link to the Dropbox materials requested. Released emails are obscuring information that should be public, especially when a Colorado State funded organization is in such a business relationship. There are frivolous redactions, arbitrary and capricious redacting of the names of the business

partners of CSU, and the public has a right to be informed about whom university officials are meeting and dealing with concerning state resources.

2. Requested under CORA were all Writings to, from or in the possession of President Frank or Provost Miranda during the period 01 January 2009 through 15 July 2015, including without limitation all such materials and communications regarding in any way the CSU Todos Santos Campus, including without limiting the generality of the foregoing, Writings to and from any persons or entities associated with the Black Creek Group and/or MIRA as well as all such Writings with any agency of the State of Colorado, with the State of Colorado Governor and with Colorado State University Research Foundation (CSURF). Not one document was produced or specifically explained. Nor was the same requested information provided for Vice President Amy Parsons, other than her ongoing operational participation with CSU staff. Further, CORA requests were not responded to or provided regarding loans made by CSURF to CSU.
3. The Board of Governors is encouraged to look into withheld documents and redactions. On its face it appears CSU is in violation of CORA (24-72-206) and subject to the penalties thereunder as well as disclosure required by the district court with jurisdiction (24-72-204 (5)).

E. Public-Private Ventures and Commercial Obligations

1. In April of 2014 a gift of \$4.3 million from Black Creek/MIRA to CSU was announced. There is no evidence how this evaluation was arrived at, even though it was highly publicized. Documents obtained under CORA indicate that the combined hard, soft and infrastructure costs for the “donated” building were well under \$3 million, and clearly the parcel of land has no value near the differential from the \$4.3 million after the total costs are subtracted. The public is left to ask who got the tax benefit and other institutional and publicity benefits from an apparent overvaluation of this so-called gift. Because of numerous commercial obligations and the fact that the underlying agreement is a complex trust agreement with reversion rights in favor of MIRA/Tres Santos, it is highly suspect to frame this transaction as a gift.
[See Attachment E-1, 3 pages]
2. CSU has allowed its name and trademarks to be utilized in the marketing of the Tres Santos development, and CSU and its logo are prominently displayed as part of the Tres Santos “Team”. Tres Santos even takes credit for CSU programming in Kids Do It All, by referring to KDIA as one of Tres Santos’s “current projects” and displaying a video of the program on its website even after being requested by CSU not to take credit or make that public association as CSU raised its own funding for KDIA.
[See Attachment E-2, 4 pages]
3. An example of the ongoing coordination of public perceptions and commercial interests is the upcoming travel of Vice Chancellor Amy Parsons to meet with the MIRA/Tres Santos marketing team to brainstorm IDEAS in San Francisco in mid-October. Is this a proper expenditure for the University or is it appropriate for the University’s costs to be

paid by a private party? Is it proper for CSU to aid in the marketing of the MIRA/Tres Santos development by providing access to the extended CSU community? Should MIRA/Tres Santos have been involved in the hiring of the Todos Santos Campus Director? Should CSU be protecting and coordinating with its declared partner MIRA/Tres Santos?

[See Attachment E-3, 6 pages]

F. Faculty

1. The involvement of the Executive Committee Faculty Counsel was marginalized as five members resigned over lack of meaningful involvement in the decision-making at CSU, with the Todos Santos Campus specifically mentioned as a contributing factor.
2. Faculty apparently is unaware of the cloud over their academic freedom due to the restrictions on CSU taking any action that prejudices the name or branding of Tres Santos.

[See Attachment F-1, 7 pages]

G. CSU Todos Santos Campus

1. In the Trust the operation of the campus is to be at a standard equal to how CSU would operate in Fort Collins, yet the building of the facility was not to a standard that would have been required in Fort Collins. Why did CSU risk damage to its reputation as a top ten sustainable university by allowing the Todos Santos Campus to be built in an unsustainable manner? Why wasn't the School of Global Environmental Sustainability, Institute for the Built Environment or other resources involved with the design and implementation of the Todos Santos Campus?

[See Attachment G-1, 1 page]

2. It is unclear what this campus was designed for. Lifetime learning and the Osher Institute were early considerations but limited handicap planning (an ADA failure in the USA), second story sleeping accommodations, third floor classrooms and some dorm rooms that are for more than two persons are not what the mature traveler is requiring.
3. The fourth building, apparently paid for with funds from the Veterinary School, only has a small vet lab without any other facilities for the highly touted veterinary program being initiated by CSU in Todos Santos, and with a building paid for by CSU it is unfathomable that the structure was not designed and built in a sustainable LEED certifiable manner.
4. The Research Farm is located in the wrong area of Todos Santos, an arid region never farmed, its location being at the direction of MIRA/Tres Santos to enhance the entrance to their project. It is an unsustainable agricultural project, a wrong, costly and risky approach only because of a developer's needs. How much money has CSU paid to acquire this land and construct the barn?

[See Attachment G-2, 3 pages]

H. Divestiture Goals

1. Is MIRA/Tres Santos the price for Todos Santos to have CSU? What other international campuses did CSU investigate?
2. The biggest issue for Todos Santos is mega development. MIRA/Tres Santos (with 4,472 homes and two hotels) and Mexican government statistics indicating between 7 and 20 persons per each new resident unit will create an influx of people that the town is not prepared for. MIRA/Tres Santos leaves this problem to the town to solve because of the “increased tax revenue,” and CSU is part of this problem. CSU has the capability, faculty and resources to address the urban and resource planning needed along with local entities. Divestiture from MIRA/Tres Santos is the first step to CSU becoming part of the Todos Santos community rather than an appendage and marketing ploy of MIRA/Tres Santos.
[See Attachment H-1, 1 page]

APPENDIX

- A. Colorado State University (CSU) System Board of Governors
 - A-1 Attachments A-1 Part 1, 36 pages and A-1 Part 2, 29 pages

- B. Colorado State University Research Foundation (CSURF)
 - B-2 Attachment B-1, 1 page
 - B-3 Attachment B-2, 3 pages
 - B-4 Attachments B-2, B-3, B-4, 1 page each

- C. Water
 - C-1 Attachment C-1, 1 page
 - C-2 Attachment C-2, 4 pages
 - C-3 Attachments C-3, 2 pages and C-4, 3 pages
 - C-4 Attachments C-5, 3 pages and C-6, 1 page
 - C-5 Attachment C-7, 1 page

- E. Public-Private Ventures and Commercial Obligations
 - E-1 Attachment E-1, 3 pages
 - E-2 Attachment E-2, 4 pages
 - E-3 Attachment E-3, 6 pages

- F. Faculty
 - F-2 Attachment F-1, 7 pages

- G. CSU Todos Santos Campus
 - G-1 Attachment G-1, 1 page
 - G-4 Attachment G-2, 3 pages

- H. Divestiture Goals
 - H-2 Attachment H-1, 1 page

Section 2

Audit and Finance Committee

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
AUDIT/FINANCE COMMITTEE MEETING AGENDA
October, 2015**

Audit Issues

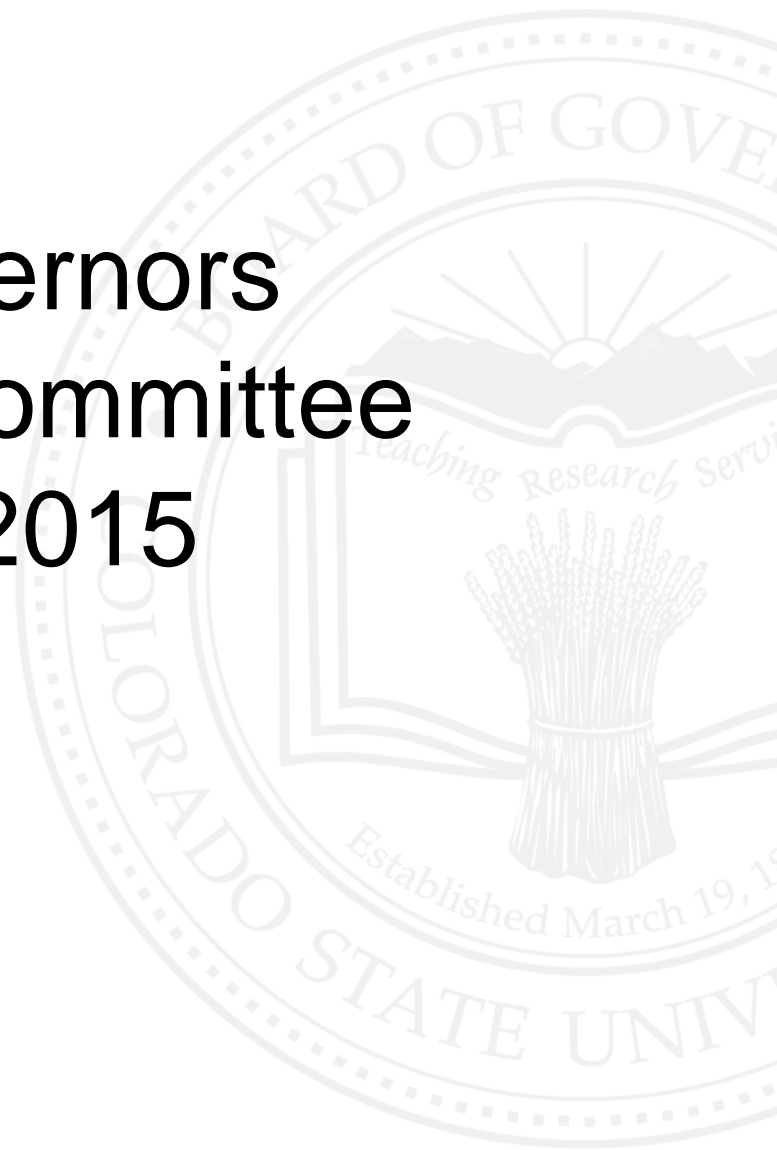
1. *Discussion/Presentation/Action* – Update on FY 15-16 audit plan (includes audits completed since last meeting) **10 min.**
2. *Discussion/Presentation* - Overdue recommendations **5 min.**

Finance Issues

3. *Discussion/Presentation* – Update on HB-1319/ Hospital Provider Fee update **10 min.**
4. *Discussion/Presentation* – Budget Update **45 min.**
 - a. Tuition modeling -
 - i. CSU 3/4/5 % model modeling for CSU and
 - ii. CSU-Pueblo 3/4/5/6%
 - iii. CSU Global update
 - b. Student credit hour cost comparison
 - c. Basic Budget Balancer
 - d. EFC and unmet need
5. *Discussion/Presentation* – Foundation flow of funds **10 min.**
6. *Discussion/Presentation* – Update on bond sale/ Debt capacity analysis **15 min.**
7. *Discussion/Presentation* – Treasury Update – Nominees for Investment Committee **5 min.**
8. *Discussion/Presentation* – DCP plan review – CSU, CSU-Pueblo **5 min.**
9. *Discussion/Presentation/Action* – CSU System transfer **10 min.**
10. *Discussion/Presentation* – CSU-Pueblo Housing **20 min.**

Board of Governors Audit/Finance Committee October 1, 2015

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Items #1 and 2

Audit Issues

- Items for review
 - Update on FY 15-16 audit plan (includes audits completed since last meeting)
 - All Overdue Recommendations

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

Institution	Audit Area	Reporting Area	Status
Carried Forward from FY 2014-2015			
CSU	CASA (carryforward)	VP Student Affairs	Report 15-12
CSU	Data Centers (IT) (carryforward)	VPIT	Fieldwork
CSU	Social Media (IT) (carryforward)	VP External Relations	
CSU	Disaster Preparedness (IT) (carryforward)	VPIT	
CSU	Equine Reproduction Lab (carryforward)	CVMB/Provost	Exit conference 9/9/15; responses due 9/24/15
CSU	Athletics (Compliance areas)	President	Exit conference scheduled for 9/23/15
CSU	Agriculture Experiment Stations	College of Agricultural Sciences/Provost	Report 16-01
CSUP	Athletics (General review)	President	Submitted for Director review
New for 2015-2016			
CSU	CEMML	WCNR/Provost	
CSU	Risk Management Office	VP University Operations	Entrance conference 9/14/15; fieldwork
CSU	Athletics (Compliance areas) FY 15-16	President	
CSU	Recharge & Gen Opr Funds (21/22)	Business & Financial Svcs/VPUO	
CSU	Colorado Water Institute	VP Engagement	Fieldwork
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	Entrance conference 9/14/15; fieldwork
CSU	Conflict of Interest	Provost	Entrance conference 8/27/15; fieldwork
CSU	College of Business - transition	COB/Provost	
CSU	Project to be added mid-year		
CSU	Special Projects		
CSUP	Housing	VP Student Services & Enrollment Mgt.	
CSUP	Cashier Office	VPFA	
CSUP	Special Projects		



Audit of the Agricultural Experiment Station – Colorado State University

EXECUTIVE SUMMARY

September 16, 2015

Background Information

The Colorado Agricultural Experiment Station (AES) was established in 1888 through ratification by the Colorado General Assembly of the Hatch Act of 1887, which was signed into federal law to promote research at the land grant institutions established by the Morrill Act of 1862. AES is an outreach agency within the College of Agricultural Sciences (CAS) with a mission of conducting research that addresses the evolving business, climate, and policy conditions that affect farmers, ranchers, and rural communities.

Scope and Objectives

Financial and administrative activity was reviewed for the Agricultural Experiment Station (AES) and related Research Center department numbers for the period July 1, 2013 to December 31, 2014. The audit objectives were to:

1. Verify that a mission, goals, and objectives exist and whether they are measurable and continually evaluated.
2. Determine if internal controls exist and are in practice on a daily basis.
3. Verify that administrative and financial policies and procedures exist and are followed.

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. Identify opportunities for collaboration and consistency in implementing internal controls at the research centers, which would include development of or application of documented policies and procedures to standardize internal controls, as well as proper training.

2. Continue to work with CAS to ensure AES goals are incorporated into the new strategic plan that are measurable and continually measured.
3. Ensure that reconciliation procedures are reviewed to determine their effectiveness and ensure that they are consistently implemented.
4. Ensure that PCARD statements are reviewed and approved in a timely manner and that the authorized approving official designations are reviewed for appropriateness and that these officials have completed the Approving Official training course. The Director should also ensure employees are reminded of PCARD Handbook policies in a formal or informal setting and that PCARD approving officials are flagging inappropriate transactions.
5. Ensure that travel expenses are properly authorized, either through pre-trip authorizations or blanket travel authorizations.
6. Ensure that 1) the ABC leave reporting template is used at all research centers and that reports are routed to the employee's supervisor for signature, and 2) performance evaluations are conducted for all administrative professionals and faculty.
7. Ensure that accounting staff members are reminded of the requirements of FPI 6-1 to ensure timely deposits and recording of accounting entries.

We have discussed the findings and recommendations with management, and are satisfied that completion of the proposed action will mitigate the issues noted. Details may be found in Audit Report 16-01 issued the same date as this Executive Summary.

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

Allison A. Horn – Director, Internal Auditing



All Overdue Recommendations

Friday, September 18, 2015

Audit Number	Audit Name	Institution	Rec No	Recommendation	Audit Report Response	Target Date	Revised Target Date	Current Response
13-07	Warner College of Natural Resources	CSU	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	12/31/2015	
15-06	Tuition Revenue	CSUP	5	The Admissions Director should establish written criteria for the New Mexico reciprocity program, and then consult with OGC to ensure the documentation complies with the governing rules and regulations.	Agree. The Admissions Director is currently developing written criteria for the New Mexico reciprocity program, which will then be reviewed by legal counsel before its formal adoption.	6/30/2015	09/30/2015	
15-07	Extension Field Offices	CSU	1	Segregate key financial duties. To prevent concentration of duties in the County Extension Offices, all provisions of the current handbook should be followed.	Agree. The County Director will investigate the viability of segregating these duties. If this is not a viable options, the County Director will implement an oversight policy to meet the need for additional review of cash receipts.	8/31/2015	03/31/2016	
15-07	Extension Field Offices	CSU	2	The annual financial reports should be expanded to require the following: a) categories of expense b) a positive statement by the County Director.	Agree. The annual financial report documentation will require the counties to submit a profit and loss report or a similar report that provides further detail on the revenue and expenses of the non-appropriated account activities for the calendar year.	8/31/2015	03/31/2016	
15-09	OSP Cost Transfers	CSU	1	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.	Agree. Additional training around Federal Cost Principles is appropriate.	6/30/2015	01/31/2016	

Item # 3

Update on HB-1319/ Tuition/Hospital Provider Fee update

- Update on HB-1319
 - Round 2 of a funding model (FY 2017) is moving forward.
 - The model has been greatly simplified from the current year
 - The attached slides provide specific information on the structure
- Tuition Control
 - The 5-year statutorily granted “timeout” from tuition control/appropriation expires this year, FY 2016.
 - Last year, legislation encroached on the timeout period and imposed a 6% tuition cap.
 - Now, the CCHE.DHE are studying policies to re-implement tuition control through the Colorado Commission on Higher Education.
 - The attached slides provide information on where this effort currently stands
- Hospital Provider Fee update
 - The Department of Higher Education has asked Governing Boards to support the Governor’s efforts to have a fee – Hospital Provider Fee – exempted from the calculation of the Tabor Cap
 - In doing so, it allows over \$300m more to be spent before the Tabor Cap kicks in.
 - The attached slides graphically show this issue.
 - The anticipated Tabor refund for next year (FY 2017) is now estimated at \$398m, growing to \$475m in FY 2018



Higher Education Funding Allocation Model Update

Colorado Commission on Higher Education
September 3, 2015

Todd Haggerty, Lead Analyst 1319

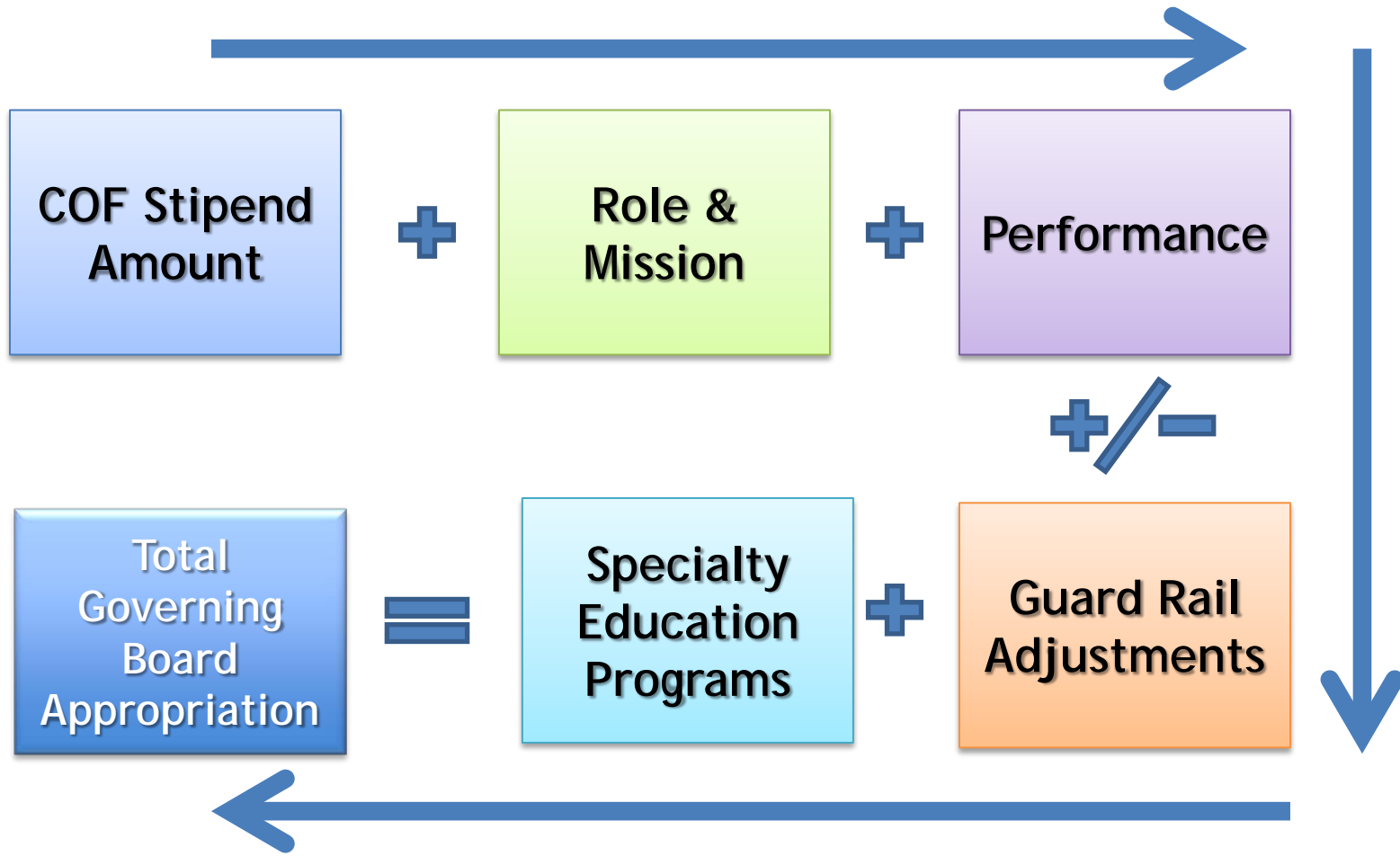


COLORADO

Department of
Higher Education

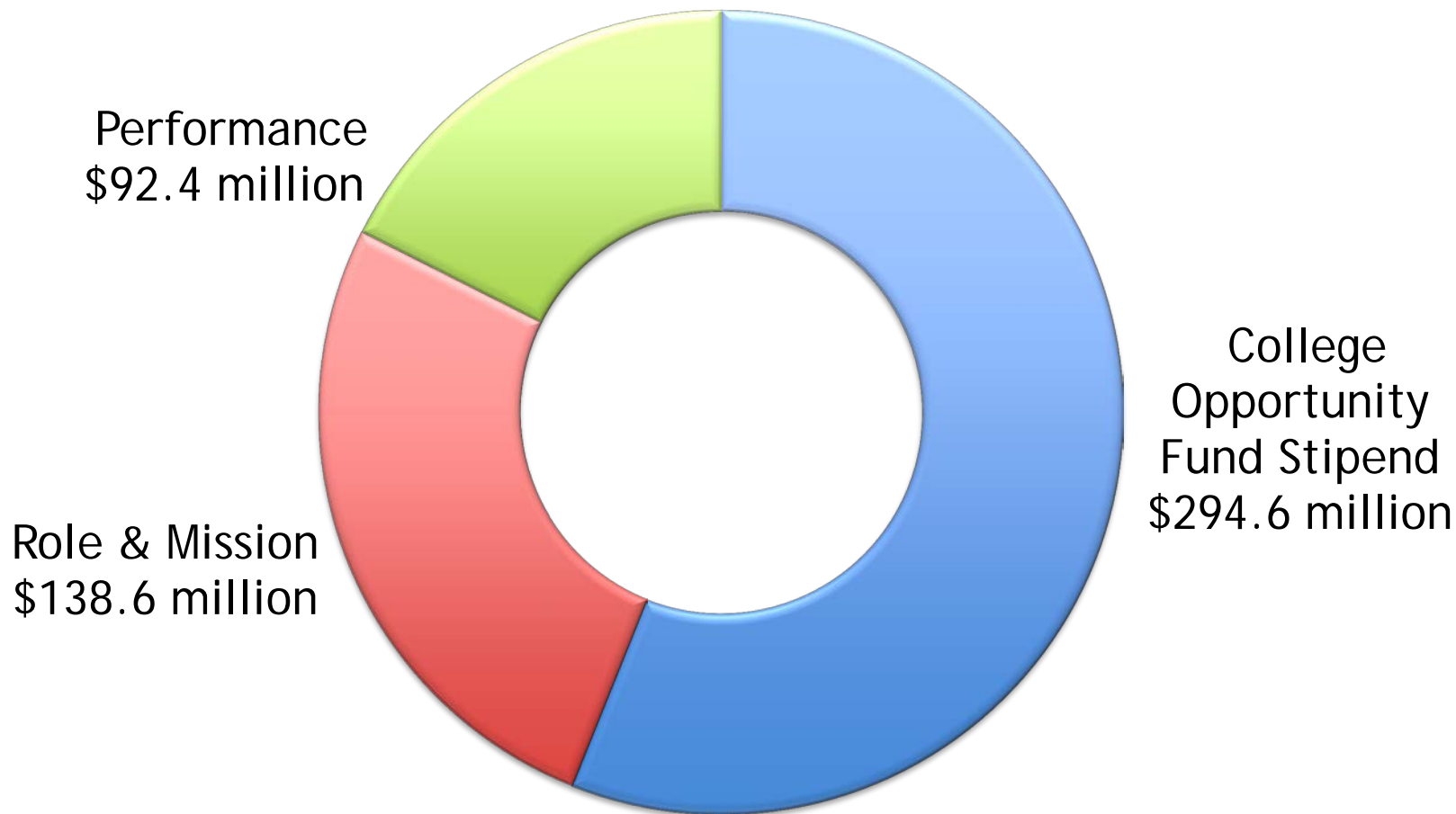
Higher Education Funding Allocation Model

Final Allocations

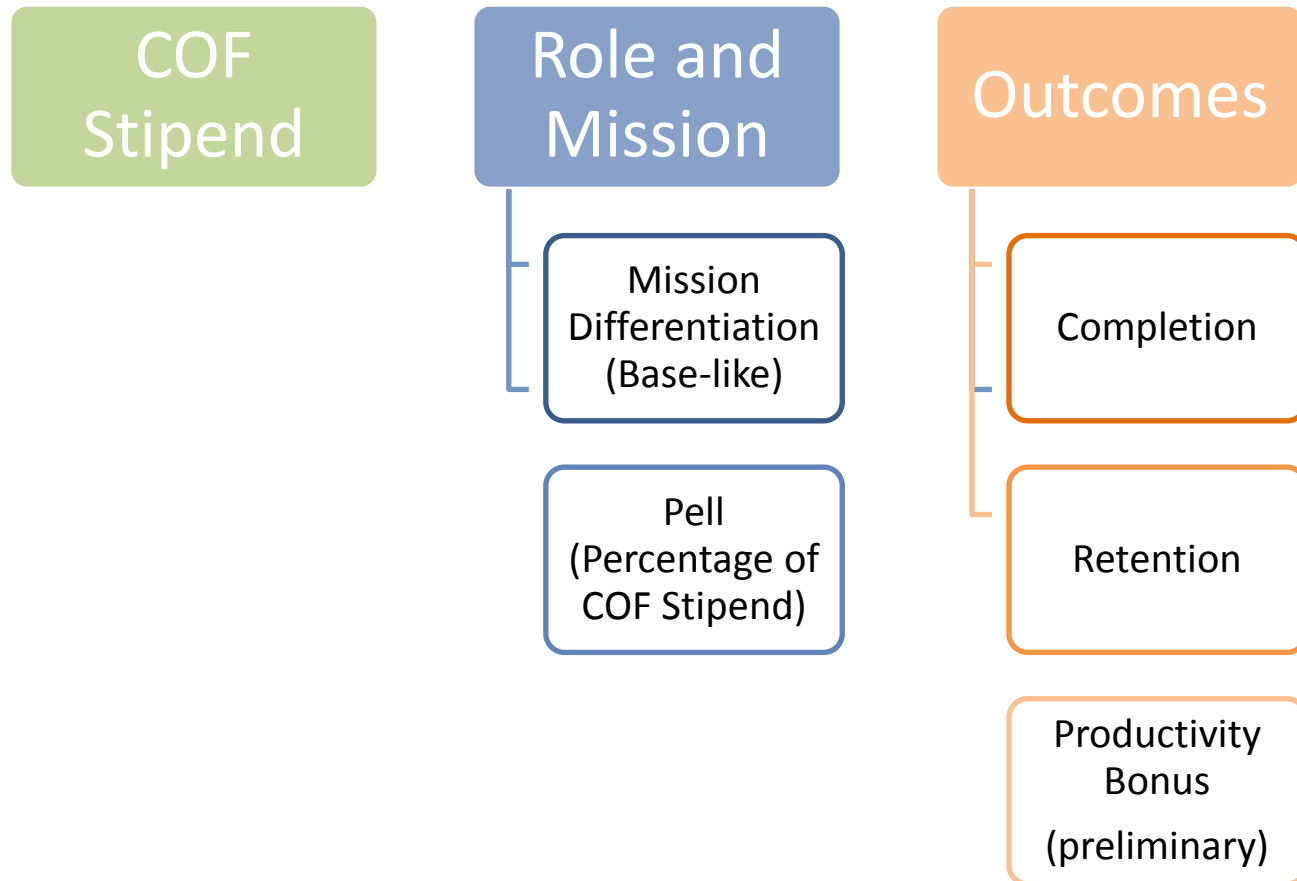


Higher Education Funding Allocation Model

Summary of Model Components (Fiscal Year 2015-16)



Higher Education Funding Allocation Model 2.0 Framework—changes under consideration





Tuition Policy Framework, Philosophy & Values

Colorado Commission on Higher Education

September 3, 2015

Diane Duffy, Chief Financial Officer
Todd Haggerty, Lead Analyst



COLORADO

Department of
Higher Education

Tuition Policy: What We Hope to Accomplish Today

Based on your direction at the CCHE retreat:

DHE staff developed a tuition policy framework, philosophy and values:

Value #1 - State Investment in Higher Education

Value #2 - Tuition Impact on Students and Families

Value #3 - Flexibility for Institutions

Value #4 - Accountability and Meeting Completion Goals

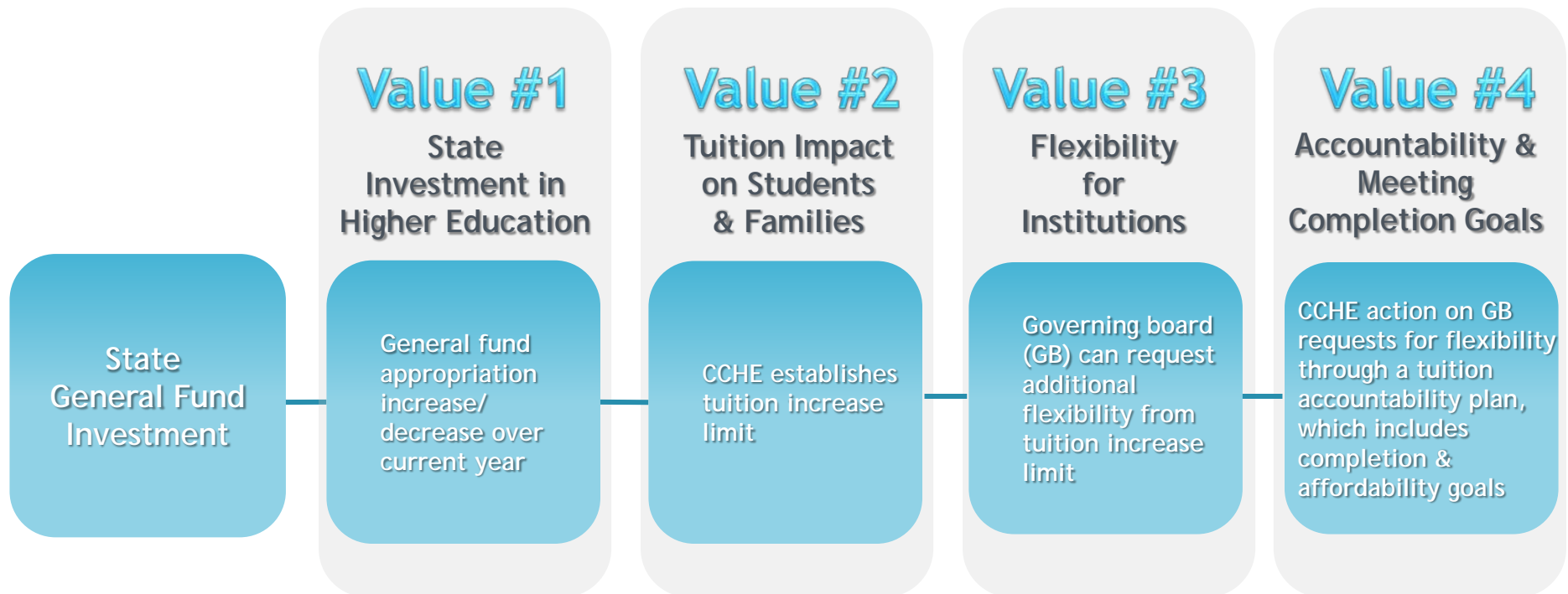
Staff seeks your feedback and approval of the tuition policy framework.

DHE staff can develop a 2016 Legislative proposal to seek statutory authority from the General Assembly to authorize CCHE, working in consultation with the governing boards, to develop and implement a process to determine tuition increase limits including a process for governing boards to request flexibility from tuition increase limits, through a tuition accountability plan.

Staff seeks your feedback and approval to move forward with stakeholder discussions over the next 8 weeks working to gain consensus on the proposed process and potential legislation.

Tuition Policy Framework:

Philosophy and Values *(Discussion Draft, 9/3/15)*





Perspective on Colorado's Economy and State Budget

Colorado State University Leadership

May 6, 2015

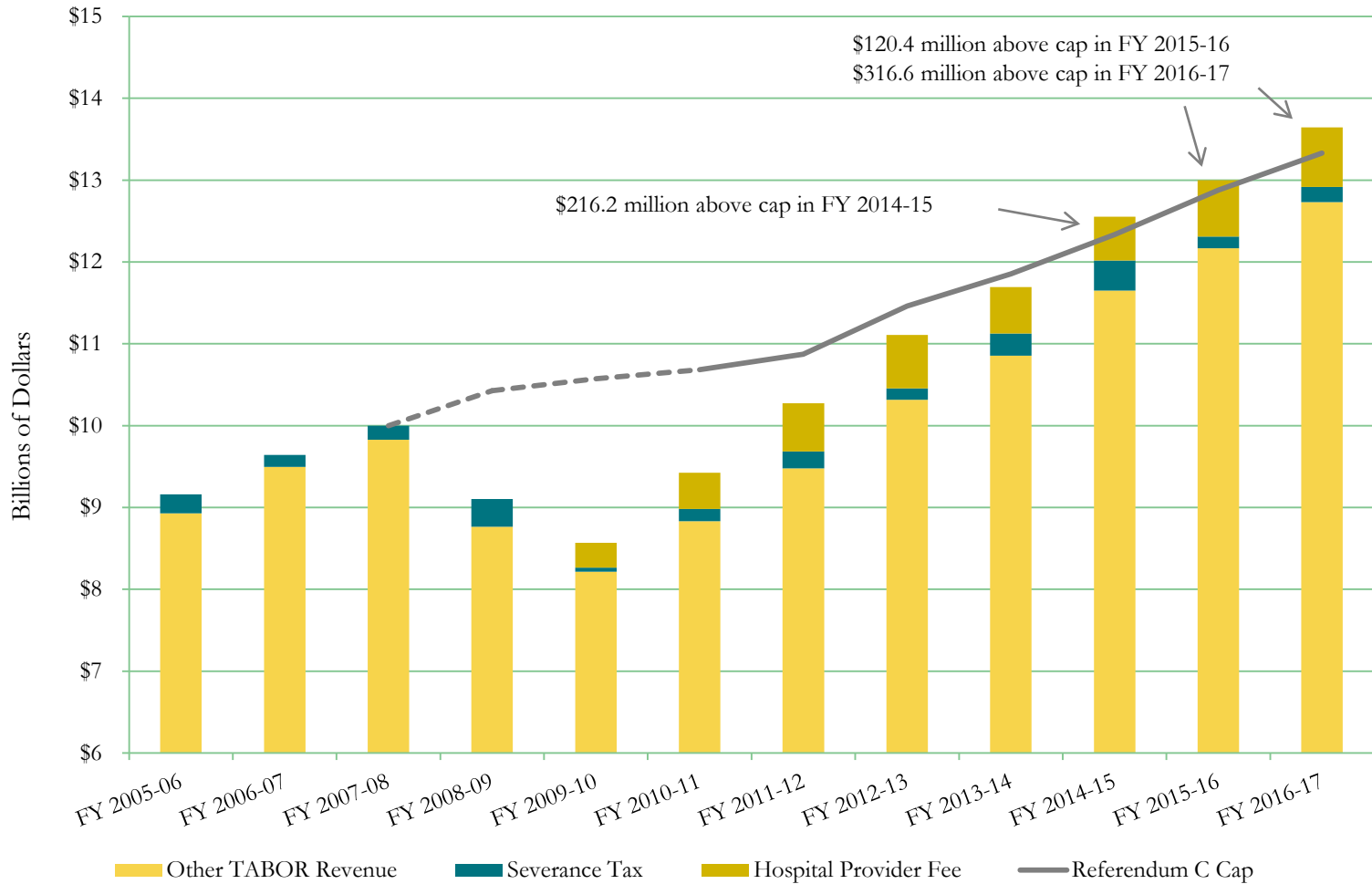
Office of State Planning and Budgeting
Henry Sobanet, Director
Erick Scheminske, Deputy Director
www.colorado.gov/ospb



COLORADO

Office of State Planning
& Budgeting

Hospital Provider Fee, Severance Tax, and other ²⁸ TABOR Revenue and Referendum C



Source: OSPB March 2015 Forecast



Campus Budget Update

- Tuition modeling -
 - CSU 3/4/5 % model modeling for CSU and
 - CSU-Pueblo 3/4/5/6%
 - CSU Global update

- Student credit hour cost comparison

- Basic Budget Balancer

- EFC and unmet need

FY17 Incremental E&G Budget - V.1.0
Colorado State University - Fort Collins
 Tuesday, September 22, 2015

New Resources

	<u>RUG/NRUG 3%</u>	<u>RUG 4%/NRUG 3%</u>	<u>RUG 5%/NRUG 3%</u>	<u>RUG 3%/NRUG 4%</u>	<u>RUG/NRUG 4%</u>	<u>RUG 5%/NRUG 4%</u>
Tuition						
Undergraduate-Enrollment Growth (Net Discounts/Scholarships of \$4.1M)						
Increase in FTE	\$ 5,846,500	\$ 5,846,500	\$ 5,846,500	\$ 5,846,500	\$ 5,846,500	\$ 5,846,500
Change in mix - Res vs. Nres	2,053,500	2,053,500	2,053,500	2,053,500	2,053,500	2,053,500
Undergraduate Rate Increase						
Resident	4,021,000	5,362,000	6,703,000	4,021,000	5,362,000	6,703,000
Non-Resident	2,950,000	2,950,000	2,950,000	3,934,000	3,934,000	3,934,000
Graduate Rate Increase						
Resident	417,000	417,000	417,000	417,000	417,000	417,000
Non-Resident	636,000	636,000	636,000	636,000	636,000	636,000
Professional Veterinary Medicine Rate Increase	692,500	692,500	692,500	692,500	692,500	692,500
Differential Tuition (Undergraduate and Graduate) 3% Rate Increase	700,000	700,000	700,000	700,000	700,000	700,000
Total Tuition	17,316,500	18,657,500	19,998,500	18,300,500	19,641,500	20,982,500
State Funding Impact	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total	\$ 17,316,500	\$ 18,657,500	\$ 19,998,500	\$ 18,300,500	\$ 19,641,500	\$ 20,982,500

New Expenses

Enrollment Growth Colleges - 1/2	\$ 2,923,250	\$ 2,923,250.0	\$ 2,923,250.0	\$ 2,923,250	\$ 2,923,250	\$ 2,923,250
Enrollment Growth Provost - 1/6	974,417	974,417	974,417	974,417	974,417	974,417
Financial Aid/Scholarship Inflation	804,200	1,072,400	1,340,600	804,200	1,072,400	1,340,600
Scholarship Inflation/Athletics	350,000	350,000	350,000	350,000	350,000	350,000
Academic Tuition Sharing (PVM)	536,688	536,688	536,688	536,688	536,688	536,688
Graduate School Tuition Pool for GTA/GRAs	365,000	365,000	365,000	365,000	365,000	365,000
Salaries and benefits (includes Adjuncts related to Enrollment Growth and SC) 2%	7,611,000	7,611,000	7,611,000	7,611,000	7,611,000	7,611,000
Faculty Promotions	410,000	410,000	410,000	410,000	410,000	410,000
Fringe Benefit Enhancement - DCP 1% increase = \$1.5M	-	750,000	1,500,000	750,000	1,500,000	1,500,000
Other Mandatory Costs (utilities for new facilities and debt service)	3,513,000	3,513,000	3,513,000	3,513,000	3,513,000	3,513,000
Deployment of Differential Tuition and Graduate Program Charges	700,000	700,000	700,000	700,000	700,000	700,000
Commitments/Quality Enhancements:						
Existing	1,934,000	1,934,000	1,934,000	1,934,000	1,934,000	1,934,000
Internal Reallocation 2%	(3,843,260)	(3,843,260)	(3,843,260)	(3,843,260)	(3,843,260)	(3,843,260)
Total	\$ 16,278,295	\$ 17,296,495	\$ 18,314,695	\$ 17,028,295	\$ 18,046,495	\$ 18,314,695

Net

	\$ 1,038,205	\$ 1,361,005	\$ 1,683,805	\$ 1,272,205	\$ 1,595,005	\$ 2,667,805
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CSU-Pueblo FY 2015-16 Budget Adjustments

Estimated E & G Tuition Shortfall in FY 2015-16 (≈ 7% reduction in tuition) (2,100,000)			
Budget Balancing Options	One Time Adjustments	Base Adjustments	Total
Revenue Adjustments			
Transfer from Extended Studies	559,830	-	559,830
Subtotal - Revenue Adjustments	559,830	-	559,830
Expenditure Reductions (1)			
Academic Support	-	274,600	274,600
Student Services	-	84,637	84,637
Institutional Support	-	166,722	166,722
Operation of Plant (Facilities)	-	158,932	158,932
Scholarships / Institutional Aid (2)	-	305,279	305,279
Subtotal - Expenditure Reductions	-	990,170	990,170
Potential Expenditure Deferments			
Defer CSUGC Loan Payment	250,000	-	250,000
Defer 1% Salary Increase (3)	300,000	-	300,000
Subtotal - Expenditure Deferments	550,000	-	550,000
Total -- Budget Balancing Actions	1,109,830	990,170	2,100,000

(1) Includes 2 vacant positions and 3 newly funded and unfilled positions.

(2) This amount reflects a 7.0 percent reduction in institutional financial aid commensurate with the projected reduction in fall tuition revenue.

(3) Could be base reduction or could be deferred to a FY17 funding commitment. If deferred, one-time funds from the System or Foundation could be used to fund a 1/2% or 1% raise pool for FY16.

FY17 Incremental E&G Budget - V.1.0**Colorado State University - Pueblo**

Wednesday, September 16, 2015

New Resources

	<u>3% Increase</u>	<u>4% Increase</u>	<u>5% Increase</u>	<u>6% Increase</u>
Tuition				
Undergraduate Rate Increase				
Resident	490,203	653,604	817,005	980,406
Non-Resident and WUE	208,119	277,492	346,865	416,238
Graduate Rate Increase				
Resident	14,793	19,724	24,655	29,586
Non-Resident	9,747	12,996	16,245	19,494
Resident Teacher Education Program	5,319	7,092	8,865	10,638
Differential Tuition	21,819	29,092	36,365	43,638
Total Tuition	750,000	1,000,000	1,250,000	1,500,000
Reduce One-time Revenue in FY 2015-16	(560,000)	(560,000)	(560,000)	(560,000)
Change in State Funding	-	-	-	-
Elimination of Tuition Discount for Students Taking Between 12 CH to 18 CH	1,600,000	1,600,000	1,600,000	1,600,000
Total	\$ 1,790,000	\$ 2,040,000	\$ 2,290,000	\$ 2,540,000

New Expenses

Financial Aid/Scholarship Inflation	138,000	184,000	230,000	276,000
Financial Aid - Eliminate Tuition Discount for 12CH to 18CH (\$400k goal)	-	150,000	250,000	400,000
Total Financial Aid Change	138,000	334,000	480,000	676,000
Salaries and benefits: 2% increase	712,000	712,000	712,000	712,000
Faculty Promotions	100,000	100,000	100,000	100,000
Fringe Benefit Rate Increase	178,000	178,000	178,000	178,000
Other Mandatory Costs (utilities and miscellaneous inflation)	577,500	577,500	577,500	577,500
Repayment to CSU-Global (goal to repay \$440,000)	-	-	-	-
Commitments/Quality Enhancements:				
Contingency Funds (goal to have \$300,000 in contingency funds)	84,500	138,500	242,500	296,500
Total	\$ 1,790,000	\$ 2,040,000	\$ 2,290,000	\$ 2,540,000

Net

\$ -	\$ -	\$ -	\$ -
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Base Assumptions

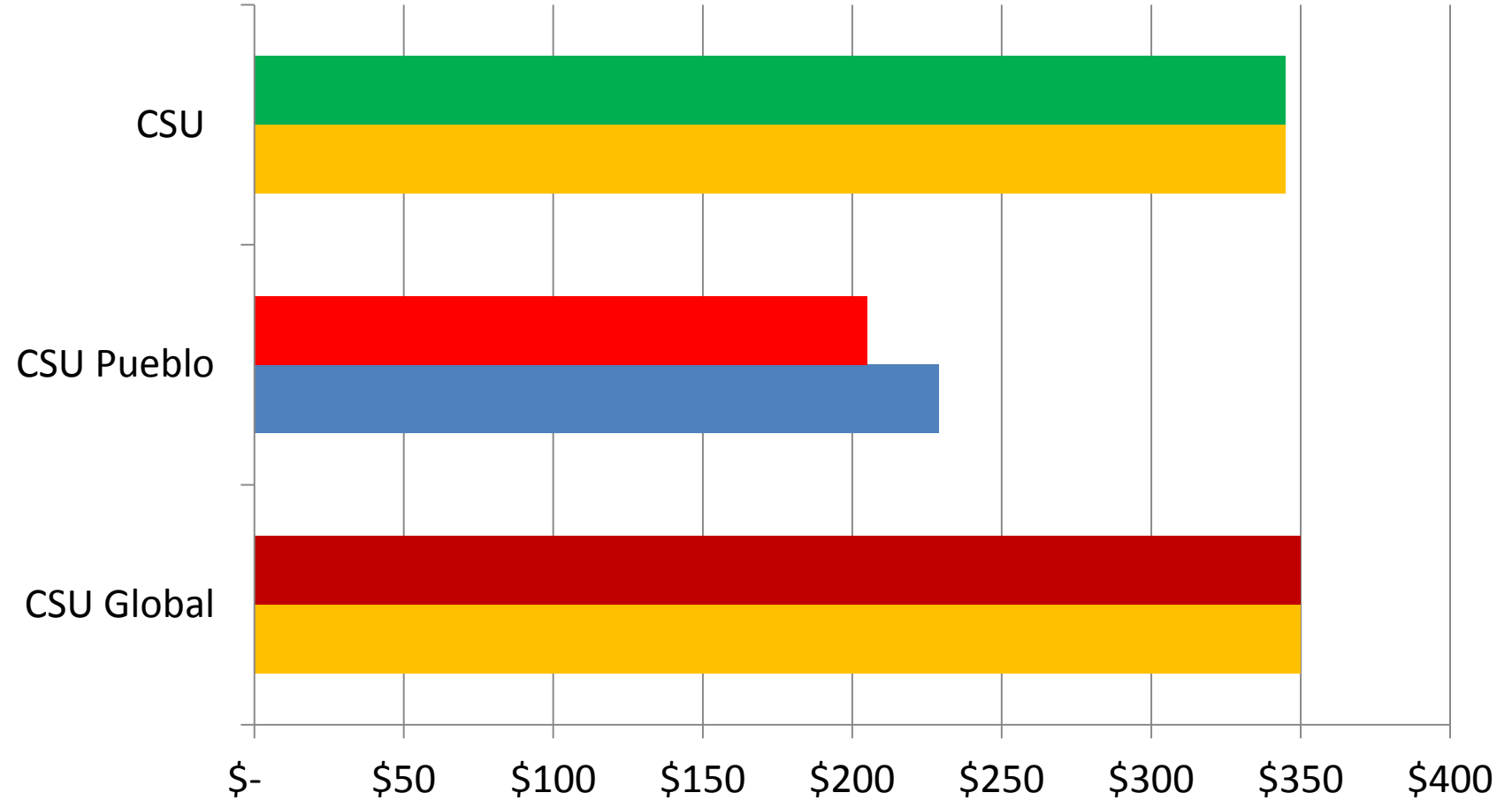
Resident Undergraduate X%
Non-Resident Undergraduate X%
Salary Increases Faculty/AP/SC 2%
Fees around X%

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

	FY 2014 Actual	FY 2015 Actual (unaudited)	FY 2016 Annual Budget	FY 2016 Q1 as of 09.18.2015
Operating revenues				
Student tuition and fees	48,454,218	61,977,495	71,060,044	16,323,872
State fee for service revenue	-	-	-	-
Grants and contracts	-	-	-	-
Sales and services of educational activities	-	-	-	-
Auxiliary enterprises	-	-	-	-
Other operating revenue	1,192,425	1,843,092	2,014,500	262,287
Total operating revenues	49,646,643	63,820,587	73,074,544	16,586,159
Operating expenses				
Instruction	10,232,984	12,605,994	16,503,926	3,250,248
Research	-	-	-	-
Public service	-	-	-	-
Academic support	2,960,592	4,457,086	4,899,482	825,790
Student services	13,196,369	16,905,263	22,393,509	4,656,932
Institutional support	5,274,946	6,306,771	6,563,235	1,187,503
Operation and maintenance of plant	418,996	491,710	492,029	127,731
Scholarships and fellowships	6,551,036	8,474,220	11,488,369	2,058,390
Auxiliary enterprises	-	-	-	-
Depreciation	93,291	287,116	300,000	94,263
Total operating expenses	38,728,214	49,528,160	62,640,550	12,200,857
Operating Income (Loss)	10,918,429	14,292,427	10,433,994	4,385,302
Non-operating revenues (expenses)				
State appropriations	-	-	-	-
Gifts	-	-	-	-
Investment income	247,931	332,273	260,000	111,000
Interest expense on capital debt	-	-	-	-
Federal nonoperating grants and contracts	6,551,036	8,474,220	11,488,369	2,058,390
Other nonoperating revenues (expenses)	(168,750)	(161,250)	(231,250)	-
Net nonoperating revenues	6,630,217	8,645,243	11,517,119	2,169,390
Income (Loss) Before other revenues	17,548,646	22,937,670	21,951,113	6,554,692
Other revenues (expenses)				
State capital contributions	-	-	-	-
Capital grants	-	-	-	-
Capital gifts	-	-	-	-
Payments (to)/from governing boards or other institutions	(7,012,389)	547,235	(724,056)	(128,916)
Additions to permanent endowments	-	-	-	-
Total other revenues	(7,012,389)	547,235	(724,056)	(128,916)
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	10,536,257	23,484,905	21,227,057	6,425,776

Per Student Credit Hour Cost Comparison at 12 and 15 Credit hours

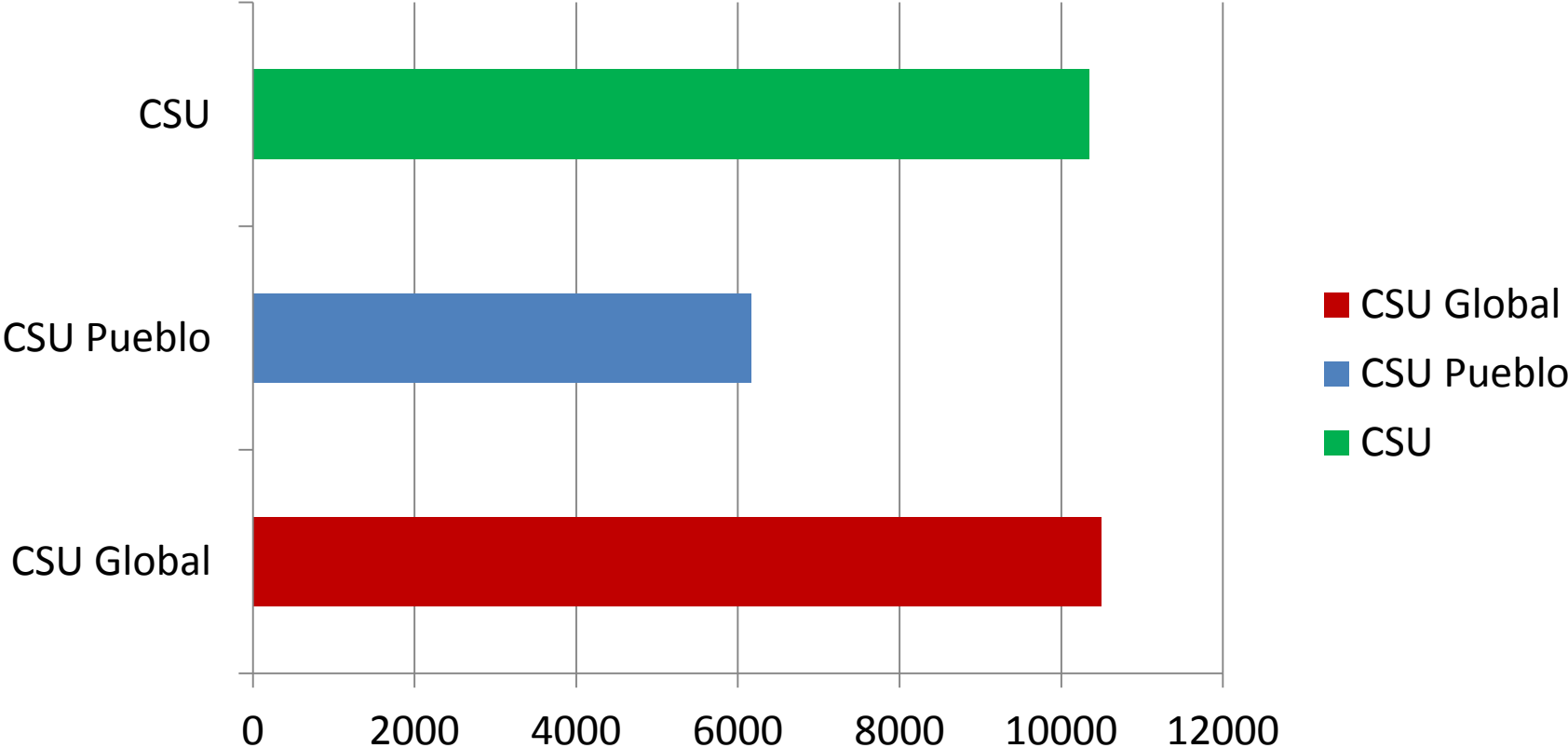
(undergraduate-resident, top line is 15 CH and bottom line 12 CH)



Student Tuition Cost for 30 Credit Hours³⁶

(w/o aid or scholarships)

Series 1



CSU-Pueblo Proposal – Modify Tuition Discounts

Current Tuition Discount. CSU-Pueblo currently discounts tuition for students who take more than 12 credit hours. This discount varies by tuition type. The following table summarizes the cost per credit hour for students at CSU-Pueblo.

Tuition Type	Cost Per Credit Hour		
	1 to 12 Credit Hours	13 to 18 Credit Hours	19 or more Credit Hours
Undergraduate			
Resident	\$228.58	\$112.10	\$0
Nonresident	\$687.14	\$206.25	\$0
WUE	\$450.48	\$275.75	\$0
Graduate			
Resident	\$263.40	\$112.10	\$0
Non Resident	\$783.11	\$132.27	\$0
Teacher Education Program	239.84	\$112.10	\$0

Potential Opportunity. If CSU-Pueblo were to eliminate discounted tuition, it could generate additional revenue for the campus. The tables on the following pages illustrate the potential impact on students and campus revenues if tuition discounting were eliminated.

- Table 1 summarizes the number of students taking more than 12 credit hours and the impact it would have to their tuition (by course load) if discounting were eliminated.
- Table 2 summarizes the percentage of students that would be affected if discounting were eliminated; students taking 12 or fewer credits would not experience a change in the tuition rates.
- Table 3 summarizes the potential revenue impact for CSU-Pueblo. Estimates were developed at current tuition rates (FY 2015-16) and FY 2014-15 enrollments (the most recent full year of data).
- Table 4 discounts the potential revenue from Table 3 by 15% due to the fact enrollment declined in FY 2015-16. This table provides a conservative estimate of potential revenue in FY 2016-17.

The tables do not include graduate students. The number of graduate students taking more than 12 credit hours is relatively small; hence they were not included in the analysis.

Peer Institutions. Of the 10 peer institutions for CSU-Pueblo established by the Board of Governors, five do not offer discount tuition for additional credit hours. The remaining five offer different types of tuition discounts for taking additional hours. Table 5 summarizes undergraduate tuition rates for CSU-Pueblo's peer institutions. Table 6 compares CSU-Pueblo with other Colorado schools. Finally, a line graph compares CSU-Pueblo tuition with other schools over the past 13 years.

CSU-Pueblo Proposal. CSU-Pueblo proposes eliminating the tuition discounts for undergraduate students taking between 13 and 18 credit hours. This proposal will more closely align our tuition structure with five of our peer institutions. It is estimated that this will generate approximately \$1.6 million in additional revenue in FY 2016-17. Understanding that this could adversely impact a segment of our student population, it is our goal to set aside \$400,000 (25% of the revenue from this proposal) for institutional financial aid.

Table 1															
Comparison of Undergraduate Tuition Rates with Proposed Rate Change															
Credit Hours	Resident Rates - Total Cost with COF (per semester)					Nonresident Rates (per semester)					WUE Rates (per semester)				
	No. Students	Current Rate	Proposed Rate	Change	% Change	No. Students	Current Rate	Proposed Rate	Change	% Change	No. Students	Current Rate	Proposed Rate	Change	% Change
<=12	1,504	\$ 2,743	\$ 2,743	\$ -	0.0%	58	\$ 8,246	\$ 8,246	\$ -	0.0%	105	\$ 5,406	\$ 5,406	\$ -	0.0%
13	564	\$ 2,855	\$ 2,972	\$ 116	4.1%	22	\$ 8,452	\$ 8,933	\$ 481	5.7%	62	\$ 5,682	\$ 5,856	\$ 175	3.1%
14	424	\$ 2,967	\$ 3,200	\$ 233	7.9%	21	\$ 8,658	\$ 9,620	\$ 962	11.1%	50	\$ 5,957	\$ 6,307	\$ 349	5.9%
15	530	\$ 3,079	\$ 3,429	\$ 349	11.3%	29	\$ 8,864	\$ 10,307	\$ 1,443	16.3%	75	\$ 6,233	\$ 6,757	\$ 524	8.4%
16	363	\$ 3,191	\$ 3,657	\$ 466	14.6%	18	\$ 9,071	\$ 10,994	\$ 1,924	21.2%	53	\$ 6,509	\$ 7,208	\$ 699	10.7%
17	144	\$ 3,303	\$ 3,886	\$ 582	17.6%	8	\$ 9,277	\$ 11,681	\$ 2,404	25.9%	18	\$ 6,785	\$ 7,658	\$ 874	12.9%
18	116	\$ 3,416	\$ 4,114	\$ 699	20.5%	7	\$ 9,483	\$ 12,369	\$ 2,885	30.4%	18	\$ 7,060	\$ 8,109	\$ 1,048	14.8%
19	34	\$ 3,416	\$ 4,343	\$ 927	27.2%	3	\$ 9,483	\$ 13,056	\$ 3,572	37.7%	3	\$ 7,060	\$ 8,559	\$ 1,499	21.2%
20	23	\$ 3,416	\$ 4,572	\$ 1,156	33.8%	2	\$ 9,483	\$ 13,743	\$ 4,260	44.9%	1	\$ 7,060	\$ 9,010	\$ 1,949	27.6%
21	11	\$ 3,416	\$ 4,800	\$ 1,385	40.5%	0	\$ 9,483	\$ 14,430	\$ 4,947	52.2%	1	\$ 7,060	\$ 9,460	\$ 2,400	34.0%
22	2	\$ 3,416	\$ 5,029	\$ 1,613	47.2%	0	\$ 9,483	\$ 15,117	\$ 5,634	59.4%	1	\$ 7,060	\$ 9,911	\$ 2,850	40.4%
23	1	\$ 3,416	\$ 5,257	\$ 1,842	53.9%	0	\$ 9,483	\$ 15,804	\$ 6,321	66.7%	0	\$ 7,060	\$ 10,361	\$ 3,301	46.8%
24	1	\$ 3,416	\$ 5,486	\$ 2,070	60.6%	0	\$ 9,483	\$ 16,491	\$ 7,008	73.9%	1	\$ 7,060	\$ 10,812	\$ 3,751	53.1%
	Wtd Avg. (total population)			\$ 205	6.5%	Wtd Avg. (total population)			\$ 981	10.9%	Wtd Avg. (total population)			\$ 387	6.0%

Key Assumptions:

- 1) FY 2015-16 tuition rates were used for this analysis. It assumes no change in the base rate for FY 2016-17, the year in which the proposed rate change would take effect for students taking more than 12 credit hours.
- 2) FY 2014-15 enrollment levels were used.

Table 2									
Summary of Students Affected by Proposed Rate Change									
	% of Resident		% of Non Res		% of WUE		% of Total		
	Resident	Resident	Resident	Non Res	WUE	% of WUE	Total	% of Total	
Not Affected	1,504	40.5%	58	34.8%	105	27.3%	1,667	39.1%	
Affected by change	2,211	59.5%	109	65.2%	280	72.7%	2,599	60.9%	
Total Undergrad	3,715	100.0%	167	100.0%	385	100.0%	4,266	100.0%	
% of Student Pop.	87.1%		3.9%		9.0%		100.0%		

Credit Hours	Resident	Non Res	WUE	Total Revenue	% of total revenue	Cumulative Revenue	Cumulative %
<=12	\$ -	\$ -	\$ -	\$ -	0.0%	\$ -	0.0%
13	\$ 131,389	\$ 20,678	\$ 21,492	\$ 173,560	8.1%	\$ 173,560	8.1%
14	\$ 197,550	\$ 39,433	\$ 34,946	\$ 271,929	12.7%	\$ 445,489	20.7%
15	\$ 370,057	\$ 83,675	\$ 78,629	\$ 532,360	24.8%	\$ 977,849	45.5%
16	\$ 338,258	\$ 69,248	\$ 73,387	\$ 480,893	22.4%	\$ 1,458,742	67.9%
17	\$ 167,149	\$ 38,471	\$ 30,578	\$ 236,198	11.0%	\$ 1,694,939	78.9%
18	\$ 162,140	\$ 40,395	\$ 37,742	\$ 240,277	11.2%	\$ 1,935,216	90.0%
19	\$ 63,067	\$ 17,862	\$ 7,494	\$ 88,424	4.1%	\$ 2,023,640	94.1%
20	\$ 52,022	\$ 17,038	\$ 1,949	\$ 71,010	3.3%	\$ 2,094,650	97.5%
21	\$ 29,077	\$ -	\$ 4,800	\$ 33,877	1.6%	\$ 2,128,526	99.0%
22	\$ 6,453	\$ -	\$ 2,850	\$ 9,303	0.4%	\$ 2,137,829	99.5%
23	\$ 3,684	\$ -	\$ -	\$ 3,684	0.2%	\$ 2,141,513	99.6%
24	\$ 4,141	\$ -	\$ 3,751	\$ 7,892	0.4%	\$ 2,149,405	100.0%
Total	\$ 1,524,987	\$ 326,801	\$ 297,617	\$ 2,149,405	100.0%		

\$ -
\$ 147,526
\$ 378,665
\$ 831,172
\$ 1,239,930
\$ 1,440,698
\$ 1,644,934
\$ 1,720,094
\$ 1,780,452
\$ 1,809,247
\$ 1,817,155
\$ 1,820,286
\$ 1,826,994

* A conservative estimated of revenue is based on a 15% reduction in enrollment in FY 2016-17 relative to FY 2014-15.

Key Assumptions:

- 1) FY 2015-16 tuition rates were used for this analysis. It assumes no change in the base rate for FY 2016-17, the year in which the proposed rate change would take effect for students taking more than 12 credit hours.
- 2) FY 2014-15 enrollment levels were used.

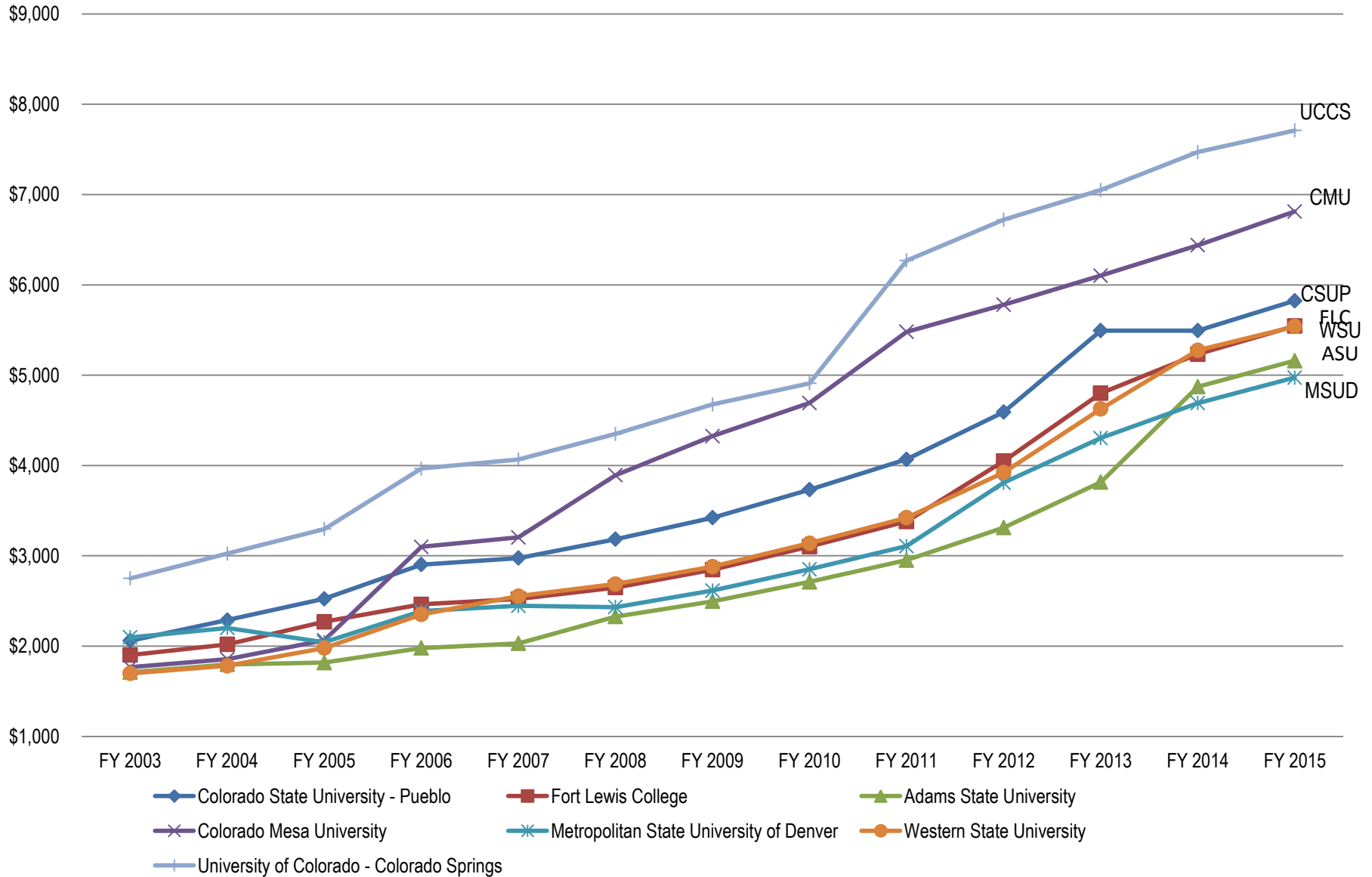
Table 5		
Undergraduate Tuition -- CSU-Pueblo Peer Institutions		
CSU-Pueblo Board Approved Peer Institutions	Discounted Tuition ?	Undergraduate Tuition
CSU-Pueblo	Yes	Resident: \$229 per credit hour up to 12 credit hours; \$112 from 13 to 18 credit hours; no additional tuition for more than 18 credit hours. Nonresident: \$687 per credit hour up to 12 credit hours; \$206 from 13 to 18 credit hours; no additional tuition for more than 18 credit hours.
1 Washburn University	No	\$248 per credit hour (resident); and \$560 per credit hour (nonresident).
2 University of Tennessee at Martin	No	\$280 per credit hour (resident); and \$527 per credit hour (nonresident).
3 University of Colorado - Colorado Springs	No	\$266 per credit hour (resident); and \$695 per credit hour (nonresident).
4 Missouri Western State University	No	\$198 per credit hour (resident); and \$403 per credit hour (nonresident).
5 Midwestern State University	No	\$171 per credit hour (resident); and \$236 per credit hour (non-residents).
6 University of South Carolina Upstate	Yes	Resident: \$5,184 flat rate 12 to 16 credit hours and \$80/CH over 16 credit hours. Nonresident: \$10,509 flat rate 12 to 16 credit hours and \$208/CH over 16 credit hours.
7 University of Michigan-Flint	Yes	Resident: \$396 per credit hour up to 12 credit hours and \$87/CH for 13 or more credit hours. Nonresident: \$790 per credit hour up to 12 credit hours and \$98/CH for 13 or more credit hours.
8 Emporia State University	Yes	Flat rate tuition for 10 or more credit hours: \$3,069 for residents; \$9,363 for non-residents.
9 California State University - Stanislaus	Yes	\$1,587 up to 6 credit hours; \$2,736 for more than 6 credit hours. Nonresident tuition is \$372 per credit hour above resident tuition rates.
10 University of Texas at Tyler	Yes	Residents: \$208/credit hour up to 6 CH; \$220/CH for 7 CH to 13 CH; \$216 for 14 CH; \$209 for 15 CH; and \$197 for more than 16 CH. Nonresidents: \$605.47/credit hour up to 6 CH; \$617.47/CH for 7 CH to 13 CH; \$613.47 for 14 CH; \$606.47 for 15 CH; and \$594.47 for more than 16 CH.

Table 6

Undergraduate Tuition -- CSU-Pueblo Comparison With Colorado Institutions

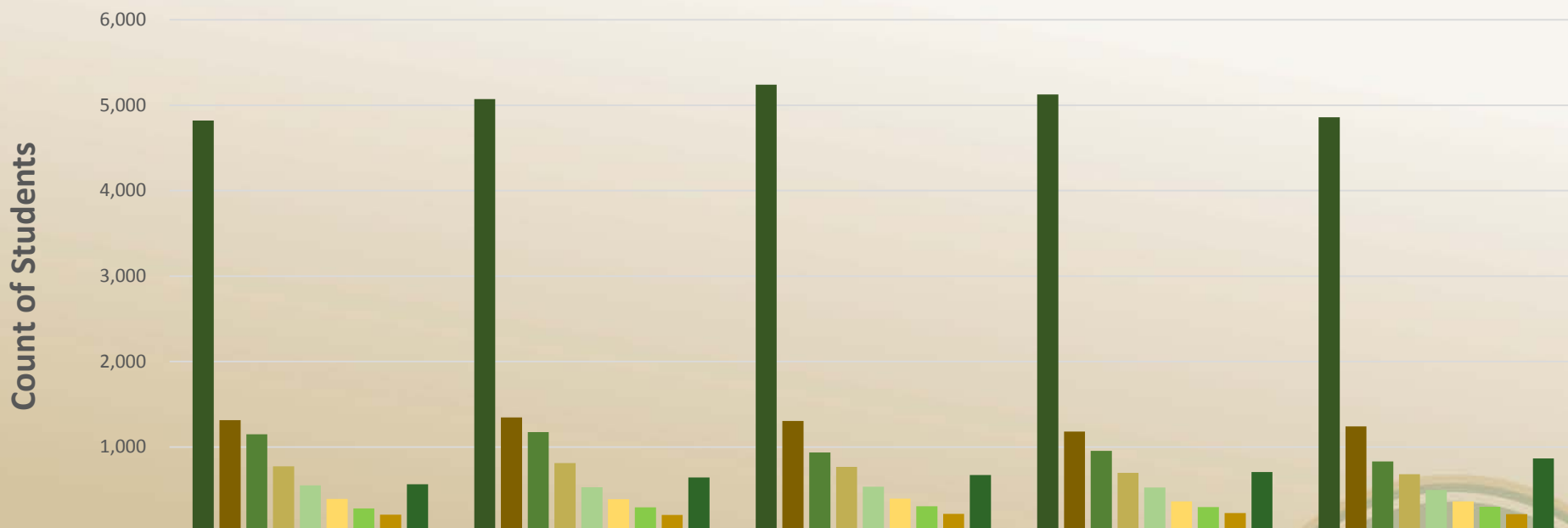
Select Colorado Institutions	Discounted Tuition ?	Undergraduate Tuition
CSU-Pueblo	Yes	Resident: \$229 per credit hour up to 12 credit hours; \$112 from 13 to 18 credit hours; no additional tuition for more than 18 credit hours. Nonresident: \$687 per credit hour up to 12 credit hours; \$206 from 13 to 18 credit hours; no additional tuition for more than 18 credit hours.
1 University of Colorado - Colorado Springs	No	\$266 per credit hour (resident); and \$695 per credit hour (nonresident).
2 Colorado Mesa University	No	\$239 per credit hour (resident); and \$618 per credit hour (nonresident).
3 Western State	Yes	Resident: \$243 per credit hour up to 12 credit hours; no additional tuition from 13 to 18 credit hours; \$243 per credit hour for more than 18 credit hours. Nonresident: \$702 per credit hour up to 12 credit hours; no additional tuition from 13 to 18 credit hours; \$702 per credit hour for more than 18 credit hours.
4 Fort Lewis College	Yes	Resident: \$231 per credit hour up to 12 credit hours; no additional tuition from 13 to 18 credit hours; \$231 per credit hour for more than 18 credit hours. Nonresident: \$670 per credit hour up to 12 credit hours; no additional tuition from 13 to 18 credit hours; \$670 per credit hour for more than 18 credit hours.
5 Adams State	Yes	Resident: \$227 per credit hour up to 12 credit hours; no additional tuition from 13 to 20 credit hours; \$227 per credit hour for more than 20 credit hours. Nonresident: \$337 per credit hour up to 12 credit hours; no additional tuition from 13 to 20 credit hours; \$337 per credit hour for more than 20 credit hours.

CSU - Pueblo Resident Undergraduate Full-Time Tuition History





EFC Ranges - Residents



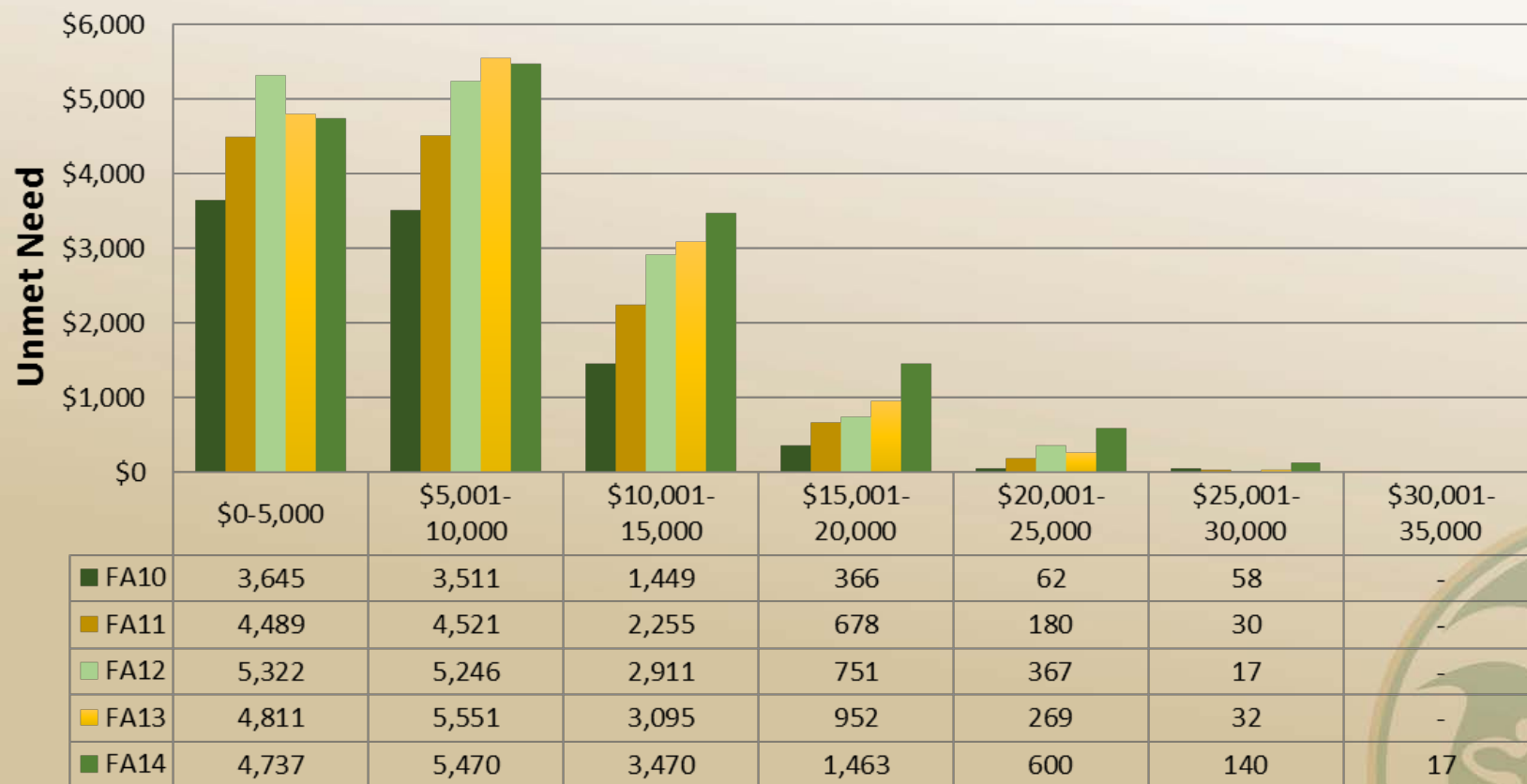
	FA10	FA11	FA12	FA13	FA14
■ \$0-5,000	4,820	5,074	5,242	5,128	4,861
■ \$5,001-10,000	1,314	1,345	1,304	1,179	1,240
■ \$10,001-15,000	1,147	1,175	934	953	829
■ \$15,001-20,000	774	810	766	697	681
■ \$20,001-25,000	551	529	534	526	496
■ \$25,001-30,000	392	388	395	363	363
■ \$30,001-35,000	279	292	306	295	300
■ \$35,001-40,000	206	204	216	225	213
■ > \$40,001	563	641	670	705	866



Average Resident Undergraduate EFC



Average Unmet Need by EFC

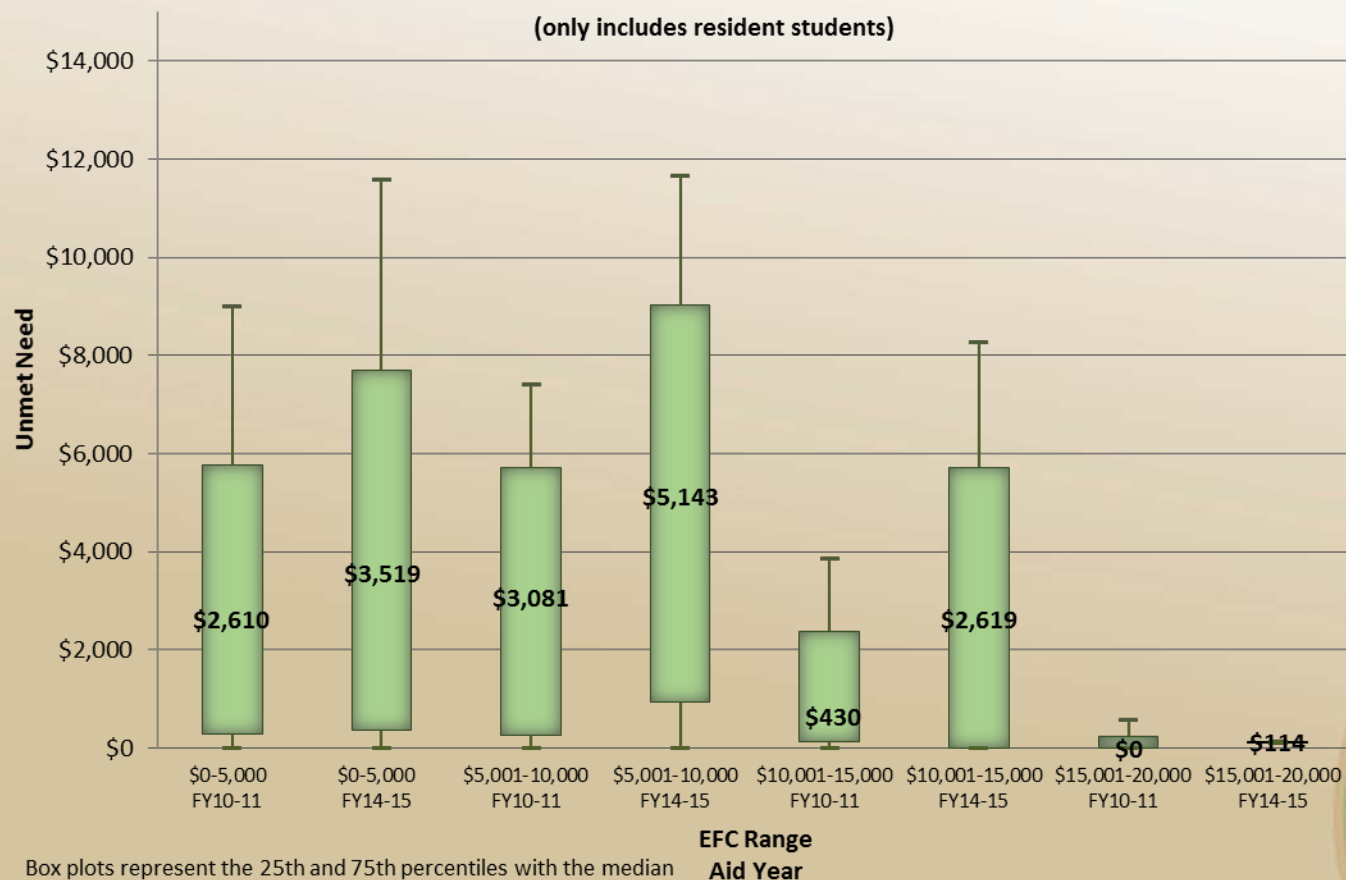




Unmet Need Distribution by EFC Range

2014-15 & 2010-11

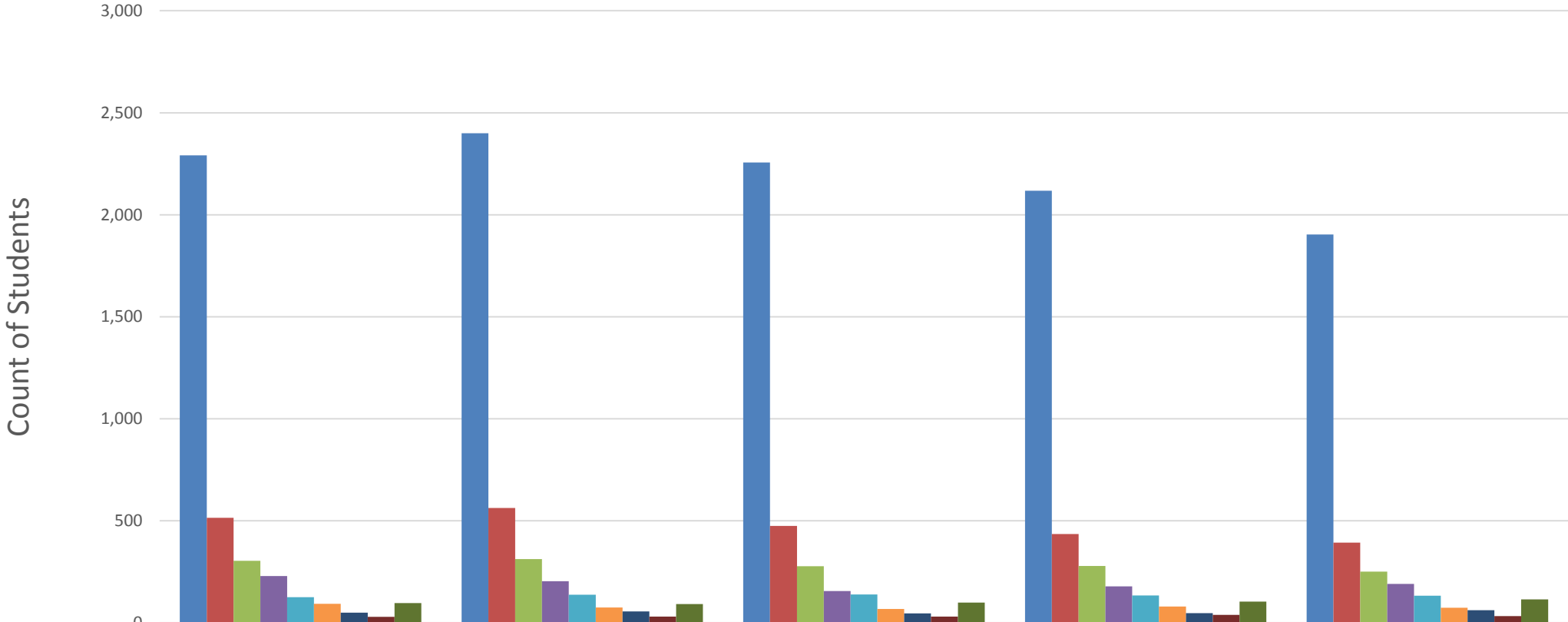
(only includes resident students)



Box plots represent the 25th and 75th percentiles with the median value stated and whiskers represent the 10th and 90th percentiles

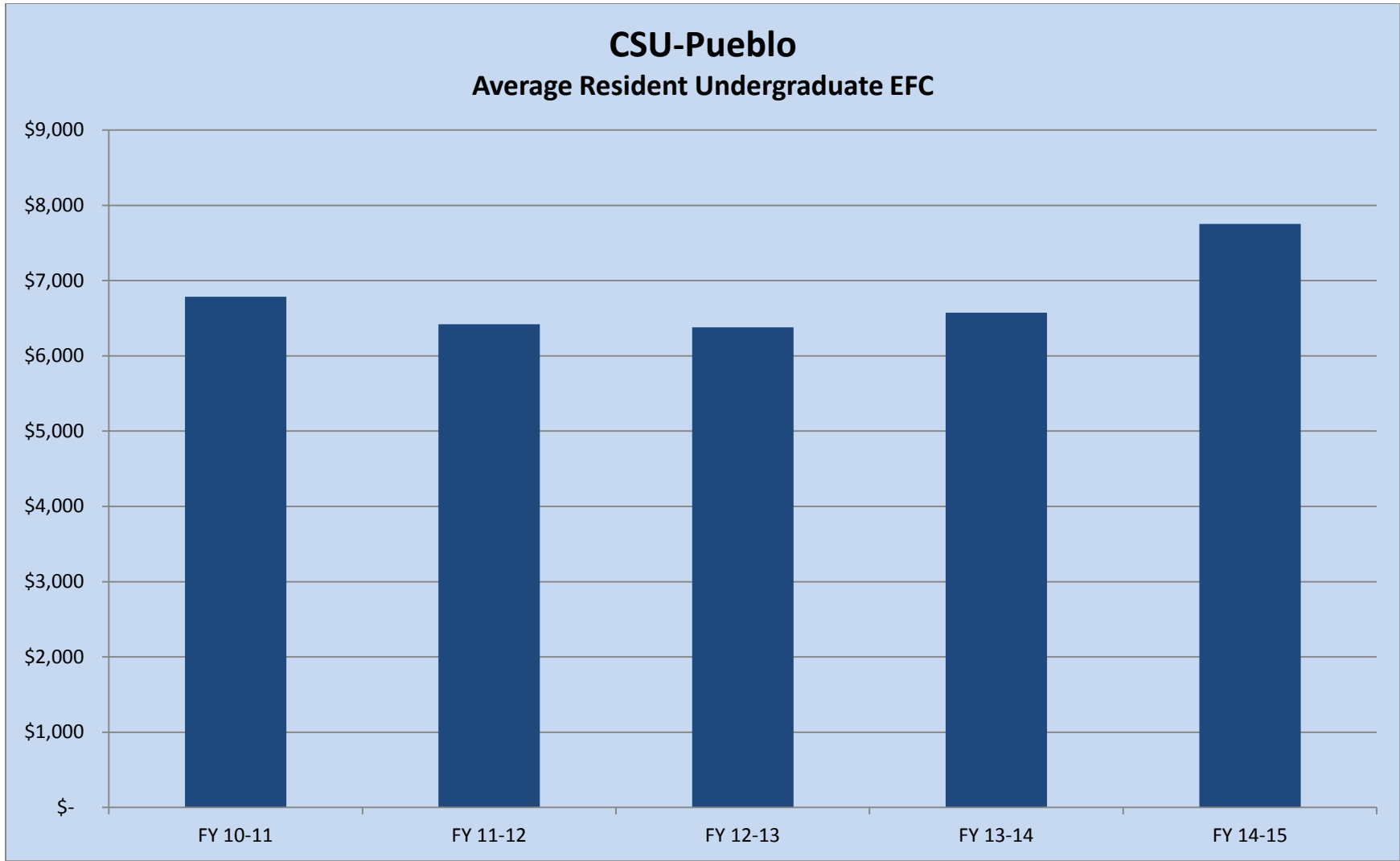


EFC Ranges - Residents

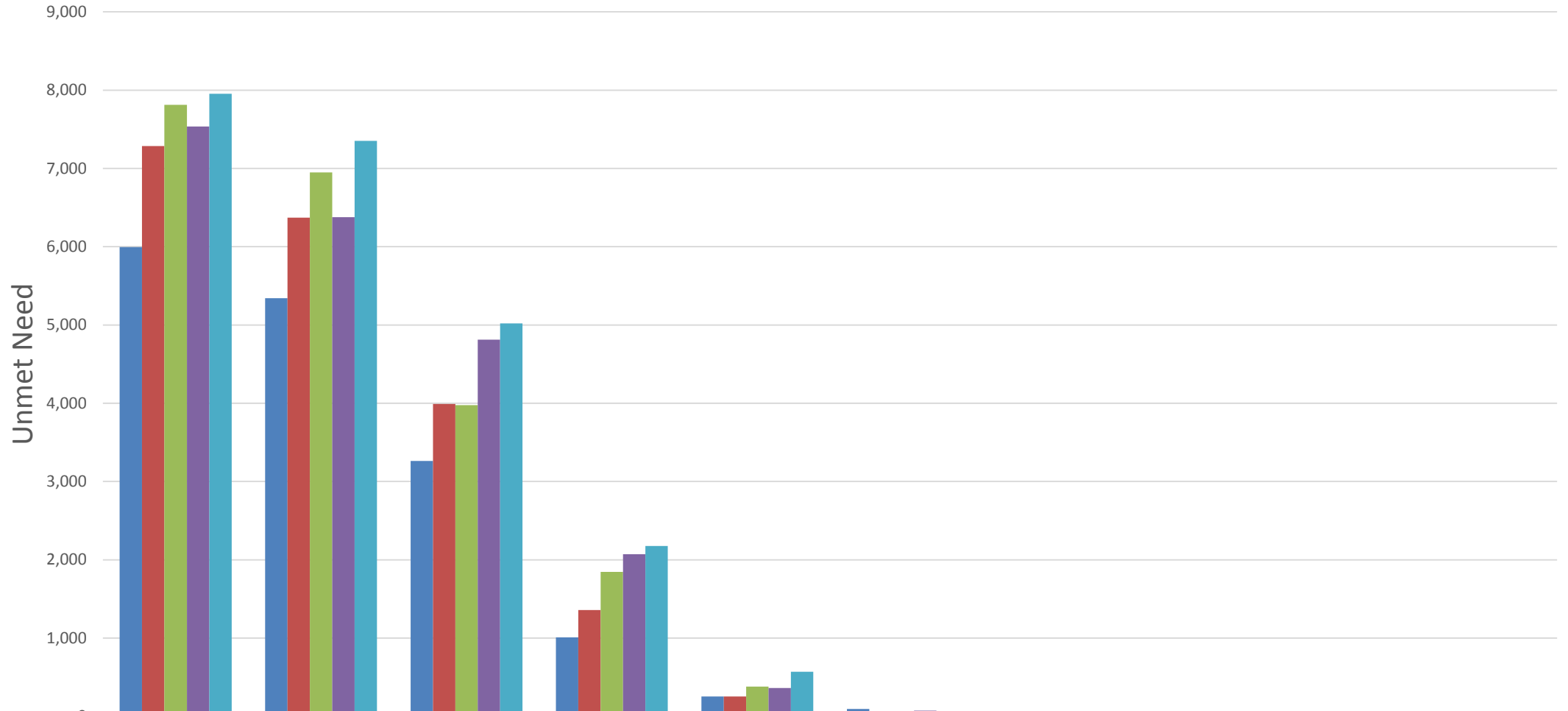


	FA10	FA11	FA12	FA13	FA14
\$0-\$5,000	2,291	2,399	2,256	2,117	1,903
\$5,001-\$10,000	514	562	475	435	393
\$10,001-\$15,000	304	312	277	278	251
\$15,001-\$20,000	229	204	156	178	190
\$20,001-\$25,000	125	137	139	134	132
\$25,001-\$30,000	93	75	67	79	73
\$30,001-\$35,000	49	56	46	47	61
\$35,001-\$40,000	29	30	30	38	33
>\$40,001	96	92	99	104	114





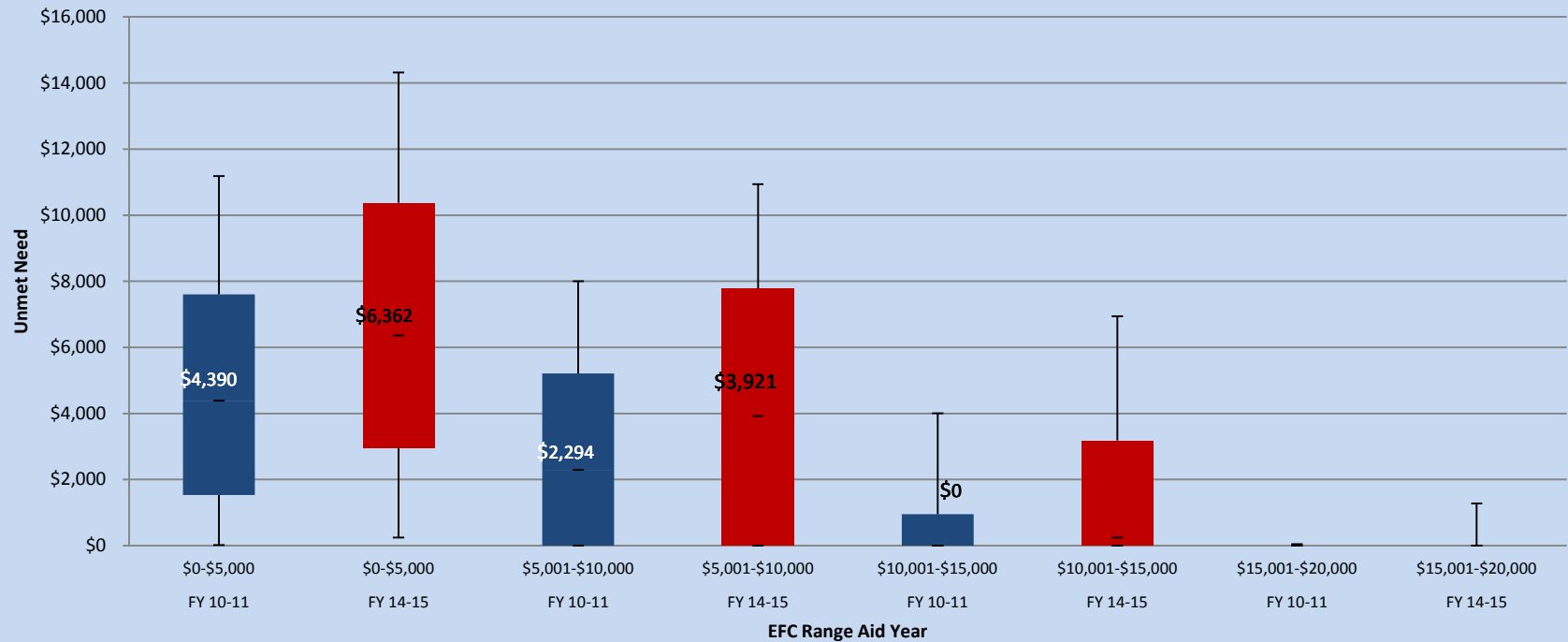
Average Unmet Need by EFC



	\$0	\$1-\$5,000	\$5,001-\$10,000	\$10,001-\$15,000	\$15,001-\$20,000	\$20,001-\$25,000	\$25,001-\$30,000	\$30,001-\$35,000	\$35,001-\$40,000	>\$40,001
FA10	5,996	5,343	3,263	1,009	253	93	0	0	0	0
FA11	7,285	6,370	3,991	1,357	253	0	0	0	0	0
FA12	7,812	6,950	3,977	1,847	380	41	0	0	0	0
FA13	7,536	6,376	4,812	2,071	362	74	0	0	0	0
FA14	7,953	7,353	5,020	2,177	570	39	0	0	0	0

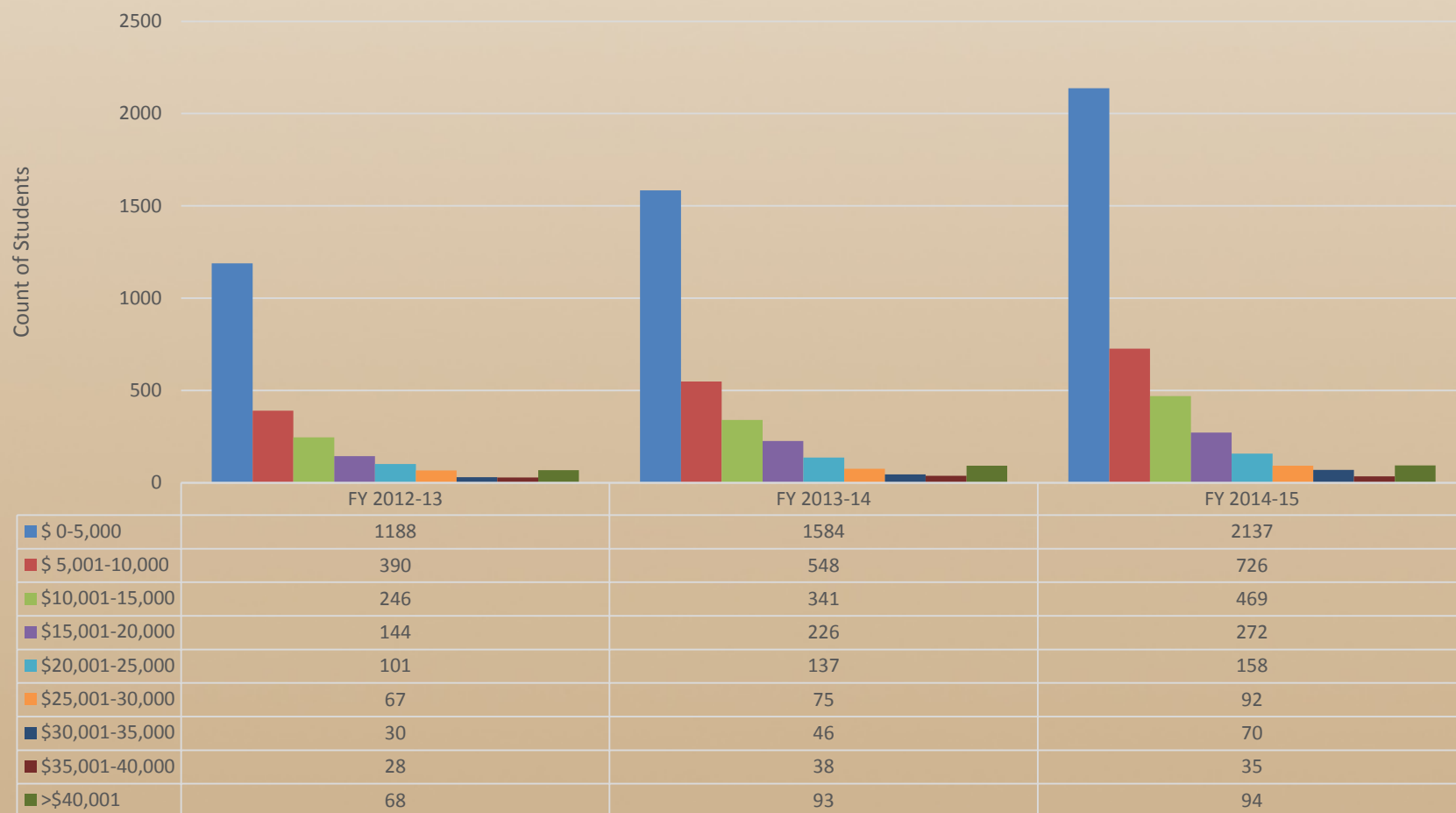


CSU-Pueblo Unmet Need Distribution by EFC Range 2010-11 and 2014-15 (only includes resident students)

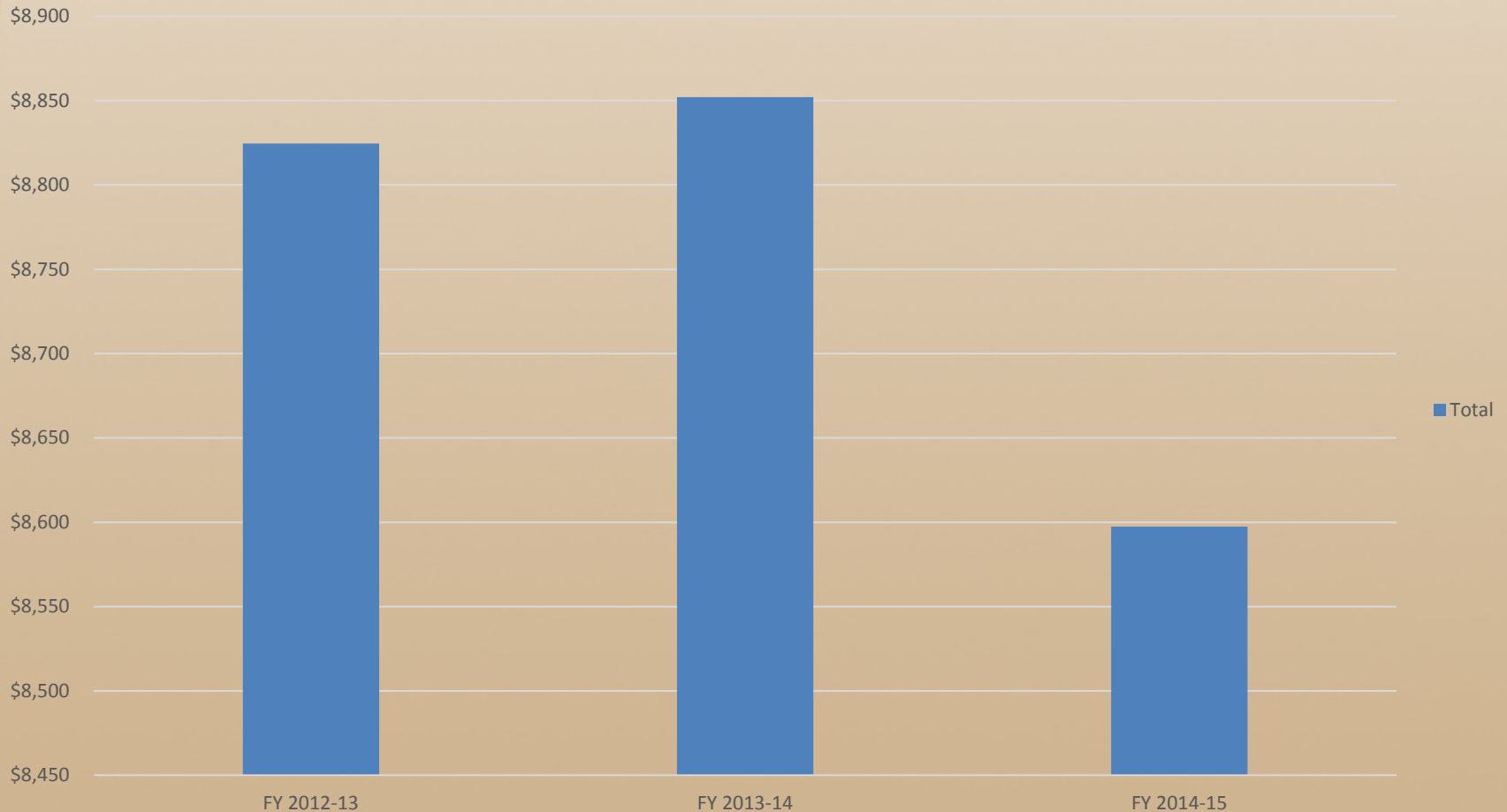


Box plots represent the 25th and 75th percentiles with the median value stated and whiskers represent the 10th and 90th percentiles.

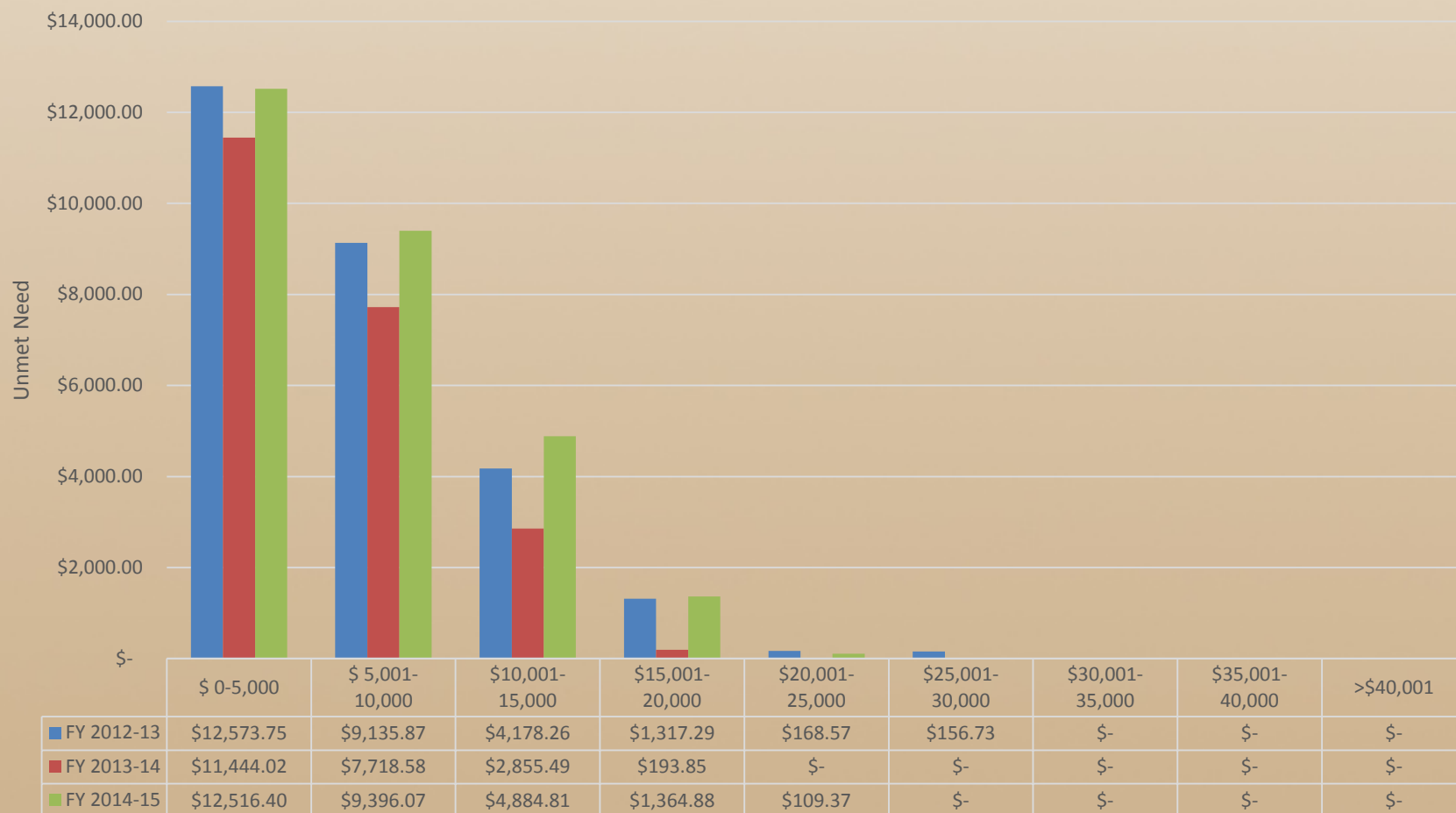
EFC Ranges



Average Undergraduate EFC



Average Unmet need by EFC Range

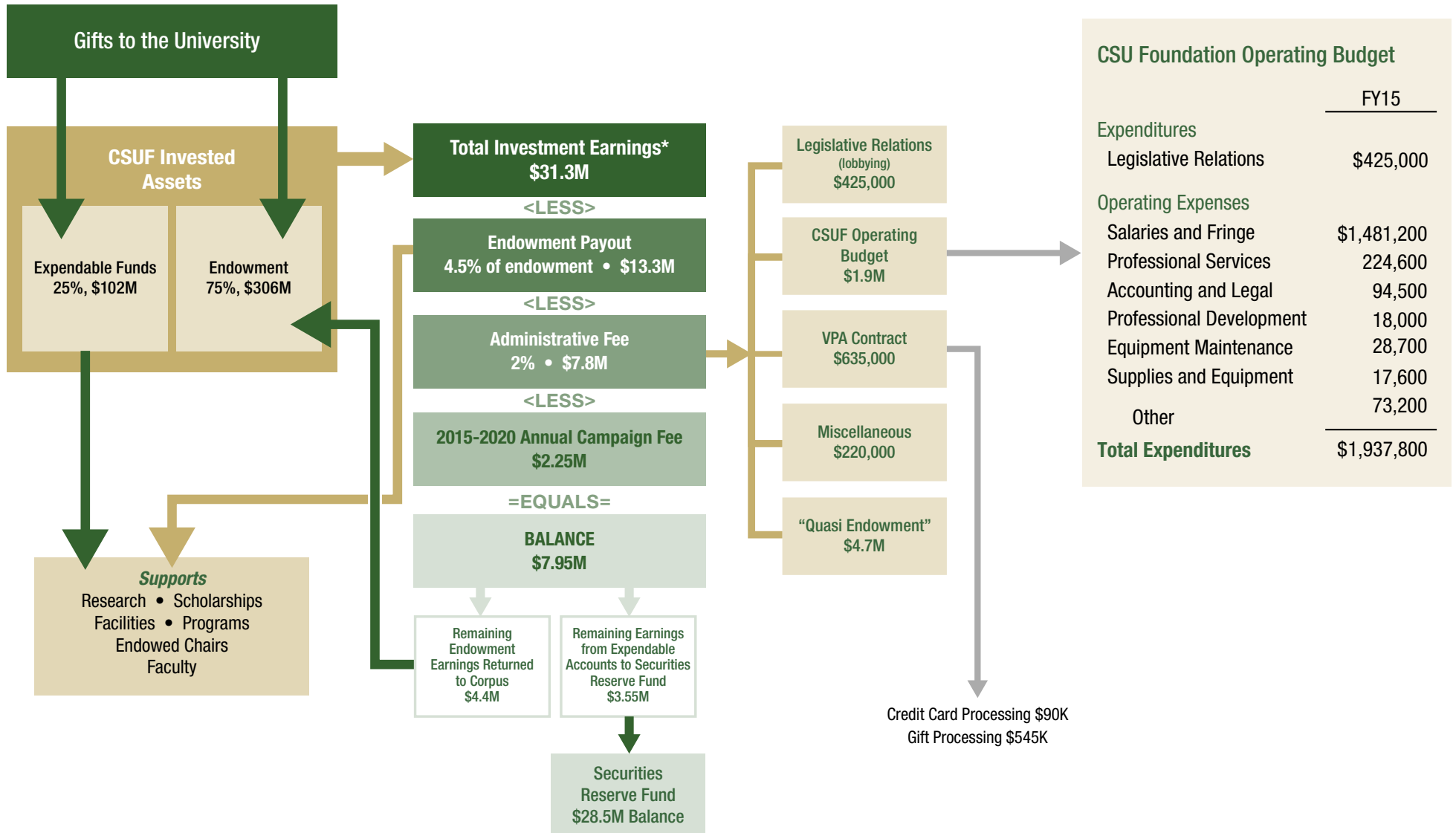


Item # 5

Foundation Flow of Funds

- See the following pages

Colorado State University Foundation Flow of Funds



* Assumes an 8% (target) return.

Vice President for Advancement Operating Budget

“Quasi Endowment”	
Beginning Balance July 1, 2014	\$2.9M
+PLUS+	
Transfer from 2% Administrative Fee	\$4.7M
<LESS>	
Transfers to VP Advancement	\$5.15M
=EQUALS=	
Ending Balance June 30, 2015	\$2.45M

FY 15	
Resources	
E&G Base Budget Allocation	\$ 3,313,997
Gift Processing Fee & Other	546,142
Quasi Endowment Support	5,146,754
Capital Campaign Fee	2,250,000
President’s Capital Campaign Fee	350,000
Denver Initiative II	250,000
Alumni Affinity Programs	942,416
Other	529,004
Total Resources	\$13,328,313
Expenditures	
Salaries and Fringe	\$ 8,288,270
Travel & Entertainment	1,005,108
Events	1,157,049
Professional Services and Consulting	401,100
Supplies	728,439
Building Improvement/Renovations	100,000
Equipment	74,129
Professional Development	80,557
Other	1,593,661
Total Expenditures	\$13,328,313
Net	\$ -

“Quasi Endowment” funds are the last to be drawn upon to close the gap between resources needed to cover the expenditures for the respective year. “Quasi Endowment” funds available but not used, roll to the following year.

Item #6

CSU System Debt Capacity

- See attached presentation

CSUS Debt Capacity Update

OCTOBER 1, 2015

Current Debt Outstanding

Name of Bonds	Original Principal Amount	Outstanding Principal Amount	Interest Rates
Series 2007A	\$ 160,665,000	\$ 19,185,000	4.625% - 5.250%
Series 2007B	34,260,000	7,275,000	4.000% - 5.000%
Series 2008A	83,285,000	10,400,000	3.000% - 5.000%
Series 2009A	56,090,000	870,000	3.000% - 5.000%
Series 2010A	25,330,000	16,950,000	4.000% - 5.000%
Series 2010B (BABs)	40,335,000	40,335,000	4.900% - 5.957%
Series 2010C (RZEDBs)	33,250,000	33,250,000	6.057%
Series 2012A	126,245,000	124,970,000	2.000% - 5.000%
Series 2012B	54,115,000	52,580,000	2.000% - 5.000%
Series 2012C	5,340,000	2,170,000	0.728% - 1.864%
Series 2013A	181,970,000	175,445,000	1.000% - 5.000%
Series 2013B	16,690,000	8,780,000	0.427% - 2.073%
Series 2013C	18,610,000	18,610,000	5.000% - 5.250%
Series 2013D	7,855,000	7,400,000	0.963% - 5.251%
Series 2013E	138,740,000	138,230,000	0.250% - 4.610%
Series 2015A	134,730,000	134,730,000	3.450% - 4.200%
Series 2015B (Tax)	32,815,000	32,815,000	2.688% - 4.081%
Series 2015C	67,675,000	67,675,000	0.180% - 3.720%
Series 2015D (VR)	66,655,000	66,655,000	Variable
Series 2015E	139,675,000	139,675,000	2.230% - 4.380%
Series 2015F	16,610,000	16,610,000	0.280% - 2.370%
Total	<u>\$ 1,440,940,000</u>	<u>\$ 1,114,610,000</u>	

Series 2015 E and F Issue Highlights

Project Fund Deposits:

\$18.5 Million	Stadium Classrooms (Non-Intercept)
\$49.0 Million	Medical Center (Green Bonds)
\$103.4 Million	Parking, PERC, Biology Building (Intercept)

Arbitrage Yield:	3.28%
All-In True Interest Cost:	4.01%
Final Maturity:	March 1, 2047

Order Summary:

Order Period:	under four hours
Total Orders:	\$322.7 Million
Retail Orders:	\$49.7 Million

Refunding Savings Exceed \$45 Million

Series 2015C

Cash Flow Savings - \$7.76 Million
Present Value Savings - \$5.54 Million

Series 2013A and B

Cash Flow Savings - \$33.55 Million
Present Value Savings - \$10.39 Million

Series 2012B and C

Cash Flow Savings - \$5.31 Million
Present Value Savings - \$4.16 Million

Debt Capacity Defined

As stated in the CSU System Finance Policy:

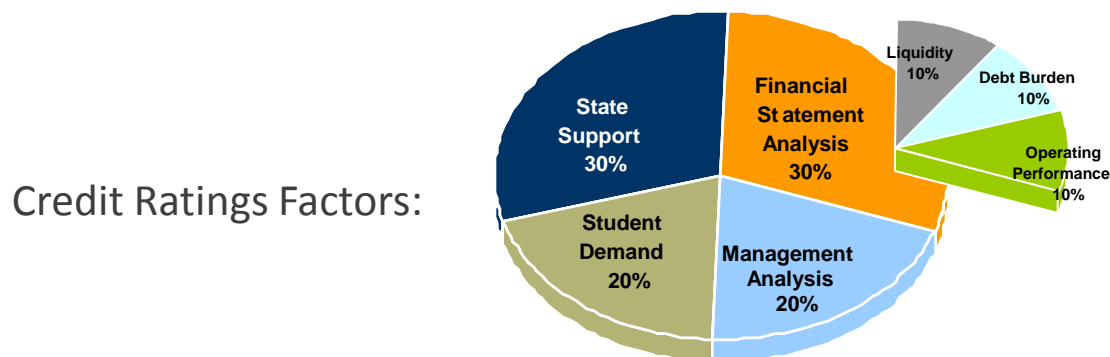
The System's "debt capacity" will be determined from time to time, giving consideration to bond rating agency input and related industry guidelines, with the goal of maintaining the then current credit ratings from each rating agency.

CSU System Office working definition of Debt Capacity:

"Debt capacity" represents the additional amount of debt (principal) that can be issued before placing our current underlying bond ratings of Aa3 (Moody's) and A+ (S&P) in jeopardy, assuming System financial conditions remain relatively constant.

Measuring Debt Capacity

Debt capacity is both a function of qualitative and quantitative factors.



Quantitative analysis of debt capacity focuses on a grouping of key financial ratios:

- Capital ratios compare the System's resources to debt outstanding
- Operating ratios compare annual debt service to income

A below average ratio in any one measure does not indicate a lower rating. Rather, various pro-forma ratios need to be evaluated collectively and in conjunction with the various qualitative factors and in the context of the System's financial strategy.

Debt Capacity Recap and Current Status

Capacity Update	Debt Capacity Forecast	Next Years' Issuance	Cumulative New Issuance
October 2012	\$300 - \$400 Million	\$33.5 Million	
October 2013	\$150 - \$250 Million	\$138 Million	\$171.5 Million
October 2014	\$50 - \$100 Million	-	\$171.5 Million
October 2015	Negligible at Current Rating without Growth in Unrestricted Net Assets and Operating Margin	\$390.5 Million	\$562.0 Million

Rating Agency Capacity Views

Moody's Report Dated July 29, 2015:

“The System is highly leveraged compared to other Aa3-rated public universities, from both a balance sheet and operating perspective, as leverage rises further with these Series 2015E&F bonds, following the prior 2015 financing for the new stadium. High leverage reflects historically weak state capital funding and a period of significant capital investment.

WHAT COULD MAKE THE RATING GO DOWN - Significant additional leverage given substantial recent growth in debt levels.”

Standard and Poor's Report Dated August 3, 2015:

“ Standard & Poor's Ratings Services assigned its 'A+' underlying rating for credit program and long term rating (SPUR) to the [Colorado State University System Board of Governors](#)' (CSU) series 2015E and 2015F system enterprise bonds. At the same time, S&P affirmed its 'A+' underlying rating for credit program and underlying rating (SPUR) on the [Colorado State University System Board of Governors](#)' (CSU) existing system enterprise bonds. The outlook is negative.

The negative outlook on the underlying bond rating reflects our opinion of the university's significant increase in borrowing during the past few years, to approximately \$1.12 million in total debt (pro forma for this issuance) from \$520 million in fiscal 2009, which has caused dilution in financial resources compared to debt and has elevated the university's debt burden. Additionally, while no definitive debt plans are in the pipeline, CSU reports it could have some minimal additional debt plans during our two year outlook period, which could exert greater pressure on financial resources that we already view as very weak for the rating. CSU's current adjusted unrestricted net assets (UNA) to pro forma debt equals 23%. In our view, the university is at its debt capacity to maintain the current rating.

The 'A+' underlying rating on CSU's unlimited student-fee debt reflects our opinion of the university's strong enterprise and financial profile, including positive cash financial operations, solid research activity, and steady enrollment and demand metrics. In our assessment, balancing these strengths are financial resources that are low relative to debt, for the rating category. The 'AA-' long-term rating reflects CSU's participation in the Colorado Higher Education State Aid Intercept Program.”

Item #7

Investment Committee Update

- At the Board's August meeting two board members were appointed to the CSU System investment committee.
- At that time staff was authorized to gather a list of outside potential members.
- Staff and board members provided the names of candidates.
- Those candidates are in the process of being called to ask if they would like to serve on the committee.

Item #8

DCP plan review – CSU, CSU-Pueblo

Under Colorado law, the Board of Governors of institutions sponsoring defined contribution retirement plans must conduct periodic reviews of their plans as detailed in C.R.S. §24-54.5-104.5. At its June 22, 2006 meeting, the Board of Governors of the Colorado State University System (BOG) approved the use of institutional committees as the mechanism for conducting this review. The recently completed review, detailed in the attached report, reflects such review, the first having been completed in 2006.

- Reviews have been completed by each campus and their staff
- No major issues have been identified
- The actual reports from each campus are in the appendix

Item # 9

CSU System Transfer

- Verbal discussion of the transfer of CSU System employee payroll and benefits
- Adoption of Resolution

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 1-2, 2015
 Action Item

MATTERS FOR ACTION:

Approval of the transfer of Colorado State University System employees from the CHEIBA trust health plan, state payroll system, and CSU-Pueblo defined contribution plan to Colorado State University's benefits, payroll, and defined contribution plans.

RECOMMENDED ACTION:

MOVED, that the Board of Governors hereby delegates to the Chancellor of the CSU System, working in concert with General Counsel, the power to execute and deliver all necessary documents that are required in order to accomplish the seamless transition of CSU System employees to the benefits, payroll, and retirement plans of Colorado State University, and to take any action with respect to any matter required to accomplish the same. For benefits eligibility, annual and sick leave accrual, retirement or any other related purpose, all years of service of such employees shall be deemed continuous and uninterrupted from the original date of hire, notwithstanding the transfer from the System to CSU benefits, payroll, and retirement plans, or any prior transfer, and all accrued annual and sick leave balances shall transfer accordingly and any retirement benefits will not be negatively impacted.

EXPLANATION PRESENTED BY: Amy Parsons, Executive Vice Chancellor, Colorado State University System

The CSU System, like any other office, needs accounting, payroll, medical, dental, and retirement services and plans for CSU System employees. In years past, the System office has provided these services through one of the campuses, and most recently it was with CSU-Global Campus. Before that, System office benefits, payroll and retirement plans were provided through CSU. When System employee benefits were delivered through CSU-Global Campus, the medical and dental benefits were actually provided by the CHIEBA trust health plan and retirement benefits from the CSU-Pueblo defined contribution plan. System accounting and payroll services were provided through the State of Colorado, thus it resulted in a multi-supplier network for the necessary services. CSU-Global then migrated away from the accounting and payroll services, and the System office remained on its own.

As consolidation of backroom functions continues to grow amongst the campuses, and because using the state's payroll systems will become cost prohibitive, System staff is recommending that the Board move the System employees back to CSU for the provision of benefits, payroll and defined contribution plan services. The System office is already using CSU accounting services, and this transfer will result in additional efficiencies, as well as cost savings. In addition, this move will result in increased benefit options for those twenty-six (26) employees who are impacted.

 Approved

 Denied

 Scott Johnson, Board Secretary

 Date

Item # 10

CSU Pueblo Housing Review

- Attached is a presentation on the future of CSU Pueblo housing
- It identifies key issues for discussion
- See below

CSU-Pueblo Housing Presentation
Board of Governors
October 1-2, 2015

Overview

- Scope of the problem
- Debt structure
- Planned policy changes
- Marketing approach

Magnitude of CSU-Pueblo's Housing Problem

Assuming no change in occupancy:

- FY 2016 through FY 2025 projected annual losses range from \$1M to \$1.7M
- \$12M cumulative loss over this time period

Table #1 STATUS QUO

75

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
		FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25
1															
2	Number of Students	959	911	796	815	707	707	707	707	707	707	707	707	707	707
3	Number of Walking Stick Residents	148	133	121	118	144	144	144	144	144	144	144	144	144	144
4	Revenue														
5	Net Room Revenue					\$ 3,468,787	\$ 3,572,506	\$ 3,685,574	\$ 3,798,643	\$ 3,911,712	\$ 4,025,050	\$ 4,149,907	\$ 4,275,994	\$ 4,402,214	\$ 4,539,955
6	Other Revenue					\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
7	UVWS Revenue					\$ 770,769	\$ 794,880	\$ 818,726	\$ 842,573	\$ 869,069	\$ 895,565	\$ 922,061	\$ 948,557	\$ 977,702	\$ 1,006,848
8	Total Revenue	\$ 5,425,339	\$ 4,834,434	\$ 4,688,330	\$ 4,643,177	\$ 4,339,556	\$ 4,467,386	\$ 4,604,301	\$ 4,741,216	\$ 4,880,781	\$ 5,020,614	\$ 5,171,968	\$ 5,324,550	\$ 5,479,917	\$ 5,646,803
9	Expenses														
10	Staffing Costs					\$ 471,519	\$ 485,664	\$ 500,234	\$ 515,241	\$ 530,698	\$ 546,619	\$ 563,018	\$ 579,908	\$ 597,306	\$ 615,225
11	Operating Expense					\$ 1,571,161	\$ 1,618,462	\$ 1,667,100	\$ 1,717,107	\$ 1,768,500	\$ 1,821,700	\$ 1,876,300	\$ 1,932,500	\$ 1,990,300	\$ 2,041,700
12	UVWS Expenses					\$ 369,627	\$ 380,714	\$ 392,143	\$ 403,931	\$ 415,984	\$ 428,506	\$ 441,404	\$ 454,581	\$ 468,243	\$ 482,296
13	Total Expense	\$ 2,895,558	\$ 2,335,099	\$ 2,744,882	\$ 3,170,335	\$ 2,412,306	\$ 2,484,840	\$ 2,559,477	\$ 2,636,279	\$ 2,715,182	\$ 2,796,826	\$ 2,880,722	\$ 2,966,989	\$ 3,055,849	\$ 3,139,221
14	Net Gain or (Loss) from Operations	\$ 2,529,781	\$ 2,499,335	\$ 1,943,448	\$ 1,472,842	\$ 1,927,250	\$ 1,982,545	\$ 2,044,824	\$ 2,104,937	\$ 2,165,598	\$ 2,223,789	\$ 2,291,246	\$ 2,357,561	\$ 2,424,068	\$ 2,507,582
15	Res. Hall Debt Service	\$ 2,016,404	\$ 1,347,981	\$ 2,698,171	\$ 2,697,350	\$ 2,700,100	\$ 2,857,700	\$ 3,073,100	\$ 3,274,500	\$ 3,590,250	\$ 3,728,500	\$ 3,729,500	\$ 3,730,750	\$ 3,728,750	\$ 3,733,500
16	Walking Stick Debt Service		\$ 142,900	\$ 142,900	\$ 197,900	\$ 201,800	\$ 199,400	\$ 197,600	\$ 200,200	\$ 201,950	\$ 198,450	\$ 202,050	\$ 198,300	\$ 199,550	\$ 200,550
17	Debt Service	\$ 2,016,404	\$ 1,490,881	\$ 2,837,003	\$ 2,895,250	\$ 2,901,900	\$ 3,057,100	\$ 3,270,700	\$ 3,474,700	\$ 3,792,200	\$ 3,926,950	\$ 3,931,550	\$ 3,929,050	\$ 3,928,300	\$ 3,934,050
18	Net Gain or (Loss)	\$ 513,377	\$ 1,008,454	(\$893,554)	(\$1,422,408)	(\$974,650)	(\$1,074,555)	(\$1,225,876)	(\$1,369,763)	(\$1,626,602)	(\$1,703,161)	(\$1,640,304)	(\$1,571,489)	(\$1,504,232)	(\$1,426,468)
19	Reserve Available	\$ 1,473,335	\$ 1,986,712	\$ 2,995,167	\$ 2,101,612	\$ 679,204	(\$295,446)	(\$1,370,000)	(\$2,595,877)	(\$3,965,640)	(\$5,592,241)	(\$7,295,403)	(\$8,935,706)	(\$10,507,195)	(\$12,011,427)
20	Remaining Fund Balance	\$ 1,986,712	\$ 2,995,167	\$ 2,101,612	\$ 679,204	(\$295,446)	(\$1,370,000)	(\$2,595,877)	(\$3,965,640)	(\$5,592,241)	(\$7,295,403)	(\$8,935,706)	(\$10,507,195)	(\$12,011,427)	(\$13,437,895)
	Assumptions:														
	1) Expenses increase 3% annually (staffing and operational)														
	2) Housing rates increase 3% annually														
	3) Spring Semester reduction of 8%														
	4) Belmont RH not needed or utilized, limited funds will be utilized to keep it operating														4

CSU-Pueblo Housing Debt Structure

	WALKING STICK APARTMENTS	NEW RESIDENCE HALLS	BELMONT RESIDENCE HALL	TOTAL
Initial Loan Balances	\$3,025,000	\$53,165,000	\$0	\$56,190,000
Principal Paid	<u>(\$55,000)</u>	<u>(\$345,000)</u>	<u>\$0</u>	<u>(\$400,000)</u>
Outstanding Balances	\$2,970,000	\$52,820,000	\$0	\$55,790,000

Planned Policy Changes to Address CSU-Pueblo Housing Problem

- All freshman outside of Pueblo County must live in the residence halls (previously a 50-mile radius requirement)
- Establish a two year live-in requirement (previously a 24-credit hour requirement)

Colorado Four Year Institutions with Two Year Live-In Requirement

- Adams State University
- Colorado Christian University
- Colorado College (three years)
- Colorado Mesa University
- University of Colorado - Colorado Springs
(30-credit hour requirement)
- Western State Colorado University

Examples of Successful Housing Initiatives

Institution	Special Programs
Cal State – Stanislaus*	Sophomore Experience Program
University of Texas – Tyler*	Students with fewer than 60 hours (CC or university) required to live on campus
University of South Carolina – Upstate*	Offer year-round contracts and lock in rates for four years; housing purchases cap and gown if you live on campus all four years
Grand Valley State University	Gender inclusive housing
University of Idaho	Loyalty Program for room renewals: <ul style="list-style-type: none"> • \$1,000 discount for room • \$250 in dining dollars • \$100 bookstore gift card

*Board Approved Peer Institutions

Housing Amenities Requested by CSU-Pueblo Students

- Access to commercial retail
- 24-hour store
- 24-hour gym access
- Gaming rooms
- Pool/hot tub
- Yoga rooms
- Spinning classes
- Better wireless connection
- More programming/better hall unity

Housing Amenities in Progress

- Items being implemented
 - Better wireless connection
 - Evening programs and speakers
- Further exploration
 - Yoga rooms
 - Spinning classes

Housing Amenities at Selected Peer Institutions

University of Texas-Tyler



University of South Carolina-Upstate



Cal State-Stanislaus



Colorado Mesa University



Colorado Mesa University



Commercial Retail
Adjacent to Housing at
Selected Colorado Institutions

Colorado Mesa University



Western State Colorado University



Adams State University



CSU-Pueblo



Rendering of Thunder Road



CSU-Pueblo (West view)



The Beginning of a New Era in CSU-Pueblo Residence Life

- The Second Year Experience Program (SYEP) offers targeted support to second year students. Program participants have access to specific programs to help them succeed.
- In Residence Life and Housing, we desire to support our students in their continued academic success as we recognize that the second year is a critical transition period.

Focus of SYEP

- Helps students more fully understand themselves.
- Includes a second year residential experience.
- Emphasizes the specific needs of students at various stages of their university experience.

Benefits of SYEP

- Lock in housing rate for two years
- Welcome Week activities for second year students focusing on their issues and concerns
- Assistance in selecting a major
 - Career Workshops
 - Résumé Workshops
 - Self-Assessment such as Strengths Quest, Myers-Briggs, etc.
 - Internship Opportunities
- Study Abroad Opportunities
- Leadership Opportunities
 - How to take on leadership roles within the university, such as clubs and organizations
- Monthly academic and personal growth/skill based workshops

Benefits of the SYEP

- Monthly Newsletter
- Monthly social and networking activities
 - Faculty dinner series
 - Networking opportunities
- Weekly study nights
- Ongoing communication and interaction with Resident Assistants
- Second Year Service Project
- Potential for Spring Break Immersion trip
- Parent Newsletter
- Assist with life skills in the overall community to prepare for independent living

Communicating the Benefits¹⁰¹ of the SYEP

- Students
 - Direct mailings through Royall campaigns
 - Video with student-driven content
 - SYEP Facebook page
 - Emails through Royall campaigns
- Parents
 - Direct mailing from President
 - Email with video
 - Parent Pack Newsletters
 - Parent Pack Facebook page
- Collateral Materials
 - Benefits brochure
 - Website
 - Parent Guide to SYEP

Future Considerations

- Require academic course of all second year students to address second year issues
- Provide intentional academic advising to second year students
- Create a second year student mentorship program with students and faculty/staff for 1:1 mentoring
- Conduct program assessment of SYEP



Appendix

Human Resources
Executive Director's Office
6004 Campus Delivery
Fort Collins, Colorado 80523-6004
(970) 491-MYHR (6947)
FAX: (970) 491-4297

MEMORANDUM

Date: July 22, 2015

To: Tony Frank, Chancellor, Colorado State University System

From: Diana Prieto, Executive Director for Human Resources and Equal Opportunity

Through: Lynn Johnson, Vice President for University Operations

Subject: Periodic Review of CSU's Defined Contribution Retirement Plan (DCP)

Under Colorado law, the Board of Governors of institutions sponsoring defined contribution retirement plans must conduct periodic reviews of their plans as detailed in C.R.S. §24-54.5-104.5. At its June 22, 2006 meeting, the Board of Governors of the Colorado State University System (BOG) approved the use of institutional committees as the mechanism for conducting this review. The recently completed review, detailed in the attached report, reflects such review, the first having been completed in 2006.

The 2015 Committee was comprised of:

- Diana Prieto, Executive Director for Human Resources and Equal Opportunity and Chief Human Resource Officer, Committee Chair
- Teri Suhr, Chief Total Rewards Officer, Human Resources
- Youngli Zhou, Associate Professor and Co-Chair University Benefits Committee
- Linda Schutjer, Senior Legal Counsel, Office of the General Counsel
- Vickie Bajtelsmit, Professor, Department of Finance and Real Estate
- Suzanne Zimmerer, Manager, Business and Financial Services
- Bill Liley, Retired Director of Human Resources – advisory member

In accordance with the statutory requirements, the Committee was charged with:

- I. reviewing and monitoring each fund sponsor;
- II. establishing selection criteria for fund sponsors when replacements or the addition of fund sponsors is necessary;
- III. reviewing the financial viability and attractiveness of combining the CSU DCP with those of other Colorado institutions of higher education; and,

- IV. comparing each fund sponsor's performance to fund sponsors of other defined contribution retirement plans available to other public employees in the state.

The detailed comparison of our fund sponsors and those of other institutions and other public employees in the state was conducted by Innovest Portfolio Solutions, LLC, a Colorado based financial services company. Their full report is available in my office. Please let me know if you or any member of the BOG wishes to review the report prepared by Innovest.

Please review the Committee's report and let me know if you have any questions. If none, the full report is to be provided to each member of the BOG as required by statute.

Thank you.

Enclosure

Report of the Colorado State University ORP Review Committee July 2015



Colorado State University

MyHR Working Together

REPORT OF THE COLORADO STATE UNIVERSITY ORP REVIEW COMMITTEE – July 2015

INTRODUCTION

HB04-1007 took effect on August 4, 2004. The legislation followed a 2002 audit of “Optional Retirement Plans” (ORPs) available to certain faculty and non-classified employees in higher education by the State Auditor’s Office. Among other issues, the audit raised the question of the fiduciary obligations of governing boards and their respective members with respect to plans established under the provisions of CRS §§24-54.5-101 et seq. (the “ORP Statute”).

An ORP (the University’s Defined Contribution Plan for Retirement or DCP) was approved for Colorado State University by the State Board of Agriculture and implemented in the spring of 1993. The DCP became the required retirement plan for virtually all newly hired faculty and administrative professional staff at CSU, replacing PERA. ORPs are now in existence in all of the institutions of higher education in the State with the exception of the schools under the control of the State Board for Community Colleges and Occupational Education and the Colorado School of Mines. The University of Colorado has a defined contribution retirement plan for its faculty and non-classified staff which has been in existence for many decades and was established under legislation pre-dating the ORP Statute.

The provisions of HB04-1007, as summarized below, are set forth in CRS §24-54.5-104.5.

Boards establishing plans under the ORP Statute must adopt a formal plan for selecting companies to act as fund sponsors. The Boards must:

- provide access to investment alternatives having a range of risk, benefit and cost;
- ensure that governing boards are permitted to monitor the selected fund sponsors’ compliance with their contractual obligations, including return on investment alternatives and total fees and expenses charged;
- conduct a periodic review of the financial viability and attractiveness of combining their plan with those of other governing boards;
- conduct a periodic review of each fund sponsor from which participants may select investment alternatives and compare the performance of these sponsors with that of other sponsors of optional retirement plans available to public employees in the state. The reviews may be conducted by committee of the governing board, an institutional committee or personnel, external auditors or benefits consultant as determined by the boards. The reviews may be done by each board or in combination with other board(s). A full report by any such committee must be provided to each member of the governing board.

HB04-1007 provides that “so long as a governing board complies with the requirements set forth . . . [in CRS §24-54.5-104.5(1)] it shall be deemed to have met its responsibilities and fiduciary duties with respect to any optional retirement plan it has established, and

the governing board, its members, agents, employees and plan administrators shall have no liability whatsoever to participants in the plan.”

At the time of the initial ORP review in 2006, the representative from the Office of the General Counsel provided the informal opinion that the process followed by the State Board of Agriculture in 1993, when it implemented the DCP, satisfies the Board’s obligations under HB04-1007 for selecting plan sponsors offering investments with varying levels of risk, benefit and cost and for ensuring access to information that will permit the monitoring of the plan sponsors’ adherence to contractual obligations. As there have been no changes since the implementation, that opinion is still valid.

Additionally, the ORP statute requires Governing Boards to periodically conduct reviews of the DCP fund sponsors from which participants may select investment alternatives; establish selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary; compare each fund sponsor’s performance to those available to other public employees in the State; and review the financial viability and attractiveness of combining the DCP with plans of the other colleges and universities. This report reflects such review with the first being conducted in 2006.

Since each ORP is to be compared to plans available to other public employers in Colorado, administrators from Colorado State University collaborated with administrators representing the other institutions with defined contribution retirement plans, or ORPs, for their faculties and staff employees exempt from the State Personnel System [the former “State Colleges”- Metropolitan (Metropolitan State University of Denver), Western (Western State Colorado University), Adams (Adams State University) and Mesa (Colorado Mesa University), UNC (University of Northern Colorado), Fort Lewis College, Colorado State University Pueblo and the University of Colorado] to derive a common set of fund performance data. Consultants from Innovest Portfolio Solutions, LLC (Innovest) developed those data and began analyzing the data in early 2014. Innovest issued their final report in April, 2014 (the “Innovest Report”). The Innovest Report has been used as the basis of portions of the Committee’s review as noted later in this report.

At its June 22, 2006 meeting, the Board of Governors (Board) approved the use of institutional committees reporting to the Chancellor as the mechanism for conducting the periodic reviews contemplated by C.R.S. §24-54.5-104.5.

The institutional committees were charged to conduct a review of the DCP, including:

- I. reviewing and monitoring each authorized fund sponsor;
- II. establishing selection criteria for fund sponsors when fund sponsors are replaced or new fund sponsors are added;
- III. reviewing the financial viability and attractiveness of combining the CSU DCP with those of other institutions of higher education; and,
- IV. comparing each fund sponsor’s performance to sponsors of other ORPs available to other public employees in the state.

The Chancellor is to provide each member of the Board with a copy of the full report of the Committee.

The Colorado State University committee is comprised of:

- Diana Prieto, Executive Director for Human Resources and Equal Opportunity and Chief Human Resource Officer, Committee Chair
- Teri Suhr, Chief Total Rewards Officer, Human Resources
- Vickie Bajtelsmit, Professor, Department of Finance and Real Estate and past-member and past-Chair of the University Benefits Committee
- Yongli Zhou, Associate Professor, University Libraries, Co-Chair of the University Benefits Committee
- Suzanne Zimmerer, Manager, Business and Financial Services
- Linda Schutjer, Senior Legal Counsel, Office of the General Counsel
- Bill Liley, Retired Director of Human Resources – advisory member

ANALYSIS AND RECOMMENDATIONS

I. Reviewing and Monitoring each Authorized Fund Sponsor

The fund sponsors for the CSU DCP are: FIDELITY INVESTMENTS/METLIFE; TIAA-CREF; and the VARIABLE ANNUITY LIFE INSURANCE COMPANY (VALIC). The committee's review of this factor indicates that, each remains in solid financial condition. All ratings are from May or June, 2015.

1. FIDELITY INVESTMENTS/METLIFE

- Fidelity Investments is the largest mutual fund company in the United States providing financial services for more than 20 million investors. Fidelity reports \$1.94 trillion in assets under management as of December 31, 2013. Fidelity's ratings are: Standard and Poor, A+; AM Best, A+ (2-5-15).
- MetLife is one of the largest insurance and financial companies with operations in the U.S. and abroad with over 90 million customers in over 60 countries. MetLife's ratings are: Standard and Poor, A--; Moody's, A3; Fitch, AA-; A.M. Best, A+ (12-4-14).

Note: Fidelity Investments and MetLife partnered so that they were able to meet the bid spec requirement of offering both mutual funds and annuity products through a "single" vendor, thereby offering investments with a range of risk, benefit and cost.

2. TIAA-CREF is one of the world's largest private pension systems. As of the first quarter 2015 report, TIAA-CREF had 5 million customers and \$866 billion in combined assets under management. Ratings are: Standard and Poor, AA+; Moody's, Aa1; Fitch, AA+; A. M. Best, A++.
3. VALIC is a subsidiary of AIG (American International Group) a diversified financial group. VALIC had more than \$86 billion in assets under

management as of December 31, 2014 and specializes in tax deferred retirement programs. VALIC's ratings are: Standard and Poor, A-; Moody's, A2; Fitch, A+; A.M. Best, A (2-27-15).

Each of these companies provides high quality customer services and excellent communication and educational materials to their participants. VALIC provides a high level of personal service with several full-time investment representatives available to participants while TIAA-CREF and FIDELITY INVESTMENTS/METLIFE provide service advice via on-line and telephone counseling coupled with frequent on-campus consultations. Each of the companies provides investment literature and other materials that describe the risks and asset classes of their various fund offerings along with web-based tutorials on asset allocation principles and risk/return analyses. Each of the firms remains responsive to institutional administrative needs and requirements.

Recommendation

The three companies currently authorized to provide services to the University's DCP participants are solid financially, provide high quality service to the participants and the University and offer a wide array of investment offerings, service styles and capabilities, and expenses. The Committee sees no need to replace any of the present authorized vendors nor is there any significant advantage to plan participants in adding additional vendors. In fact, adding additional vendors would reduce total assets under management with the current vendors resulting, in some cases, a higher expense ratio to participants. As such, the committee recommends utilizing only the three aforementioned vendors.

II. Establish Selection Criteria for Fund Sponsors whenever Fund Sponsors are Replaced or New Fund Sponsors are Added

The Committee reviewed the criteria utilized in 1992 to select the vendors currently authorized under the DCP. The selection criteria, outlined below, were developed in concert with consultants from Watson Wyatt (currently Towers Watson) who were retained as experts in such selection processes. The criteria against which the proposals were judged included: financial stability; ability to offer products that conform to the intent (prudent investments); serviceability to participants and the university; and, conformity to the RFP requirements. Each of these broad categories was further refined with specific scoring factors such as education of participants; record keeping and client reporting capabilities; expenses, fees and other charges; and investment performance. A review of materials available from the Association of Governmental Defined Contribution Administrators, Inc. verifies that the criteria utilized in 1992 continue to apply with certain updates for changes in technology such as the availability and quality of web based enrollment and investment modeling tools and whether or not companies are outsourcing their telephone and internet advice services.

Recommendation

Should the University decide to seek additional or replacement vendors, the Committee recommends that the selection process utilize the same criteria developed for the 1992 process, updated to evaluate emerging technologies and changes in business practices. Further, the Committee supports the retention of a consultant proficient in the pension plan management arena to assist in the evaluation and selection process should the University determine that new or replacement vendors are needed.

III. Review the Financial Viability and Attractiveness of Combining the CSU Plan with those of other Institutions of Higher Education

The ORP Statute authorizes each governing board of a state institution of higher education to establish one or more ORPs at the colleges or universities under its jurisdiction as an alternative to membership in PERA. Further, each governing board that establishes an ORP has the authority to set the terms and conditions of the plan, including criteria for eligibility, plan design, investment alternatives, employee contribution rates and employer contributions, if any, and other matters. Finally, the legislature declared that its purpose in permitting such plans is to:

- “enable the state colleges and universities of Colorado . . . to attract the most qualified faculty and administrators in order to preserve and enhance the ability of such colleges and universities to fulfill their educational, service, and research responsibilities,” and
- “provide the governing boards of the state colleges and universities...[with] the maximum flexibility to provide alternative optional retirement plans.”

In order to review the financial viability and attractiveness of combining the CSU DCP with optional retirement plans of other institutions of higher education, consideration of the following criteria is appropriate.

Managerial impact of combination

Currently, seven governing boards have established ORPs for eligible employees at the institutions they govern. Each of the institutions has a different educational mission, driving the need to recruit a different mix of faculty and staff. Each board defines eligibility for its optional retirement plan and sets its own rates of contribution based on its population of eligible employees, budgetary constraints, and its philosophy relative to the funding of the full array of fringe benefits in addition to its retirement plan. Occasionally, boards set different eligibility standards and contribution rates for employee groups at different institutions under their control. For example, the contribution rates and eligibility criteria in the CSU DCP are different than those applicable to CSU Pueblo. Finally, in administering the CSU DCP, the institution must manage the communication of vendor selection alternatives to new employees, implement vendor and investment selections by plan participants initially and during an annual open enrollment period, administer vendor solicitation of

eligible employees and provide support and information to eligible employees throughout the year.

Combining the CSU DCP with plans of other institutions of higher education would require some form of unified management or administration, perhaps even up to and including defining common criteria for participation in and operation of the plan. Such combination would, of necessity, reduce the current level of control in structuring the contribution rates and/or other design elements of the CSU DCP. Consolidation of the CSU DCP with those offered by other boards would also likely require a unified management structure and plan administration at a central location, which may be less convenient and/or responsive to eligible institutional employees. Although unified management and administration may reduce overall personnel and system costs to each institution acting as a “plan administrator” and provide these services, the price for such cost reduction may be a more “one size fits all” retirement plan, including a loss of flexibility and control at the institutional level and centralization of service representatives from the plan vendors.

Financial impact of combination

The primary issue with respect to the fiscal impact of combining the CSU DCP with other institutional plans is whether the increased number of participants and increased average participant balances in a single plan, or at least under a single management umbrella, could result in cost efficiencies thus reducing costs to the participants. Such cost efficiencies could include reduced (or shared) plan administration costs as noted above, but the more substantive costs associated with such plans are the fees and expenses paid by participants with respect to the various investment alternatives. Therefore, the relevant question is whether the combination of the various plans would increase the number of participants and/or the “average participant balance” to the point that the expense ratios would be expected to be noticeably reduced.

- Currently, the data reflected in the Innovest Report indicate that expense ratios for all vendors in all plans are about the same.
- Therefore, it appears that no further efficiencies would be realized by larger institutions like CSU – although smaller institutions might benefit.
- We have been advised that even if all funds of the various state higher education institutions were brought under a single administrative/management umbrella, it would be unlikely to reduce significantly the expenses charged to participants unless a single exclusive vendor was also selected.

Recommendation

Based on the analysis outlined above, the Committee recommends that the University not combine its plan with others as it is unlikely that any potential cost savings to the University or its participants would outweigh the loss of flexibility and local control over plan design, eligibility definitions, communication and administration.

IV. Compare Each Fund Sponsor's Performance to Other Sponsors of Similar Plans Available to Other Public Employees in the State

The Innovest Report identified the appropriate comparison group of public employers in the state and compared performance across this group. The employers considered for peer comparison were CSU, CU, the plan maintained for the State Universities, UNC, Ft. Lewis, and CSU Pueblo. Other public employers used for comparison included Larimer County; Colorado PERA (defined contribution plan only); the City of Westminster; the Denver Health and Hospital Authority; the City of Longmont; Summit County; and the Colorado Counties Officials and Employees Retirement Association (CCOERA).

As detailed in the Innovest Report, the CSU DCP compares favorably against these peers based on the performance of its funds and the expense ratios. Through our three vendors, we offer over 300 investment choices, allowing our participants to select funds that meet their personal risk, return, and cost constraints as required by CRS §24-54.5-104.5(1)(a). Expense ratios are comparable to our peer institutions and generally lower than those at the other public employers.

The Innovest Report summarizes the performance of each individual fund as compared to others in the same fund category (e.g. stable value, small growth, etc.). Information on 1-, 3-, 5-, and 10-year returns for funds offered by Colorado Colleges and Universities and those offered by other public employers shows some variation across specific funds and time periods in each category. Overall, however, we conclude that the performance of CSU's funds was comparable to those of our peers and certainly within the range of expected returns for funds in each category.

Recommendation

Based on the foregoing, the Committee recommends no change at this time.

Closing Comments and Observations

- Human Resources will continue to monitor the performance of the vendors.
- The next survey of plans available to other public employees in the state is scheduled to commence research in 2017. The Committee recommends that the next periodic review of the CSU DCP occur after the report from that process is received.
- Supporting materials, including the complete Innovest Report are available from the University's Executive Director/Chief Human Resource Officer.

**REPORT OF THE COLORADO STATE UNIVERSITY-PUEBLO
OPTIONAL RETIREMENT PLAN REVIEW COMMITTEE
September-2015**

INTRODUCTION

HB04-1007 took effect on August 4, 2004. The legislation followed a 2002 audit of “Optional Retirement Plans” (ORP’s) available to certain faculty and non-classified employees in higher education by the State Auditor’s Office. Among other issues, the audit raised the question of the fiduciary obligations of governing boards and their respective members with respect to plans established under the provisions of CRS §24-54.5-101-107 (the “ORP Statute”).

An ORP (the Defined Contribution Plan for Retirement or DCP) was approved for Colorado State University-Pueblo by the State Board of Agriculture and implemented in spring 1994. The DCP became the required retirement plan for virtually all newly hired faculty and administrative-professional staff at CSU-Pueblo, replacing PERA. The provisions of HB04-1007 are set forth in CRS §24-54.5-104.5, which is summarized as follows:

Boards establishing plans under the ORP Statute must adopt a formal plan for selecting companies to act as fund sponsors. The Boards must:

- provide access to investment alternatives having a range of risk, benefit and cost;
- ensure that governing boards are permitted to monitor the selected fund sponsors’ compliance with their contractual obligations, including return on investment alternatives and total fees and expenses charged;
- conduct a periodic review of the financial viability and attractiveness of combining their plan with those of other governing boards;
- conduct a periodic review of each fund sponsor from which participants may select investment alternatives and compare the performance of these sponsors with that of other sponsors of optional retirement plans available to public employees in the state. The reviews may be conducted by committee of the governing board, an institutional committee or personnel, external auditors or benefits consultant as determined by the boards. The reviews may be done by each board or in combination with other board(s). A full report by any such committee must be provided to each member of the governing board.

HB04-1007 provides that “so long as a governing board complies with the requirements set forth . . . [in CRS §24-54.5-104.5(1)] it shall be deemed to have met its responsibilities and fiduciary duties with respect to any optional retirement plan it has established, and the governing board, its members, agents, employees and plan administrators shall have no liability whatsoever to participants in the plan.”

At the time of the initial ORP review in 2006, the representative from the Office of the General Counsel provided the informal opinion that the process followed by the State

Board of Agriculture in 1993, when it implemented the DCP, satisfies the Board's obligations under HB04-1007 for selecting plan sponsors offering investments with varying levels of risk, benefit and cost and for ensuring access to information that will permit the monitoring of the plan sponsors' adherence to contractual obligations. As there have been no changes since the implementation, that opinion is still valid.

Additionally, the ORP statute requires Governing Boards to periodically conduct reviews of the DCP fund sponsors from which participants may select investment alternatives; establish selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary; compare each fund sponsor's performance to those available to other public employees in the State; and review the financial viability and attractiveness of combining the DCP with plans of the other colleges and universities. This Report reflects the forth such review with the first being conducted in November 2006.

Since each ORP was to be compared to plans available to other public employers in Colorado, administrators from Colorado State University-Pueblo collaborated with administrators representing the other institutions with defined contribution retirement plans, or ORPs, for their faculties and staff employees exempt from the State Personnel System which included Metropolitan State University of Denver, Western State Colorado University, Adams State University and Colorado Mesa University, University of Northern Colorado, Fort Lewis College, Colorado State University and the University of Colorado to derive a common set of fund performance data. Consultants from Innovest Portfolio Solutions, LLC (Innovest) developed those data and issued their report in April 2014. The Innovest report has been used as the basis of portions of the Committee's review as noted later in this report.

At its June 22, 2006 meeting, the Board of Governors (Board) approved the use of institutional committees reporting to the Chancellor as the mechanism for conducting the periodic reviews contemplated by C.R.S. § 54.5-104.5.

The institutional committees were charged to conduct a review of the DCP, including:

- I. reviewing and monitoring each authorized fund sponsor;
- II. establishing selection criteria for fund sponsors when replacement or addition of fund sponsors is necessary;
- III. reviewing the financial viability and attractiveness of combining the CSU-Pueblo DCP with those of other institutions of higher education; and
- IV. comparing each fund sponsor's performance to sponsors of other ORPs available to other public employees in the state.

The Chancellor is to provide each member of the Board with a copy of the full report of the Committee.

The Colorado State University-Pueblo Institutional ORP Committee is comprised of:

- Karl Spiecker, Vice President for Finance and Administration
- Susan Benesch, Human Resources Associate
- Johnna Doyle, Deputy General Counsel

- Bill Liley, Retired CSU Human Resource Director
- Ralph Jacobs, Director of Human Resources

Colorado State University-Pueblo sought to have a committee that included people with expertise to evaluate the plans.

ANALYSIS AND RECOMMENDATIONS

I. Reviewing and Monitoring each Authorized Fund Sponsor

1. TIAA-CREF is one of the world's largest private pension systems. As of the first quarter 2015 report, TIAA-CREF had 5 million customers and \$866 billion in combined assets under management. Ratings are: Standard and Poor, AA+; Moody's, Aa1; Fitch, AA+; A. M. Best, A++.
 2. VALIC is a subsidiary of AIG (American International Group) a diversified financial group. VALIC had more than \$86 billion in assets under management as of December 31, 2014 and specializes in tax deferred retirement programs. VALIC's ratings are: Standard and Poor, A-; Moody's, A2; Fitch, A+; A.M. Best, A (2-27-15).
- Each of these companies provides high quality customer services and excellent communication and educational materials to their participants. VALIC provides a high level of personal service with an investment representative available to participants while TIAA-CREF provides more self-service advice via on-line and telephone counseling with more limited personal contacts. Each of the companies provides investment literature and other materials that describe the risks and asset classes of their various fund offerings along with web based tutorials on asset allocation principles and risk/return analyses. Each of the firms remains responsive to institutional administrative needs and requirements.

Recommendation

The two companies currently authorized to provide services to the CSU-Pueblo DCP participants are solid financially, provide high quality service to the participants and the University and offer a wide array of investment offerings, service styles and capabilities, and expenses. The Committee sees no need to replace any of the present authorized vendors nor is there any significant advantage to plan participants in adding vendors. Adding vendors would reduce the total assets under management with current vendors resulting, in some cases, with a higher expense ratio to participants. As such, the committee recommends utilizing only the current two vendors.

II. Establish Selection Criteria for Fund Sponsors when Replacement or Addition of Fund Sponsors is Needed

In 1994, CSU-Pueblo followed the process that was successfully utilized by CSU in 1992 for the selection of fund sponsors. We utilized the suggested criteria provided by CSU,

outlined below, that were developed in concert with consultants from Watson Wyatt who were retained as experts in such selection processes. The criteria against which each company's proposal were judged included: financial stability; ability to offer products that conform to the intent (prudent investments); serviceability to participants and the university; and, conformity to the RFP requirements. Each of these broad categories was further refined with specific scoring factors such as education of participants; record keeping and client reporting capabilities; expenses, fees and other charges; and investment performance. A review of materials available from the Association of Governmental Defined Contribution Administrators, Inc. verify that the criteria utilized in 1994 continue to apply with certain updates for changes in technology such as the availability and quality of web based enrollment and investment modeling tools and whether or not companies are outsourcing their telephone and internet advice services.

Recommendation

Should the University decide to seek additional or replacement vendors, the Committee recommends that the selection process utilize the same criteria developed for the 1994 process, updated to evaluate emerging technologies and changes in business practices. Further, the Committee supports the retention of a consultant proficient in the defined contribution plan management arena to assist in the evaluation and selection process should the University determine that new or replacement vendors are needed.

III. Review the Financial Viability and Attractiveness of Combining the CSU-Pueblo Plan with those of other Institutions of Higher Education

The ORP Statute authorizes each governing board of a state institution of higher education to establish one or more ORPs at the colleges or universities under its jurisdiction as an alternative to membership in PERA. Further, each governing board that establishes an ORP has the authority to set the terms and conditions of the plan, including criteria for eligibility, plan design, investment alternatives, employee contribution rates and employer contributions, if any, and other matters. Finally, the legislature declared that its purpose in permitting such plans is to:

- “enable the state colleges and universities of Colorado . . . to attract the most qualified faculty and administrators in order to preserve and enhance the ability of such colleges and universities to fulfill their educational, service, and research responsibilities”, and
- “provide the governing boards of the state colleges and universities...[with] the maximum flexibility to provide alternative optional retirement plans”.

In order to review the financial viability and attractiveness of combining the CSU-Pueblo DCP with optional retirement plans of other institutions of higher education, consideration of the following criteria seems appropriate.

Managerial impact of combination

Combining the CSU-Pueblo DCP with plans of other institutions of higher education would require some form of unified management or administration, perhaps even up to and including defining common criteria for participation in and operation of the plan. Such combination would, of necessity, reduce the current level of control in structuring the contribution rates and/or other design elements of the CSU-Pueblo DCP.

Consolidation of the CSU-Pueblo DCP with those offered by other boards would also likely require a unified management structure and plan administration at a central location, which may be less convenient and/or responsive to eligible institutional employees. Although unified management and administration may reduce overall personnel and system costs to each institution in acting as a “plan administrator” and providing these services, the price for such cost reduction may be a more “one size fits all” retirement plan, including a loss of flexibility and control at the institutional level and centralization of service representatives from the plan vendors.

Financial impact of combination

The primary issue with respect to the fiscal impact of combining the CSU-Pueblo DCP with other institutional plans is whether the increased number of participants and increased average participant balances in a single plan, or at least under a single management umbrella, could result in cost efficiencies thus reducing costs to the participants. Such cost efficiencies could include reduced (or shared) plan administration costs as noted above, but the more substantive costs associated with such plans are the fees and expenses paid by participants with respect to the various investment alternatives. Therefore, the relevant question is whether the combination of the various plans would increase the number of participants and/or the “average participant balance” to the point that the expense ratios are noticeably reduced.

- Currently, the data reflected in the Innovest report indicate that expense ratios for all vendors in all plans are about the same.
- CSU Pueblo was previously advised that even if all funds of the various state higher education institutions were brought under a single administrative umbrella, it would be unlikely to drive down expenses charged to participants unless a single exclusive vendor was also selected.
- Under certain circumstances, administrative costs could be reduced through consolidation to a single plan administrator but the expenses and fees paid by participants would remain the same as they are not driven by plan participant numbers. Therefore, it is our belief that no real efficiencies would be realized by this institution or its participants but there would be a significant loss of flexibility and control to respond to institutional needs.

Recommendation

Based on the above, the Committee recommends that the University not combine its plan with others as it is unlikely that any potential cost savings to the University or its participants would outweigh the loss of flexibility and local control over plan design, eligibility definitions, communication and administration.

IV. Compare Each Fund Sponsor's Performance to Other Sponsors of Similar Plans Available to Other Public Employees in the State

The Innovest report identified the appropriate comparison group of public employers in the State and compared performance across this group. The employers considered for peer comparison were CSU, CU, State Universities, UNC, Ft. Lewis, and CSU-Pueblo. Other public employers used for comparison included City of Westminster; the Denver Health and Hospital Authority; City of Longmont; Summit County; Colorado Counties Officials and Employees Retirement Association (CCOERA); Larimer County; and Colorado PERA (defined contribution plan only).

As detailed in the Innovest report, the CSU-Pueblo DCP compares favorably against these peers based on performance of its funds. Through our two vendors, we now offer a total of 53 investment choices, allowing our participants to select funds that meet their personal risk, return, and cost constraints as required by CRS § 24-54.5-104.5(1)(a). Expense ratios are comparable to our peer institutions and lower than those at the other public employers.

The Innovest report summarizes the performance of each individual fund as compared to others in the same fund category (e.g. stable value, small growth, etc.). Information on 1-year, 3-year, 5-year, and 10-year returns for funds offered by Colorado colleges and universities and those offered by other public employers shows some variation across specific funds and time periods in each category. Overall, however, we conclude that the CSU-Pueblo funds' performance was comparable to those of our peers and certainly within the range of expected returns for funds in each category.

Recommendation

Based on the foregoing, the Committee recommends no change at this time.

Closing Comments and Observations

- The Human Resources Department will continue to monitor the day to day performance of the vendors
- The next survey of plans available to other public employees in the State is scheduled to commence in 2017. The Committee recommends that the next periodic review of the CSU-Pueblo DCP occur shortly after the report from that process is received.
- Supporting materials, including the complete Innovest report are available from the Director of Human Resources.

Section 3

*Discussion with
Lt. Governor Garcia*

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Section 4

Evaluation Committee

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Section 5

Executive Session

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Section 6

*Real Estate/Facilities
Committee*

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
REAL ESTATE/FACILITIES COMMITTEE MEETING AGENDA
October 1-2, 2015**

Committee Chair: Scott Johnson

Committee Vice Chair: Dennis Flores

Assigned Staff: Jason Johnson, Deputy General Counsel, CSU System; Kathleen Henry, President/CEO, CSU Research Foundation

EXECUTIVE SESSION

OPEN SESSION

1. Building for Success
2. Program Plans (Lynn Johnson) Action Item (25 min.)
 - Institute for Biological and Translational Therapies (IBTT)
 - Equine Vet Teaching Hospital
 - South Campus Infrastructure Improvements
 - Prospect Road and Centre Avenue Underpass
 - Human Performance Clinical Research Laboratory (HPCRL) Phase III
3. Two-Year Cash List Amendment (Lynn Johnson) Action Item (5 min.)
4. Acquisition of 218 Magnolia (Tony Frank) Action Item (5 min.)
5. CSU Naming: University Art Museum, Galleries B, C and D (Tony Frank) Action Item (5 min.)

Board of Governors of the
Colorado State University System
Meeting Date: October 1-2, 2015
Action Item

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Institute for Biological and Translational Therapies (IBTT) and related animal care facilities for \$78.3-\$84.8 Million.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan for the Institute for Biological and Translational Therapies.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

This project proposes a new 116,194 gsf Institute for Biological and Translational Therapies (IBTT) building and related animal care facilities, to be built at the Veterinary Medical Center campus. The IBTT will provide state-of-the-art facilities for both research and teaching in areas such as stem cells, engineered tissues and organs, regenerative therapies and biological therapies. Three associated animal holding buildings are part of this project: a research horse barn, a sheep barn and a lab animal facility for smaller animals. Estimated cost for the IBTT ranges from \$64.7M-\$70M. The three animal holding buildings and replacement of facilities that need to be deconstructed for this project are estimated to cost from \$13.6M-\$14.8M.

Funding will come from a combination of donor funds (significant matching gift from John and Leslie Malone), and state COP funds associated with the National Western Center.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

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SUMMARY OF PROGRAM PLAN FOR THE INSTITUTE FOR BIOLOGICAL AND TRANSLATIONAL THERAPIES BUILDING (IBTT)

This program plan addresses the goals of the College of Veterinary Medicine and Biomedical Sciences by constructing a new 116,194 gsf building for research and teaching in areas such as stem cell therapies, engineered tissues and organs, regenerative therapies and biological therapies. Three associated animal holding buildings are part of this project: a research horse barn, a sheep barn and a lab animal facility for smaller animals.

The Institute for Biologic Translational Therapies will provide a unique facility, allowing veterinarians and researchers at CSU to take their historic leadership in pioneering new therapies for animals and humans to the next level. The institute will include state-of-the-art surgical and imaging facilities able to support development of next-generation, minimally invasive (endoscopic and imaging-based) interventions in a variety of areas, including musculoskeletal, cardiovascular, neurologic, thoracic, and abdominal surgery. These facilities will be fully capable of handling a variety of small- and large-animal models, including horses.

The institute will provide state-of-the-art bench laboratory facilities with a focus on regenerative and biological therapies. The close proximity of these laboratory facilities to the surgical suites will facilitate development of new technologies that combine regenerative and biologic treatments with next-generation, minimally invasive interventions. The institute will include a modern conference center and a large, 12-station teaching surgical suite that will provide a world-class training facility for veterinarians and physicians to learn minimally invasive interventions using animal models. More than 100 board-certified veterinarians in more than 20 medical specialties will provide expertise necessary to perform translational research in a variety of medical disciplines. The IBTT will include a Veterinary Clinical Trials Center that will design and coordinate veterinary clinical trials for animals with naturally-occurring diseases. Proximity to the world-renowned James L. Voss Veterinary Teaching Hospital and the planned new Equine Veterinary Teaching Hospital will assure translation of new therapies into veterinary clinical trials. It is anticipated that some veterinary clinical trials will use the advanced surgical facilities of the IBTT.

The current research is located both in the James L. Voss Veterinary Teaching Hospital (built in 1979) and the Gail Holmes Orthopaedic Research Center. The existing research facilities are poorly laid out for efficient workflow and to address biosecurity concerns. Space for the research is being squeezed by renovations and expansions in the VTH for small animal hospital services. The Gail Holmes Orthopaedic Research Center is functional, but lacks enough OR and teaching space.

INSTITUTE FOR BIOLOGICAL AND TRANSLATIONAL THERAPIES

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The entire Veterinary Medical Center campus will be reconfigured to provide increased safety, easier movement of animals between facilities and improved animal housing. A separate infrastructure program plan has been developed to specifically address these issues.

This project is on the state funded 5-year plan (for FY18), as approved by the Board in June 2015. Estimated total cost ranges from \$78.3M-\$84.8M. Funding will come from a variety of sources including donations and State of Colorado COPs associated with the National Western Center.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured, the project is expected to be completed in 24 months.

Approved

Denied

Board Secretary

Date



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MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Equine Veterinary Teaching Hospital for \$45.1-\$65.4 Million.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan for the Equine Veterinary Teaching Hospital.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

Colorado State University – Fort Collins is requesting approval of the program plan for the Equine Veterinary Teaching Hospital. This project proposes a new Equine Veterinary Teaching Hospital (EVTH) to be built on the Veterinary Medical Center campus. The new building will provide state-of-the-art equine facilities for Sports Medicine, Rehabilitation, Surgery, Imaging, Critical Care, Internal Medicine and Isolation. The project will replace the aging Equine Hospital facilities at the James L. Voss Veterinary Teaching Hospital, allowing for continued remodel and expansion of small animal services at that facility. The total gsf will be from 123,000 gsf to 180,000 gsf, with an estimated total cost ranging from \$45.1M to \$65.4M, depending on fundraising. The cost estimate includes replacement of facilities that need to be deconstructed for this project. Funding will come from several sources including donations and State of Colorado COPs associated with the National Western Center.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

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SUMMARY OF PROGRAM PLAN FOR THE EQUINE VETERINARY TEACHING HOSPITAL

This program plan addresses the goals of the Equine Veterinary Teaching Hospital by constructing a new equine hospital at the Veterinary Medicine campus. Total gsf is expected to range from 123,000 gsf to 180,000 gsf, based on total donations.

The goal of this project is to create a physical and operational EVTH plan that will sustain teaching and innovation in the future. As one of the nation's leading colleges of veterinary medicine, we serve our clients, our students and the greater community. Our region boasts a vibrant equine community and the equine hospital veterinarians provide education for horse owners and continuing education to veterinarians all over the country. The Gail Holmes Orthopaedic Research Center is known world-wide for research focused on diagnosis, treatment and prevention of musculoskeletal diseases in horses. Some of this work has expanded into human athletes, and procedures developed here have served many of the world's top equine athletes.

Equine treatment has evolved to a level comparable to what is available for human treatment. Emergency and Critical Care is available 24/7 to treat problems from colic to lacerations and joint infections in horses of any age. Internal medicine experts offer expertise to evaluate and treat medical problems from neurologic concerns to infectious and contagious diseases to problems associated with aging. Lameness and surgery specialists provide expertise in all aspects of the diagnosis and treatment of lameness/performance problems. In-house farrier services are available for corrective shoeing support. Specialty consultations in cardiology, dermatology, dentistry and ophthalmology are available as well as advanced imaging capability such as ultrasound, nuclear scintigraphy, CT scanning, equine-dedicated MRI, digital and computer enhanced radiography.

A new Equine Veterinary Teaching Hospital creates an opportunity to reimagine the teaching hospital experience. The solution focuses on high visibility of the horses, connecting clients, students, faculty and donors with the horse. This is not only for the safety of the patients but also a key teaching component.

The horses are organized into separate stall wings to maintain a high level of biosecurity control, which are connected to core hospital functions by a central circulation spine. The offices, rounds rooms and monitoring stations are located along this spine to increase collaboration between departments, maximizing visibility and allowing nurses and surgeons to quickly respond to emergencies. High ceilings allow plenty of room for dedicated mechanical systems in each wing and the ability to bring in natural light to all spaces. The high ceilings make it easier to service neurological patients, and to hoist horses in and out of stalls. New facilities for rehabilitation and sports medicine will improve delivery of these highly sought-after services.

Equine Veterinary Teaching Hospital

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The existing EVTH faces the following challenges:

- Decaying structure that requires significant remodeling and updates for excellent biosecurity paradigm.
- A floor plan that in today's organizational modeling provides poor workflow, leading to operational inefficiencies.
- Current and planned expansion for the VTH that will further encroach on EVTH space. Expansion of the small animal portion of the VTH is leading to contracting space for equine practice. This includes large vehicle access, safe animal access and movement, safe human traffic flow, safe animal examination (lameness examination space – arena of varying surface in an environmentally-controlled center for year-round work).
- Expansion of the Diagnostic Medical Center, leading to contraction of safe and functional space for equine medical care. The service and delivery access for the DMC occurs through the key area for equine examinations, creating an unsafe work environment for faculty, staff and students, and a poor clinical examination area.
- Need for major remodeling in the EVTH to bring standards of patient care, delivery of teaching and minimum client expectations (as set by other EVTH facilities and private practices across the world) up to acceptable levels.

This project is on the state funded 5-year plan (for FY18), as approved by the Board in June 2015. Estimated total cost is \$45.1M to \$65.4M, depending on fundraising. Funding will come from a variety of sources including donations and State of Colorado COPs associated with the National Western Center.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured, the project is expected to be completed in 24 months.

 Approved

 Denied

 Board Secretary

 Date



POPULOUS

Board of Governors of the
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Action Item

MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the South Campus Infrastructure Improvements for \$11.3M

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan for the South Campus Infrastructure Improvements.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

Colorado State University – Fort Collins is requesting approval of the program plan for infrastructure improvements at South Campus. The pending construction of the new Equine Veterinary Teaching Hospital and the Institute for Biological and Translational Therapies buildings are the triggers for infrastructure improvements that include: new ring road for client access, new support buildings (hay barns and equipment storage), fencing and gates for biosecurity and animal safety, stormwater detention, animal waste management and utilities. Construction of the new facilities is best done at the same time as the required infrastructure improvements, minimizing the total disruption time. The estimated cost is \$11.3M. The overall schedule to complete project is 16 months. The project will be funded through University funds.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

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SUMMARY OF PROGRAM PLAN FOR THE SOUTH CAMPUS INFRASTRUCTURE IMPROVEMENTS

This program plan is for infrastructure improvements to CSU's Veterinary Medicine Campus. The pending construction of two new buildings on the campus (Equine Veterinary Teaching Hospital and Institute for Biological and Translational Therapies) are the triggers for infrastructure improvements that include: new ring road for client access, new support buildings (hay barns and equipment storage), fencing and gates for biosecurity and animal safety, stormwater detention, animal waste management and utilities. Construction of the new facilities is best done at the same time as the required infrastructure improvements, minimizing the total disruption time.

The benefits of the infrastructure improvements include improved circulation and trailer access, improved public, staff and animal safety by providing gated entrances to the core of the campus and better lighting on all roads and pedestrian paths, improved stormwater detention and quality, and ensuring that the needed utilities are available to each project.

This project is on the amended 2-year cash fund list to be approved at this meeting. Estimated cost is \$11.3M.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured, the project is expected to be completed in 16 months.

 Approved

 Denied

 Board Secretary

 Date

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MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Prospect Road and Centre Avenue Underpass for \$6.0 Million.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan for the Prospect Road and Centre Avenue Underpass.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

Colorado State University – Fort Collins is requesting approval of the program plan for the construction of an underpass at Prospect Road and Centre Avenue. Prospect Road is a major arterial running along the south edge of CSU’s main campus. In recent years a large amount of student housing has been built off of Centre Avenue, and the volume of bicycles and pedestrians crossing at Prospect and Centre has increased. CSU and the City of Fort Collins have also evaluated the intersection in light of the new stadium, and have found that a grade-separated crossing provides the highest level of pedestrian and bicycle safety. Estimated cost is \$6.0M. The overall schedule to complete this project is 12 months. The project will be funded through bonds supported by Parking and Transportation revenues. A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

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SUMMARY OF PROGRAM PLAN FOR THE PROSPECT ROAD AND CENTRE AVENUE UNDERPASS

This program plan is for a pedestrian and bicycle underpass at Prospect Road and Centre Avenue in Fort Collins, Colorado. Prospect Road is a major arterial running along the south edge of CSU's main campus. In recent years a large amount of student housing has been built off of Centre Avenue, and the volume of bicycles and pedestrians crossing at Prospect and Centre has increased. CSU and the City of Fort Collins have also evaluated the intersection in light of the new stadium, and have found that a grade-separated crossing provides the highest level of pedestrian and bicycle safety.

The underpass will cross Prospect Road West of Centre Avenue and will require demolition of one of the Aggie Village South apartment units. The redevelopment of Aggie Village North was designed to incorporate this underpass and the project will not impact any of the new buildings. The project is part of an Intergovernmental Agreement between CSU and the City of Fort Collins, with construction to be completed before the opening of the new stadium.

The benefits of this project include:

- Providing a safe bicycle and pedestrian crossing at Prospect Road
- Providing better connectivity between Main and South campuses

This project is on the amended 2-year cash fund list to be approved at this meeting. Estimated cost is \$6.0M.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured, the project is expected to be completed in 12 months.

 Approved

 Denied

 Board Secretary

 Date



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MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins Program Plan for the Human Performance Clinical Research Laboratory (HPCRL) Phase 3 Addition for \$2.5 Million.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Program Plan for the HPCRL Phase 3 Addition.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

Colorado State University – Fort Collins is requesting approval of the program plan for the HPCRL Phase 3 Addition. This project will construct approximately 4,500 gsf at the south entrance to the existing Human Performance and Clinical Research Laboratory located in Moby B Wing. Some minor renovation of existing space will also be included. The addition will accommodate new faculty hires and associated research programs, while improving access for study participants. A relocated Biomechanics and Physical Activity Lab as well as a Daily Living and Activity Assessment Lab will be constructed along with support spaces such as blood draw, hearing testing and nutrition. Estimated total cost is \$2.5M. Funding will come from a combination of funds contributed by the Health and Exercise Science Department, the College of Health and Human Sciences (CHHS) and the Office of the Vice President for Research (OVPR). As was true with the original HPCRL in 2000 and the first expansion in 2010, a considerable portion of these costs will be offset by successfully soliciting private funding from individual and foundation donors.

A more detailed project description can be found in the attached Summary of Program Plan, and the full program plan is posted at www.facilities.colostate.edu.

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SUMMARY OF PROGRAM PLAN FOR THE HUMAN PERFORMANCE CLINICAL RESEARCH LABORATORY PHASE 3 ADDITION

This program plan addresses the goals of the Health and Exercise Science Department by constructing a new 4,552 gsf addition with a 914 gsf renovation to the existing Human Performance Clinical Research Laboratory (HPCRL). It will accommodate new faculty hires and associated research programs, while improving access for study participants. A relocated Biomechanics and Physical Activity Lab as well as a Daily Living and Activity Assessment lab will be constructed along with support spaces such as blood draw, hearing testing and nutrition.

The expanded HPCRL will provide critical clinical and research laboratory space to support human and animal research programs of faculty in the Department of Health and Exercise Science (HES). The additional research laboratory space will support faculty and student research focused on the prevention of metabolic disorders such as obesity, diabetes and cardiovascular disease, and the promotion of physical activity. HES faculty collaborate on a number of interdisciplinary human and animal research studies both within and outside of the College of Health and Human Sciences, and this space will further enhance these interactions and foster more extramurally funded research at Colorado State University. This Phase 3 plan also provides the clinical and research space needed to accommodate the research agendas of five new faculty hires by 2017.

The proposed HPCRL addition will enhance the academic training of graduate and undergraduate students in Health and Exercise Science and other units conducting human and animal research. The research capability of the expanded research laboratory will allow students to conduct more sophisticated experiments for thesis and honors requirements, enhancing their current experience and their opportunities for placement in graduate and professional training programs. Further benefits from the HPCRL expansion are to free up critically needed second floor academic space currently occupied by the Biomechanics Lab. Building a larger multidimensional biomechanics lab in the expanded facility will allow two such research programs to be housed in the new space, facilitating greater faculty collaboration and integration of undergraduate and graduate student research participation.

During the fall semester 2006 the Department of Health and Exercise Science had an enrollment of 937 undergraduate and 36 graduate majors. In fall 2014 undergraduate enrollment had grown to 1405 along with 30 graduate students (21 MS and 9 PhD). Current dedicated departmental research space in the Human Performance Clinical Research Laboratory provides 13,341 gsf for research and clinical training space for this large group of students and the faculty. Currently, faculty hold NIH grants totaling more than \$2.4M, and many external grants have been submitted by faculty in the last six months. These funded research programs, along with our academic and clinical outreach programs, have the aforementioned space overbooked. In order to

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remain competitive for external funding, human and animal research protocols must continue to include ever more sophisticated equipment and procedures, warranting additional space.

This project is on the amended 2-year cash fund list to be approved at this meeting. Estimated total cost is \$2.5M. Funding will come from a combination of funds contributed by the Health and Exercise Science Department, the College of Health and Human Sciences (CHHS) and the Office of the Vice President for Research (OVPR). As was true with the original HPCRL in 2000 and the first expansion in 2010, a considerable portion of these costs will be offset by successfully soliciting private funding from individual and foundation donors.

With Board of Governors approval, the program plan for this project will be submitted to the Colorado Commission on Higher Education. Once funding is secured, the project is expected to be completed in 18 months.

Approved

Denied

Board Secretary

Date



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MATTER FOR ACTION:

Approval of the Colorado State University-Fort Collins FY17 2-Year Cash List.

RECOMMENDED ACTION:

MOVED, that the Board of Governors of the Colorado State University System approve the Colorado State University-Fort Collins FY17 2-Year Cash List.

EXPLANATION:

Presented by Lynn Johnson, Vice President for University Operations:

Colorado State University – Fort Collins is requesting approval of the FY17 2-Year Cash List as required by state statute. Cash list projects include HPCRL Phase 3 Addition, South Campus Infrastructure Improvements and Prospect-Centre Underpass.

 Approved

 Denied

 Board Secretary

 Date

CSU Fort Collins FY17 program plans and 2 year cash list

9/14/2015

Project name	Budget Estimate	BOG program plan approval	BOG 2 year cash list approval
Biology*	\$81,600,000	May-14	Jun-14
Chemistry Building	\$55,400,000	May-14	na
Warner College of Natural Resources Addition	\$20,000,000	Dec-13	na
Shepardson Addition/Renovation	\$31,800,000	Dec-13	na
San Luis Valley Research Station	\$4,800,000	Dec-13	na
Agriculture Education Building	\$3,300,000	Dec-13	Jun-14
Shields & Plum St garage	\$50,000,000	Aug-13	May-13
Bay Farm Garages	\$43,000,000	Aug-13	May-13
PERC relocation	\$7,500,000	Aug-13	May-13
EECL addition-purchase	\$11,500,000	Aug-13	May-13
Medical Center	\$59,000,000	Feb-15	Feb-15
South Campus parking lot	\$5,400,000	Feb-15	Feb-15
University Square Parking structure	\$37,500,000	Feb-15	Feb-15
AZ addition	\$21,100,000	Feb-15	Feb-15
Stadium Academic Space	\$18,500,000	Jun-15	stadium enhancement
On Campus Stadium Program Plan Review	\$220,000,000	Feb-15	Feb-15
HPCRL Phase 3	\$2,500,000	pending Oct-15	pending Oct-15
Equine Veterinary Teaching Hospital	\$65,400,000	pending Oct-15	state COP list
South Campus Infrastructure Improvements	\$11,300,000	pending Oct-15	pending Oct-15
Prospect Rd Underpass	\$6,000,000	pending Oct-15	pending Oct-15
IBTT (Malone Center) & animal care facilities	\$84,800,000	pending Oct-15	state COP list

Note: Shaded items were approved previously

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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 218 W Magnolia, Fort Collins, CO.

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acquisition 218 W. Magnolia, Fort Collins, CO 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 218 W. Magnolia in Fort Collins. The acquisition is intended to be for the long-term use and benefit of the University, therefore CSURF, with the Seller's agreement, will assign the contract to the University.

 Approved

 Denied

 Board Secretary

 Date

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MATTERS FOR ACTION:

CSU: Approval of the Acceptance of Gifts and Naming Opportunities

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the acceptance of gifts and the naming in recognition of gifts relating to galleries B,C, and D in the University Art Museum within the College of Liberal Arts.

EXPLANATION:

Presented by Tony Frank, President, and Brett Anderson, Vice President for University Advancement.

The University allows the naming of specified facilities under its policy outlining the specific qualifications and procedures. The procedures require approval by the President of the University. Once the naming opportunity has been endorsed by the President, the President submits it to the Board of Governors for final approval.

To maintain confidentiality, the donors of the gifts and the specific naming opportunities are not identified at this time. A brief description of the gifts and the naming opportunities has been distributed to the Board members during the executive session.

The announcement of the gifts and the naming will be made by the appropriate unit.

 Approved

 Denied

 Board Secretary

 Date

Section 7

Tour of Animal Sciences Building and Shephardson

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Board of Governors Dinner

October 1, 2015

Bios of Special Guests

Dr. Alan S. Rudolph

Vice President of Research
Colorado State University

Mazdak Arabi

Borland Professor of Water Resources
Dept. of Civil and Environmental Engineering
Colorado State University

Amy Prieto

Associate Professor of Chemistry
Colorado State University

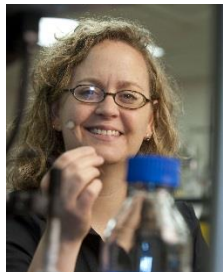
Board of Governors Dinner - October 1, 2015



Dr. Alan S. Rudolph, is the Vice President for Research at Colorado State University. Dr. Rudolph is a former member of the Senior Executive Service, having served as the Director for Chemical and Biological Technologies Directorate, Research and Development Enterprise, Defense Threat Reduction Agency (DTRA) Dr. Rudolph has had an active career in translating interdisciplinary life sciences into useful applications for biotechnology development. His experience spans basic research to advanced development in academia, government laboratories, and in the nonprofit and private sectors. He has a doctorate degree in zoology from the University of California at Davis and an MBA from George Washington University.



Mazdak Arabi is the Borland Professor of Water Resources in the department of Civil and Environmental Engineering. He serves at the director and principal investigator of the NSF-funded Urban Water Sustainability Research Network and the EPA-funded CLEAN Center for nutrient control in water systems. His research is primarily focused on development of decision support systems for sustainable management of water resources. Mazdak is the co-inventor of the eRAMS technology, a powerful platform for building accessible and scalable analytical tools and simulation models. eRAMS provides online services for sustainable management of land, water, and energy resources. These services are regularly accessed by approximately 70,000 users from more than 40 countries around the world.



Amy Prieto is an Associate Professor of Chemistry. Her research is focused on developing synthetic methods for nanostructured materials with applications in energy production and storage. She is the Founder of Prieto Battery, Inc., a start-up company based in Fort Collins that is focused on commercializing new architectures for Li-ion batteries. In 2012 she was recognized by the White House with a Presidential Early Career Award for Scientists and Engineers. Her work was recently highlighted in Popular Mechanics, and samples of her battery are on display in the "Places of Invention" exhibit in the Lemelson Center at the Smithsonian Institute.

Mazdak Arabi
Borland Professor of Water Resources
Civil and Environmental Engineering
Colorado State University

Water is arguably the greatest sustainability challenge of the 21st century. The current water shortage crisis in California, Sao Paolo, and other regions around the world, have had devastating effects on human health, property, and loss of critical infrastructure. The frequency and intensity of these extreme events are expected to increase throughout the world due to global environmental change. The One Water Solution Institute at CSU aims to develop solutions for resilient management of water resources in a changing world. And the key is to foster the transition from managing resources in silos to an integrated management of the system as a whole.



I will provide three examples of these solutions.

First, we have developed systems for collecting and treating graywater at the building and neighborhood scales for toilet flushing and landscape irrigation. Graywater systems can reduce total residential water demand by up to 40 percent, exceeding the current emergency water conservation goals in California. We are also working with Starbucks to evaluate the feasibility of the use of net zero water and energy positive commercial and industrial units.

Second, we have developed limited and deficit irrigation solutions to maximize agricultural water use efficiency. These solutions help farmers survive extended periods of droughts and maintain their economic viability without permanent transfer of water rights from agriculture to other sectors.

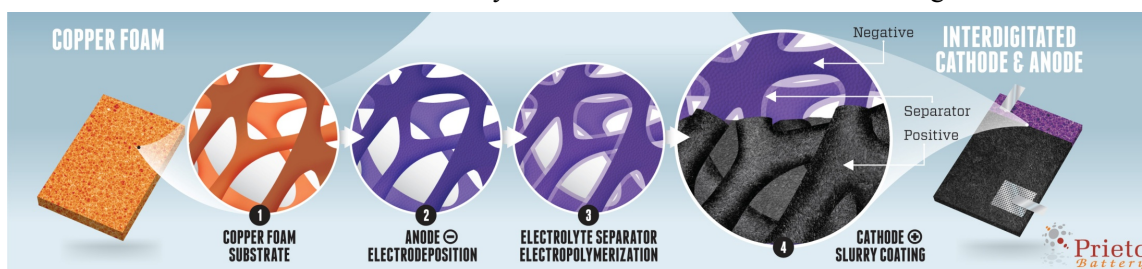
To be able to optimize the use of resources at the system level, we need smart systems. Our team at CSU has developed a groundbreaking cyberinfrastructure called eRAMS that provides the building blocks for big data solutions and water analytics. eRAMS has been designed to foster collaboration among stakeholders from various sectors. The technology is currently host to more 40 water analytics with nearly 70,000 committed users around the world. We anticipate that eRAMS will serve more than one million users within the next decade as the leading smart-water system.

The current fragmented approach to managing water resources is not sustainable. The One Water Solutions Institute at CSU not only develops technologic and sociopolitical solutions for the optimal use of resources at the systems level, but also is building social capital and trusted regional leadership in regions across the U.S. and throughout the world; and train scientists and policy makers as champions of innovation for water sustainability.

My group is interested in developing new synthetic methods for high quality nanostructured materials for applications in renewable energy: Li-ion rechargeable batteries, hydrogen storage, and photovoltaics. Although we are primarily a synthesis group, we believe that one of the best ways to determine the quality of a new material is to put it into a device and see how it behaves. The iterative process of synthesis and characterization (both structural and device performance) is critical for the development of an elegant synthesis.

Our specific accomplishments (briefly described below) are:

- The development of an aqueous based direct electrodeposition for Cu_2Sb (an anode material). This is the key first step in the fabrication of three-dimensional lithium-ion rechargeable batteries with high power density and long cycle life. We have also developed a method for using Cu_2Sb structures as an electrode for the electrochemical polymerization of conformal polymer electrolytes. This work led to the foundation of Prieto Battery, Inc., a small start-up company focused on commercializing a 3D battery.
 - Prof. Prieto was awarded an NSF CAREER grant for the anode portion of this work, and was also awarded a Presidential Early Career Award for Scientists and Engineers.

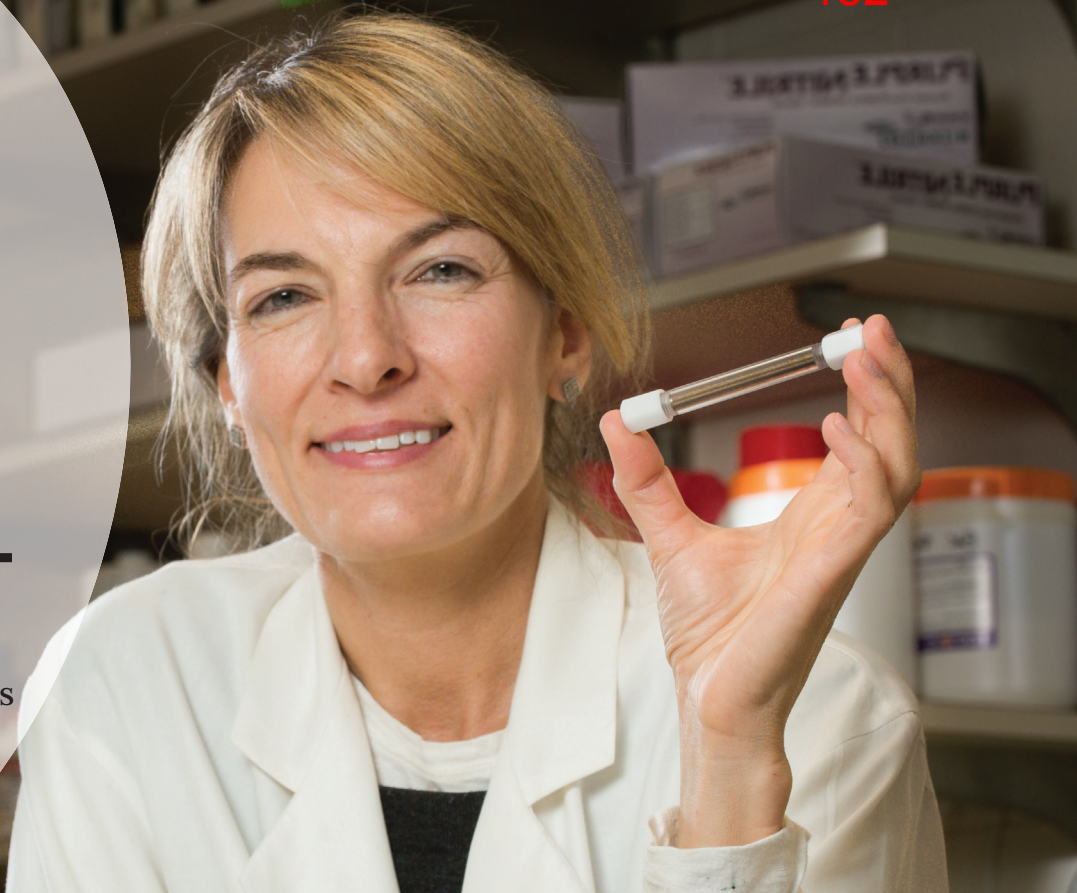


- Prieto Battery has recently signed a partnership with Intel focused on accelerating the commercialization of its 3D solid state battery for applications in computing.
 - The technology developed at CSU is being displayed at the Lemelson Center in the Smithsonian Institute as part of the “Places of Invention” exhibit highlighting Fort Collins.
 - Prieto Battery has also been a 2-time awardee of a State of Colorado Advanced Industries grant to aid in the commercialization of its anode technology.
- The first direct, solution-phase, synthetic route toward $\text{Cu}_2\text{ZnSnS}_4$ nanoparticles with control over composition for applications in photovoltaics. The composition can be tuned to increase the absorption coefficient (Cu deficient, Zn rich) or increase the conductivity ($\text{Cu}_2\text{ZnSn}(\text{S}_{1-x}\text{Se}_x)_4$) of films of these particles. In related work we also showed that Cu_2Se (another material of interest for photovoltaics) can be controllably oxidized in air to increase the conductivity of thin films of these nanoparticles over several orders of magnitude.
 - Prof. Prieto was named a Scialog Fellow by the Research Corporation for Science Advancement for this work.
 - The development of the first large-scale solution synthesis of Mg nanoparticles with control over size. We showed that the kinetics for hydrogen sorption can be dramatically increased by decreasing particle size, which is a key first step for developing light metal hydrides for hydrogen storage. This synthetic approach can be used to easily incorporate low concentrations of catalyst metals, in an effort to reduce the temperatures required for sorption and desorption.
 - Prof. Prieto was named a Monfort Professor (2013-2015) and used the support from the Monfort family for this work.
 - We were recently awarded a National Science Foundation grant to continue this research.



CATALYST

for innovative partnerships



About CIP

Catalyst for Innovative Partnerships (CIP), a program inducted in 2015 by the Office of the Vice President for Research at Colorado State University, seeks to build innovative multidisciplinary teams that will forge partnerships designed to optimally pursue new opportunities for translating discoveries into practice.

Teams have been seeded with a critical mass of funding up to \$200,000 for two years and provided infrastructural support to seek partners and resources to create and deliver novel solutions for some of our most important problems.

2015 CIP Teams

- Coalition for Development & Implementation of Sensor Systems
- Compatible Polymer Network
- EcoDistricts & Triple-Helix Community Development
- Innovation Center for Sustainable Agriculture
- Institute for Genome Architecture and Function
- Partnership for Air Quality, Climate, and Health
- Smart Village Microgrid

Addressing Global Challenges

In 2015, seven teams of researchers from across CSU are working together on some of our most pressing global grand challenges. This year's teams tackle a variety of challenges from the distinct perspectives of the eight colleges working collaboratively.

The challenges include providing energy-based solutions for rural African villages; developing sustainable polymers and designing biocompatible polymers for medical purposes, global food solutions through soil microbial communities; implementation of a structure and support facility to for CSU's air quality, climate, and health initiatives; addressing complex economic, social, and environmental through a triple-helix approach; establishing an institute for Genome Architecture and Function; and designing and developing integrated chemical and biological sensors.

Contact Us

Find out how you can be part of the Catalyst for Innovative Partnerships program.

vpr_office@mail.colostate.edu | (970) 491-7194

Colorado State University

VICE PRESIDENT FOR RESEARCH

Board of Governors Breakfast

October 2, 2015

Bio of Presenter

Dr. Beth A. Walker, Dean
CSU College of Business

Dr. Beth A. Walker

*Dean, College of Business
Colorado State University*

Focus | Empowering faculty to pursue leading-edge research and become exceptional educators in the marketing discipline.

Beth Walker is the Dean of the College of Business at Colorado State University. Previously, she was the AT&T Professor of Services Marketing and Management and Chair of the Department of Marketing in the W. P. Carey School of Business at Arizona State University, and prior to that served as the Associate Dean for the W. P. Carey MBA and was also the Faculty Director for the W. P. Carey Evening MBA Program. In addition, she was a member of the highly select Faculty Network for the Center for Services Leadership.

Beth is an award-winning researcher and teacher whose research has been published in the *Journal of Marketing*, *Journal of Marketing Research*, *Sloan Management Review*, *Journal of Business Research*, *Psychology and Marketing*, *Journal of the Academy of Marketing Science*, *Journal of Product Innovation Management*, *Journal of Business and Industrial Marketing*, *Journal of Services Research*, *Research in Consumer Behavior* and in other scholarly publications. In 2012, Beth and her co-authors were recognized by the *Journal of Marketing* with the Harold Maynard Award for the most significant contribution to marketing theory and thought for their article “Balancing Risk and Return in a Customer Portfolio”. She was also the recipient of the Richard Beckhard Prize for her article in *MIT Sloan Management Review*. Beth also received the Malcolm S. Woldenberg Marketing Chair Award for her contributions to the *Journal of Business Research*.

Beth is currently a member of the Board of Directors for the American Marketing Association. She served as President of the American Marketing Association, Academic Division, was a member of the American Marketing Association executive leadership team from 2008-2012, and was also an elected member of the Academic Council, the governing board for AMA Academic Division. Beth served as co-chair of the 2005 AMA Summer Educator’s Conference, and in 2007, co-chaired the John A. Howard Dissertation Award which recognizes excellence in dissertations that advance marketing knowledge and serves as a stimulus for research and teaching. Beth has been recognized for her teaching by Arizona State University as a Wakonse Fellow and by the W. P. Carey School of Business with the Outstanding Undergraduate Teaching Excellence Award. She has consulted on strategy issues for State Farm Insurance, IBM Global Services, Lucent Technologies, Honeywell, and AT&T.

STUDENT ENTREPRENEURS**GSSE-MBA**

Rachael Miller
Co-founder & CEO
MamaCarts

A native of Ohio, Rachael earned dual bachelor's degrees from Kent State University in marketing and psychology. Shortly after, she served in the U.S. Peace Corps in Benin, West Africa as a small enterprise volunteer. Since then, she has focused her career in food security and consumable product messaging, specifically in both the North American seafood trade and West African street food practices. She also earned her MBA through Colorado State University's Global Social and Sustainable Enterprise MBA program. Rachael's diverse academic and professional background have cultivated a deep appreciation for triple bottom line philosophy and the concept of consumer empowerment through choice.

EXECUTIVE MBA

Matthew Phillips
Founder, President & CEO
TAP

As President and Chief Executive Officer (CEO) of TAP, Matthew Phillips is responsible for leading the company's overall strategic direction, growth and execution. Matthew founded TAP in 2014 to address a very common business problem with a savvy, forward-thinking solution. Matthew has previously held Executive and Leadership roles at Healthcare and Software organizations such as Catholic Health Initiatives, McKesson Provider Technologies, as well as provided insight on various research studies at the Centers for Disease Control and Children's Health of Atlanta. Under his executive leadership, Matthew has delivered world-class strategic guidance to drive successful implementations while managing hundred-million dollar budgets and large scale international teams. Matthew has received both a Bachelors and Masters of Science in Chemistry/Bio-Chemistry, as well as Masters of Business Administration from Colorado State University.

VENTURE ACCELERATOR PROGRAM

Nate Saam
Founder, CEO
Change Composites & Umbo Helmets

Change Composites LLC was formed out of Nate's garage when he started looking for a better bike helmet. Nate is an avid mountain biker and has sustained two life altering concussions while riding his bicycle, which has fueled his passion to reduce head trauma. His helmet is designed distribute the energy of an impact over a bigger surface area thus reducing the amount of energy transferred to the rider's head. In the past year, Change Composites has competed in four different business pitch competitions and has placed in all four netting them over \$40,000 in cash and prizes. His company has been highlighted at 9news, The Coloradoan, NPR, and Bloomberg. Umbo Helmets, which is part of Change Composites, currently sponsors the 2014 female downhill champion and already has caught the attention of other prominent members of the bicycling community. Nate earned a Bachelor of Science Business Administration with an emphasis in Organizational and Innovation Management from Colorado State University. Nate also received a certificate in Entrepreneurship while attending Colorado State. Nate believes his success is due to his leadership skills and ability to see opportunities, which he acquired serving in two branches of the military. He hopes to change the standard of bicycle safety and put his mark on the bicycling world.



College of Business Entrepreneurship Programs

1. *Entrepreneurship Undergraduate Certificate Program*

The Certificate of Entrepreneurship allows students to examine the role that the entrepreneurial mindset plays in new venture creation, corporate entrepreneurship (intrapreneurship), and social and sustainable venturing. The certificate fosters the growth of new ventures emerging from Colorado State University and seeks to meet the demand for entrepreneurship education across campus. The transcribed certificate consists of a series of three courses (nine credits) that are designed to 1) encourage entrepreneurial thinking, 2) develop entrepreneurial opportunities, 3) prepare a comprehensive strategy for launching a new business, and 4) examine entrepreneurial opportunities in the transition to a more ecologically and socially sustainable global economy.

The two required courses consist of the Fundamentals of Entrepreneurship and New Venture Creation. In addition to those courses, students will select a third course based upon their own interest in one of the three overarching areas of new venture creation, corporate entrepreneurship, or social and sustainable venturing.

Additional opportunities may include a number of courses that allow students to dive deep into their area of interest, internships, acceptance into the Venture Accelerator, or an international experience.

Required courses:

- **MGT 340 – Fundamentals of Entrepreneurship**
A survey course of the field of entrepreneurship that allows students to develop a greater self-awareness of their fit with the entrepreneurial environment—whether that setting is new venture creation, entrepreneurial activity within an existing firm, or social and sustainable venturing. Students will focus on developing an entrepreneurial mindset, learning process of opportunity identification, practicing networking and pitching skills, conducting resource analyses, and learning the basics of IP and financing.
- **MGT 420 – New Venture Creation**
Students will have the opportunity to apply their entire business education and experience to a very practical, hands-on project. Working in small teams, students research the market for the product or service, prepare marketing, sales, development and operations plans, and make financial projections. The primary deliverable is the development and presentation of a full business plan.

Plus one of the following two courses:

- **MGT 330 – Innovation and Corporate Entrepreneurship**
During Innovation and Corporate Entrepreneurship the concept of the “intrapreneur” is explored, as well as learning what drives corporations to be entrepreneurial within all facets of operations.
- **MGT 360 – Social and Sustainable Venturing**
Running a socially conscious business these days isn’t necessarily about saving the world. During Social and Sustainable Venturing students will learn about the different ways sustainability and social value is measured within companies. The course will explore the benefits and difficulties that socially conscious companies are faced with and it will give the student a good understanding for what it would take to incorporate sustainable practices into their businesses.

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Additional Entrepreneurship Courses (outside of the Entrepreneurship Certificate):

- **MGT 440 – New Venture Management (instructor approval required)**
This class takes a practice focused approach to helping bring student ventures to fruition.
- **MGT 482 – International New Venture Creation (instructor approval required)**
On this three-week summer program, the Instructor leads students to important cities of commerce across Europe to gain a greater perspective on entrepreneurship and intrapreneurship.

Currently the certificate is offered across campus to Mechanical Engineering, Ag-Business, Apparel and Merchandising, Design and Merchandising, Apparel Design and Production, Biomedical Engineering, Computer Science, LEAP minors and LEAP grad students. (Leadership, Entrepreneurship, Arts Advocacy and the Public).

Additionally, by agreement, certain majors outside the College of may offer one of their entrepreneurship oriented course or capstone for the 3rd course. For example, the School of Engineering allows Mechanical Engineering students to include their senior design course as the 3rd course in our certificate.

Student Profile:

- Each year, between 550 – 620 students enroll in the entrepreneurship certificate courses
 - Top 10 majors enrolled in the certificate courses:
 - Business Administration
 - Mechanical Engineering
 - International Exchange
 - Art
 - Doctor of Veterinary Medicine
 - Economics
 - Communication Studies
 - Visiting International Program
 - Apparel and Merchandising
 - Music
 - Agricultural Business
- An additional 400 students enroll in the entrepreneurship course in the business minor, annually.
 - Top 10 majors enrolled in the business minor entrepreneurship course:
 - Economics
 - Communication Studies
 - Health and Exercise Science
 - Hospitality Management
 - Equine Science
 - Construction Management
 - Apparel and Merchandising
 - Natural Resource Recr & Tourism
 - Journalism and Technical Comm
 - Psychology

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2. Venture Accelerator Program

The CSU Institute for Entrepreneurship has created a variety of programs to help train and educate students interested in entrepreneurship outside the classroom. Programs are supported by the Institute enhance and elevate the entrepreneurial ecosystem of Colorado State University.

All Institute programs are open to students from across CSU's campus and some of our programs are open to people not currently enrolled at the University.

The Venture Accelerator Program (VAP) provides entrepreneurship training, advising, and mentoring for the student-run ventures. Select entrepreneurs are incubated for an eight-month period to develop the idea and to better position it for a successful launch. The **mission** of the VAP is to educate students and to be an integral part of the entrepreneurship ecosystem by providing students with real-life experiences, connection to resources, and funding opportunities with the ultimate goal of creating self-sustaining, investment-ready ventures. The VAP consists of two stages: the *Immersion Lab* which runs for four months and the *Start-up Spring Board* which runs for four months.

The Immersion Lab is a 16-week intensive tract program that engages up to twelve student entrepreneurs and their teams in a hands-on, execution-style training opportunity that is focused on launching their new ventures. Venture teams attend weekly workshops, all taught by experts in the field, which push them through the stages of development necessary for successful launch. During the Immersion Lab, participants will work with the Institute staff, a mentor and multiple advisors who guide them as the venture teams deliver measurable outcomes in a time-sensitive manner.

The Start-Up Spring Board is the second stage of the VAP. Those ventures emerging from the Immersion Lab with a proof of concept and a committed entrepreneur will be invited to continue as a Start-Up Springboard Company. In the springboard program, they will maintain a level of accountability with the accelerator staff, while working at a more independent level on their new ventures. They will continue to have accessibility to the advisor network, as well as other resources made available to them through the accelerator program.

The CSU Hatchery is the third stage of the VAP for those who desire additional support and qualify for it. Companies that make it through the Start-Up Spring Board are eligible to apply for one of four spots at the CSU Hatchery. The Hatchery is a mutually beneficial partnership between the Institute for Entrepreneurship and the Rocky Mountain Innosphere. The partnership with RMI provides additional support to help companies transition from start-up to profitable business. The Hatchery office space – fully furnished and functional thanks to our generous donor OfficeScapes – provides member companies a controlled and supportive environment to grow in for 12 months. Hatchery companies also enjoy the benefits and services RMI provides for member companies.

The CSU Business Advancement Fund was designed to provide cash awards to support student start-up business teams with their seed funding. The intent of the awards is to support the next evolution of their business, while still refining their concept and business model. Some examples of the use of these funds may be to build a prototype or

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possibly a website. In order for a student entrepreneur to be eligible for this grant, they must be an active Venture Accelerator participant. This fund is made possible by the generous support of our donors.

Differentiation:

Our program can provide up to two years of support for student entrepreneurs. Our growing network of entrepreneurs, alumni, and business professionals volunteer their time to mentor, advise, and coach the students.

Student Profile:

Fall 2015 is the 4th Cohort with 22 students from across campus. This brings the total students served to 87.

Home College:

- Business 40%
- Engineering 18%
- Natural Sciences 11%
- Liberal Arts 10%
- Health & Human Sciences 8%
- Natural Resources 2%
- Veterinary Medicine 2%
- Agricultural Sciences 1%

Status in school:

- Undergrad students 59%
- Grad students 20%
- CU students 3%
- PhD/Post-Doc 7%
- Non-students 6%

Other characteristics:

- Disabled 2%
- Military/Veteran 6%
- Women 10%
- Minority/Intl Student 10%

Measures of Success:

These student companies from Spring 2013 through the present have raised over \$2.17 Million in funding from a variety of sources:

- Institute for Entrepreneurship Business Advancement Fund
- Prize Money
- Fellowships
- Investment
- Debt Financing
- Crowdfunding

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Essential partnerships across the University.

We have developed a list of all faculty teaching any course related to entrepreneurship and they are part of our database for communicating any relevant entrepreneurial opportunities for them or their students.

We have received grant funds from the Office of the Vice President for Research to develop our cross-campus network and plan to host Meet-Ups across campus for students, faculty, and community businesspeople. We are partnering with CSU Ventures to implement the Meet-Ups in 2015-16.

Goal: to build additional and stronger relationships with other entrepreneurship-oriented faculty, departments and Colleges to create synergies, leverage resources, and create the best experience for students and faculty interested in entrepreneurship.

Engagement with entrepreneurship ecosystem. Our programs outside the classroom engage the business community as mentors, advisors, or speakers. Some of our community partners include: Rocky Mountain Innosphere (incubator), Rockies Venture Club (angel investors), Galvanize, SBDC, Innovation Center of the Rockies, Blackstone Entrepreneurs Network, and a host of local entrepreneurs such as Blue Ocean Enterprises/OtterBox.

Competition.

On the competitive front, many Colorado universities and business colleges have entrepreneurship co-curricular programs. Our program is very hands-on. We have heard that our Venture Accelerator Program provides a more structured environment for both students and mentors than the iLaunch program at the Deming Center for Entrepreneurship at CU Boulder. We also accept more teams than the CU Boulder College of Engineering Catalyze CU, a 9-week accelerator program for students and faculty with the most promising ideas and technologies.

The Jake Jobs Center for Entrepreneurship at CU Denver provides an incubator that is open to companies who successfully compete in their business plan competition and meet other criteria for successful incubation.

Three Colorado entrepreneurship centers have endowments.

3. CSU Collegiate Challenge, a Blue Ocean Enterprises Challenge qualifying competition.

The vision of the Blue Ocean Enterprises Challenge (BOE Challenge) is to create a national platform that incorporates all areas of the entrepreneurial ecosystem to showcase entrepreneurial activity and elevate the success stories, and to catalyze the vital contributions that entrepreneurs make to our communities.

Together, Blue Ocean Enterprises and key partners, will execute this vision through a diverse offering of programs, events, and activities.

The Blue Ocean Enterprises Challenge is one of the nation's richest business pitch competitions. Applicants compete for a grand prize of \$250,000 and an intensive 12-month business mentorship program. The competition promotes innovation, identifies high-potential business plans, and inspires emerging business leaders.

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We have managed the entire event including the Collegiate and the Enterprise startup competitions for the past two years. Going forward we will manage the Collegiate competition and are discussing what CSU's overall role might be as part of the national platform.

Outcomes:

This event helped build the CSU innovation and entrepreneurship reputation and raised awareness around the Institute for Entrepreneurship and other CSU innovations via our management of the event, two 9News interviews and a special section in the Denver Business Journal among other media coverage.

Many of our Venture Accelerator students have participated. In the first year, a GSSE-MBA venture, Fargreen, won the Collegiate Competition, going on to win 3rd place in the Enterprise Competition. In the second year, a COB student placed second in the Collegiate Competition and OptiEnz, one of the CSU faculty ventures made it to the quarterfinals of the Enterprise Competition. Ultimately, OptiEnz received venture funding from a venture capitalist in Austin, TX as a result of competing in the BOEC.

4. Entrepreneurship Goals for the Future:

1. Be recognized as a Top 25 Entrepreneurship Program as measured by the Princeton Review
2. Grow the undergraduate certificate to include 850 students from a mix of disciplines
3. Faculty will be recognized as top entrepreneurship scholars in the international entrepreneurship scholar community
4. Have a positive impact on economic development by developing and growing student- and university-based entrepreneurial ventures.
5. Develop a "module" type learning system for STEM students.
6. Strengthen our reputation for sustainable social ventures.
7. Provide an entrepreneurship and innovation building for students, faculty, and community members to meet-up, ideate, and support each other's venture development.
8. Establish a minimum of \$8M endowment.



Educating Entrepreneurs to Address Global Challenges

GSSE Purpose: The purpose of the Global Social and Sustainable Enterprise MBA program is to prepare our students to design, build, and manage entrepreneurial ventures that impact social and environmental challenges.

GSSE Mission: By 2020, we will have graduated 325 students, many of whom will be actively engaged in organizations addressing global challenges.

GSSE History: Founded in 2007, the GSSE MBA was created by then COB Dean Dr. Ajay Menon and Paul Hudnut to replicate the entrepreneurial experience that created Envirofit International. Envirofit is a world-leading manufacturer of clean burning cookstoves, based in the CSU Powerhouse. To date, the GSSE MBA has graduated 145 alumni who are currently living in 25 different countries. In addition, 13 ventures created by GSSE students are still operating.

New GSSE Leadership: October 1, 2014 was Carl Hammerdorfer's last day as Director of GSSE. He was the 1st and only Director the program has had, and we are tremendously grateful for his dedication over the years. He passed the reigns on to Paul Hudnut, who originally hired Carl for the job and has been a key faculty member in the program. As our new Director, Paul is overseeing the current fundraising efforts, potential curricular changes, and the venture practicum process - the capstone of the program.

Recent GSSE Achievements:

- Net Impact's Business as Unusual report ranked the GSSE MBA as 5th in "social impact" among over 100 MBA programs.
- The 8th cohort of students includes Peace Corps volunteers, Fulbright scholars, US Military personnel, engineers, and aspiring politicians.
- We saw a record number of applications for Cohort 9, and have admitted the highest qualified and largest cohort to date, with 29 students.
- The GSSE Academic Council works in conjunction with the Director and Associate Dean to keep the curriculum and content current.



Colorado State University

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Global, Social and Sustainable Enterprise MBA

GSSE Alumni



Trang Tran
CEO and Co-Founder of
Fargreen
Vietnam

Trang is using agricultural waste from rice production to grow mushrooms and create bio-fertilizer on rural farmers' farms.



Greg Goble
Sustainability Specialist for
OtterBox
Fort Collins, CO

Greg is designing and implementing the first sustainability program at cell-phone case manufacturer OtterBox, including recycling and end-of-life programs.



Leonard Dalipi
Senior Business Analyst at
Yunus Social Bank
Albania

Leonard uses his GSSE skills to advise social entrepreneurs on best business practices, growth strategies, and market research.



Rachael Miller
Co-Founder and CEO of
MamaCarts
Benin

MamaCarts provides clean, healthy delicious food in urban areas via community kitchens and food carts. They won a \$100,000 grant from the Rockefeller Foundation.



Kate Danaher
Food and Agricultural
Portfolio Manager at RSF
Social Finance
San Francisco, CA

Kate focuses on deploying RSF's lending products to help build more resilient regional food systems in the U.S.



Andy Kumar
Product Manager at Envirofit
Fort Collins, CO

Andy is in charge of collecting customer feedback and integrating results back into the strategy and operations of the company.

More Organizations Employing GSSE Alumni:

- Brendle Group
- Chemonics
- Coca-Cola
- Deloitte
- Dolma Impact Fund
- EcoMark Solar
- FINCA Microfinance
- Global Greengrants
- iDE
- NREL
- One Acre Fund
- Oxfam
- Peace Corps Moldova
- Philips
- Population Services International
- Rocky Mountain Innosphere
- Social Enterprise Alliance
- Trees Water & People
- Über Hanoi
- US State Department
- USAID
- Vail Resorts

GSSE Key Differentiator

Our key differentiator is the fully integrated venture creation process. Students form teams and design ventures throughout the program, and this is woven throughout multiple courses, as opposed to being housed in a single course in a single semester. The current process is:

- First (fall) semester: students explore global challenges, existing social enterprises functioning in those spaces, and get to know other students with similar interests.
- Second semester: In the first week, students and faculty collaboratively form teams of 3-4 students based on their passions around a global challenge area. Teams are assigned a faculty mentor, and spend the spring semester digging deeply into their industry, and preparing for field work.
- Summer semester: Student teams conduct around 40 days of field work, with an emphasis on market research and opportunity identification. Deliverables include 3 business model canvases, as well as team and individual reports, and team presentations.
- Final (fall) semester: Student teams develop a full business plan based on their summer research and field work.

GSSE Student Profile

- 5-7 years of work experience preferred.
- Any discipline – we value the diversity of experiences and perspectives students bring into the program.
- Evidence of passion for the space and/or entrepreneurial initiative.

GSSE Students/Alumni Country of Origin

- | | | | | |
|---------------|--------------|-----------------|---------------|-----------------------|
| • Afghanistan | • Cambodia | • Guatemala (2) | • Mexico (2) | • Rwanda |
| • Armenia | • Chile (2) | • Honduras | • Moldova (2) | • Uganda (3) |
| • Australia | • China (3) | • India (9) | • Mongolia | • The UK |
| • Bahrain | • Colombia | • Indonesia | • Morocco | • Ukraine |
| • Benin | • Costa Rica | • Iraq (2) | • Nepal (3) | • United States (120) |
| • Bhutan | • Ecuador | • Kenya (6) | • Paraguay | • Venezuela |
| • Bolivia | • Egypt | • Kosovo (3) | • Peru | • Vietnam (3) |
| • Brazil (2) | • Ethiopia | • Lesotho | • St. Lucia | |
| • Bulgaria | • Ghana (4) | • Madagascar | • Sri Lanka | |

GSSE Competition

Although over 80 programs now offer at least a course in sustainability, venture creation, or social entrepreneurship, we are still the only program that fully integrates the social and sustainable venture creation process as a central pedagogy throughout most courses and all semesters. Competitors tend to have either an entrepreneurship focus, a sustainability focus, or an international development focus - but not all three combined. Some examples are:

- Babson College: MBA with a Concentration in Entrepreneurship and optional Venture Creation class.
- Presidio School of Management: MBA in Sustainable Management with optional Experiential Learning Certificate.
- University of Colorado: MBA with optional electives in entrepreneurship and sustainability.
- Stanford University: MBA has required Global Experience with a Social Innovation option, as well as second year elective course options in Social Entrepreneurship.
- University of Southern California: MS in Social Entrepreneurship with an optional venture creation course.
- Brandeis University: MA in Sustainable International Development with a semester-long practicum option.

GSSE Goals for the Future

To be successful, we must:

- Recruit, engage and educate cohorts of diverse, talented and passionate students,
- Provide knowledgeable and dedicated faculty and staff,
- Deliver an entrepreneurial MBA curriculum that provides the skills, experience and network necessary to build and manage enterprises,
- Support our network of graduates with continuing opportunities for education and engagement, and
- Assist COB development initiatives to support i) scholarships, ii) faculty teaching and research, and iii) staff for recruiting, advising and placement.

GSSE Challenges

- Retaining top talent requires scholarship assistance, particularly for international students. This year we lost some of our strongest candidates due to stronger offers from competitors, or because they chose to stay at their careers.
- With increasing competition, it is important that we take advantage of opportunities to differentiate ourselves and keep our first-mover advantage.
- The better placed our alumni are, the brighter the future of the program. We are always looking for industry connections that value the GSSE MBA skillset and would be interested in hiring our grads.

To Learn How You Can Make a Difference Contact:

Kathryn Ernst
Program Manager, GSSE MBA
(970) 491-5612

The CSU EMBA Entrepreneurship Focus:

Our students seem to be following a global trend in executives who are returning for an EMBA to further their entrepreneurial goals. In a 2014 FT article, “EMBA no longer just a corporate degree as entrepreneurs sign up,” Della Bradshaw reported on the global trend toward corporate executives returning for the degree with the intent of changing fields and industries, including starting new businesses. I have seen this during the interview component of the admissions process during which at least half of the students are hoping to start their own ventures at some point in their career.

To facilitate our students’ goals, the CSU Executive MBA delivers two variations of the MBA courses. The first is BUS 641, which is delivered as “Valuations” for the EMBA students. The second is BUS 655, “MBA Capstone”. Denver’s offering is designed to draw together the tools the students have learned over the two years into a “Venture Capital Business Plan.” Students will be expected to choose a concept or product that have the following characteristics:

- Ability to scale and grow fast
- Ability to grow big, with revenues of \$25 million or more
- Have an unfair competitive advantage
- Have a clear exit to return capital to investors

The elements of the plan must include:

1. Market: Who is the customer, value proposition, market size and competition
2. Go-to Market: How will you reach the customer effectively?
3. Exit Strategy: Acquisition/IPO strategy, industry leaders, acquisition trends, multiples, etc.
4. Strategic Plan: How will you get from Point A to Point B and what are the steps and metrics?
5. Pro-forma: Detailed financial projections, researched assumptions and five years out.
6. Valuation: Work through five different valuation methods for your pre-revenue company.
7. Cap table (Pro-forma) Finance Strategy: All funding tranches, exit, dilution analysis
8. Pitch Deck and executive summary: Pitch deck and exec summary for five minute live pitch.

Peter Adams, CEO of Rockies Venture Fund, was recruited to teach this course two years ago, and has done an amazing job of up-leveling the types of projects completed by the students. The feedback on the course has been extremely positive, and the experience has led several of our students to launch ventures.

The Class of 2015 projects included:

- A new micro-brew beer targeting the millennial equivalent of the “Bud-Light” drinker.
- A “high omega 3” designer milk product developed by feeding a selection of patented omega 3 enhance algae to dairy cattle.
- A bridge-decay monitor that alerts DOTs of the health of the nation’s bridges. The monitor is a patented technology available through the Air Force Academy’s technology transfer. The team explored the viability of using the transmission device to monitor the erosion of the bridges’ infrastructure.
- An emergency medical relay system that leverages technology to send patient stats to the hospital’s ER team in advance of the arrival of the patient. The team chose to work with an existing product with the idea of doing an equity investment if the project was proven viable. They found that there was a competing product being developed and pivoted on the concept to deliver the #1 rated project for the class.

Competition:

CSU is the only program that offers an in-depth entrepreneurial experience as the capstone for the program. The University of Colorado Executive MBA focuses on the international aspect of the program, and the DU Daniels program offers a general management degree, with ethics, leadership, critical thinking and global competence. Given the large Jake Jobs and Blackstone Group gifts given in the community to support entrepreneurship in Denver, as well as the national rankings for start-ups, this has been a good selling feature for the CSU Executive MBA Program.



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Be Mobile, Think Global, Act Local

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- > Right resources at the right time
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Consulting Firms

- > Detailed email notifications
- > Integrates with current CRM systems
- > Streamlined, accelerated communication channels

Consultants

- > Supporting the mobile lifestyle
- > Frustration-free T&E submittals
- > Real-time submissions and approvals

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Using a secure, virtual environment to allow global, mobile access with just one TAP

Real-Time Reporting

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Innovative Approach

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Intuitive business processes to accelerate communication channels

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Section 8

Board Chair's Agenda

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Section 9

Academic and Student Affairs Committee

BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING AGENDA
October 1-2, 2015

Committee Chair: Jane Robbe Rhodes

Committee Vice Chair: Mark Gustafson

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

- Faculty Manual Change – Section C.2.3.1.e (*consent*)

Colorado State University-Global Campus

- Student Code of Conduct

Colorado State University-Pueblo

- none

III. Campus Reports

- Learning Communities

Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.3.e Colleges and Academic Departments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.3.1.e College of Liberal Arts.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2015-2016 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This department name change would be in line with the current names of Major programs in the College of Liberal Arts which are specified as being in “Languages, Literatures, and Cultures”. The word “foreign” has a perceived negative implication when applied to human beings, their languages, and/or cultures. This is especially so when applied to Spanish and/or ASL, which cannot be accurately described as “foreign”. Adding the word “cultures” will highlight the inextricable connection between languages and literatures to culture.

Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2015-16

C.2.3.1 Colleges and Academic Departments

e. College of Liberal Arts (~~last revised December 5, 2014~~)
Comprising the Departments of Anthropology; Art and Art History; Communication
Studies; Economics; English; Ethnic Studies; ~~Foreign Languages and Literatures~~;
History; Journalism and Media Communication; Languages, Literatures and Cultures;
Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.

Note: Foreign Languages and Literatures shall be changed to Languages, Literatures and
Cultures wherever it appears in the Academic Faculty and Administrative Professional
Manual.

The Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

MATTERS FOR ACTION:

CSU-Global Campus: Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the Student Conduct Code.

EXPLANATION:

Presented by Jon Bellum, Provost, CSU-Global Campus

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. The Student Conduct Code undergoes periodic revisions. The attached revised Student Conduct Code for CSU-Global Campus has been reviewed by the CSU-Global Campus Governance Council and the CSU System Office of General Counsel, and recommended for approval by the Academic and Student Affairs Committee.

The Student Conduct Code - Draft for Governance Council

Members of the CSU-Global community are expected to observe all laws and respect the rights and privileges of other members of the community. As a community, CSU-Global has the obligation to establish regulations that best serve and protect its integrity as an institution of higher learning and the rights, dignity, and integrity of its members. All CSU-Global students must to adhere to the following:

I: Expectations and Conduct Code

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 violate other university policies; and respecting and properly using all university property and systems.
- Ensure any university property, whether physical or virtual, is protected from theft.

Records

- Maintain academic integrity and honesty in accordance with this Student Conduct Code, academic policies, 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 & Expectations

- 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 abusive conduct such as harassment, stalking, threats, intimidation, bullying, 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 any unwanted sexual advances, comments or intimidations by email, on discussion boards or other postings within or connected to the online classroom.
- Respect the professional authority of the faculty to manage the classroom and comply with any faculty requests related to maintaining 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 Conduct Code; Sexual Harassment; and Policies for Student with Disabilities.
- Agree to be subject to disciplinary actions as provided for in this Student Conduct Code or other university policy.

Violations of Law or University Policy

- Any conduct in violation of Colorado state law that prohibits disruptive or obstructive behavior in a physical or virtual classroom or any action that disrupts scheduled academic activity.
- Any conduct in violation of federal or state law or university policy that relates directly to CSU-Global or may damage the institution's reputation or relationship with the greater community.

II: Hearing and Appeal Process

Disciplinary proceedings may be instituted against a student charged with a violation of any expectations or conduct set forth in Section I above. Disciplinary proceedings under the Student Conduct Code may be carried out independent of, prior to, simultaneously with or following separate civil or criminal proceedings at the discretion of the Provost or his/her designee. Determinations regarding violation of the Student Conduct Code or sanctions imposed shall not be subject to change because criminal or civil proceedings arising out of the same facts giving rise to disciplinary action were dismissed, reduced, or resolved in favor of the student.

Students who are found to be in violation of the Student Conduct Code by a preponderance of the evidence may be subject to disciplinary sanctions including, but not limited to: warning, loss of credit, disciplinary probation, suspension, permanent expulsion and/or degree revocation with permanent mark on transcript.

Reporting Suspected Violations

Reports of violation of the Student Conduct Code 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 (See below "Reporting Outline"). Reports of misconduct will be investigated by the Office of Student Success. Appeals are reviewed by a panel appointed by the Provost if an appeal is requested by the student (see below "Appeal Procedure and Honesty Hearing Panel Procedure" section).

Reporting Outline

1. Reports of violations received by an CSU-Global employee or faculty member should be sent to the Office of Student Success and include a description of the alleged violation and provide supporting documentation.
2. Investigation of the violation is conducted by the Office of Student Success or a panel appointed by the Provost, in the discretion of the Provost. Investigations will be completed within approximately twenty-one (21) calendar days of receipt of the report. The student shall have a meaningful opportunity to be heard and present evidence to the party investigating and determining responsibility for the alleged violation.
3. Review and determination of student responsibility, using the preponderance of the evidence standard, is made and student is informed within approximately seven (7) calendar days of that decision and any applicable sanctions.
4. The student may appeal the decision to the Provost in writing within seven (7) calendar days
5. The Provost or designee will review the appeal, confer with relevant parties as deemed necessary or appropriate, and notify student of the final decision on appeal within approximately twenty-one (21) calendar days.

III. 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. If a student is suspected of academic dishonesty, the instructor will inform the Program Coordinator and the Office of Student Success prior to imposing an academic penalty, which may include 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 and the penalty imposed by the instructor, the student must first consult with the instructor. Students who require contact information for the program faculty should contact the Office of Student Success.

If the dispute remains unresolved, the student may then request review by the Provost. Beyond academic penalties imposed, academic dishonesty is also behavioral issue and is considered an act of misconduct. Whether or not an academic penalty has been imposed by the faculty a report of the infraction must be submitted by faculty to the Provost, who may initiate additional disciplinary action through the Office of Student Success, in the discretion of the Provost. If a student is disciplined as a result of the academic dishonesty through the Office of Student Success, a written appeal may be submitted to the Provost. Disciplinary proceedings and appeals related to academic dishonesty shall follow the Hearing and Appeal Process set forth in Section II, above.

The following misconduct is considered by the university to be acts of academic dishonesty. This is not an exhaustive list of all acts of academic dishonesty, but is 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. Students may not have other individuals conduct research or prepare work for them without advance authorization from the instructor. This includes the services of commercial vendors for papers. This may include submission of work written in part, or in whole, by a family member, friend, another student, or associate.

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 commit any act of academic dishonesty.

Plagiarism. Plagiarism is the adoption or reproduction of ideas, words, or statements of another person as one's own either knowingly, carelessly, or without acknowledgment. Plagiarism is addressed through the plagiarism policy in Section IV below.

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.

Academic Dishonesty Reporting by CSU-Global Faculty:

Students suspected of academic dishonesty shall be so informed and are entitled to an opportunity to reveal their understanding of cheating/plagiarism in a private discussion with the course instructor prior to the assessment of any penalty. The instructor or the student may choose to have a witness present for the discussion.

Instructors who determine that a student has engaged in an act of academic dishonesty may impose an academic penalty, which may include a failing grade for the work in question, a failing grade for the course, or any lesser penalty which the instructor finds appropriate. Before imposing an academic

penalty under this section, instructors shall consult with their program coordinators and dean to discuss an appropriate penalty before informing the student of the decision in writing.

The instructor shall notify the student of the decision to impose an academic penalty and the basis for that decision. The instructor shall copy that notification to the Office of Student Success along with the following information:

1. the class and term;
2. a copy of the assignment;
3. due date of the assignment;
4. work submitted by the student; and
5. evidence to support the charge of intellectual dishonesty.

The Office of Student Success will notify the student's academic advisor and ask that the advisor confer with the student to discuss academic integrity. Most academic dishonesty violations are resolved at the instructor, program, or school level in an agreed resolution between instructor and student, or through an informal meeting with a dean-appointed representative and the instructor. The Office of Student Success will forward any records related to academic dishonesty to appropriate dean and Office of the Provost who will maintain all such material for a period of at least one year beyond the student's graduation or permanent separation from the university.

Academic Dishonesty Appeals

Occasionally, a student may wish to appeal academic penalties imposed. These penalties may be appealed using the following appeal process:

1. The student will inform the instructor involved that s/he wishes to appeal the penalty; then the student will notify the program coordinator in which the course is offered; and through the Office of Student Success, the student may appeal to the appropriate academic dean.
2. The Office of Student Success will consult with the student regarding preparation of the appeal materials. The dean will advise the Provost of the appeal. The Provost will appoint an appeal panel. A panel will include, at least two faculty members, a dean, a student advisor and a representative from the Office of Student Success.
3. The panel will convene and meet with the student. The panel will be provided all associated documentation. The student's version of the incident will be presented and panel members will ask questions of the student, as necessary. The panel or the student may call witnesses to clarify relevant facts. Students may have a support person present but may not have someone speak on their behalf. The Office of Student Success representative will collect documentation, minute the meeting and conduct an investigation of claims and counterclaims made during the meeting.
4. The investigation of the student's version and associated information will be completed within approximately twenty one (21) calendar days following the panel meeting.
5. Findings of the investigation completed by the Office of Student Success are presented to the panel. A determination of responsibility will be made, using the preponderance of the evidence standard, and the student will be notified within approximately seven (7) calendar days of the determination.
6. Students may appeal the decision of the panel by submitting a request in writing with any supporting documentation to the Provost within seven (7) calendar days of the panel's decision. This second appeal is also facilitated by the Office of Student Success.

7. Within approximately twenty one (21) days from receipt of the appeal, the Provost or his/her designee will notify the student of the final decision.

IV. Plagiarism Policy

CSU-Global expects each assignment and course room submissions to represent the original work of the individual student. Seventy or more percent of the content should be the student's original thoughts, analysis, and synthesis of course material. Paraphrasing, with proper citations and references, 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 to support 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 by faculty to the Office of Student Success, which who record offenses, instruct faculty of needed interventions and communicate with students as appropriate. This policy is designed to be educational and developmental in nature, however, if an act of plagiarism is considered to be egregious a student may not be afforded multiple offenses and disciplinary proceedings may be pursued immediately, in the discretion of the Office of Student Success.

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 offense the Office of Student Success will notify the 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 plagiarism. The Office of Student Success will record the incident 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 offense, the Office of Student Success will notify instructor, ask that the instructor discuss the incident 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 prior offenses 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.

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. To accomplish these goals, the re-use and repurposing policy limits the amount of prior work that can be recycled or re-applied in either a repeated or subsequent course.

No more than 20% of an assignment's content shall consist of quoted material (from either an external source or your own previously submitted content) unless the student has obtained permission from the 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 must submit newly created work.

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 its mission and proper 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 if requested or if concerns about alcohol and drug use by faculty, staff or students become known.

Sanctions

Unlawful possession, use, manufacture, or distribution of alcohol, marijuana, 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 or marijuana. 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 (including marijuana per federal guidelines) 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 (including marijuana per federal guidelines) 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.

Learning Communities

October 2015

What do we mean by “Learning Community?”

- Learning Communities are strategically defined cohorts of students brought together around a common purpose with structured integration within and between curricular and co-curricular elements.
- The purpose of our LCs is to promote successful transitions, student learning, retention and graduation.

How do Learning Communities work?

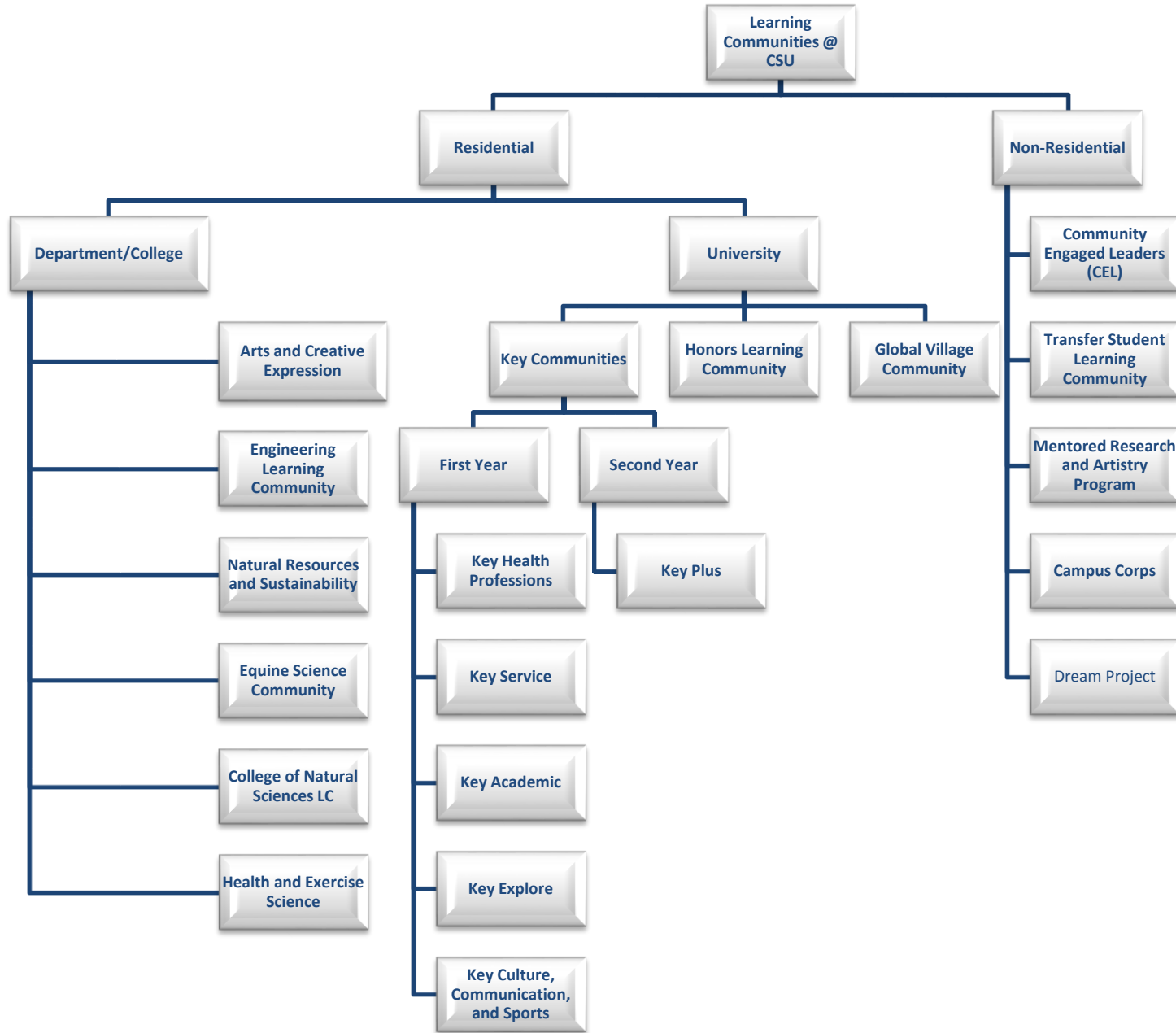
- Assist students in making comfortable transition to college life
- Increase student interactions with other students, both academically and socially
- Increase student awareness so they can identify key campus resources and facilities
- Increase student capabilities in identifying and defining academic and lifelong goals
- Can be residential or non-residential!

Learning Communities in Fort Collins in Fall 2014

1,795 student participants (**41%** of first-time students)

19 learning communities (**15** residential, **4** non-residential)

88% first-year retention rate (compared to 85% for non-participants)





Key Communities

Key: A Structured First-Year Experience

Curricular and Co-Curricular Engagement

- Co-enrollment in Course Clusters
- Interdisciplinary Seminars
- Dedicated Faculty

Embedded Feedback and Support

- Guidance and support from high-performing students and professional mentors
- Early warning and grade feedback
- Supplemental Instruction for historically difficult courses
- Mid-semester progress meetings

Building Community

- Designated residence hall community
- Key Orientation
- Traditions

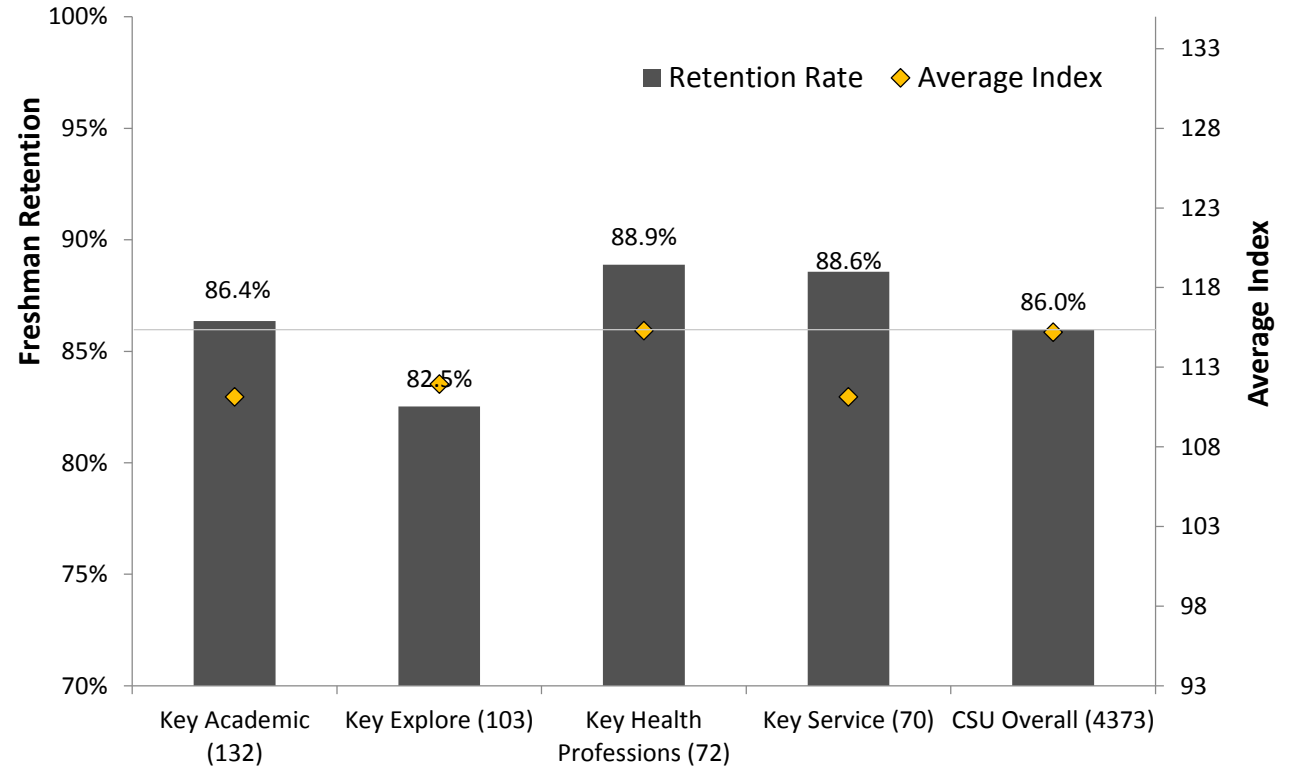
540
Students
(fall 2015)

- 56% are Students of Color
- 45% are First Generation

Key Communities Retention

Of CSU Learning Communities, Key is the only community that has a retention rate that exceeds the overall rate while also having an average index score that is below the overall average (*FA13 Learning Community Retention and GPA Report, Institutional Research*). Three of the four Key Communities have a retention rate that exceeds the overall CSU rate (86%) (*FA13 Key Learning Communities' Retention and GPA Report, Institutional Research*).

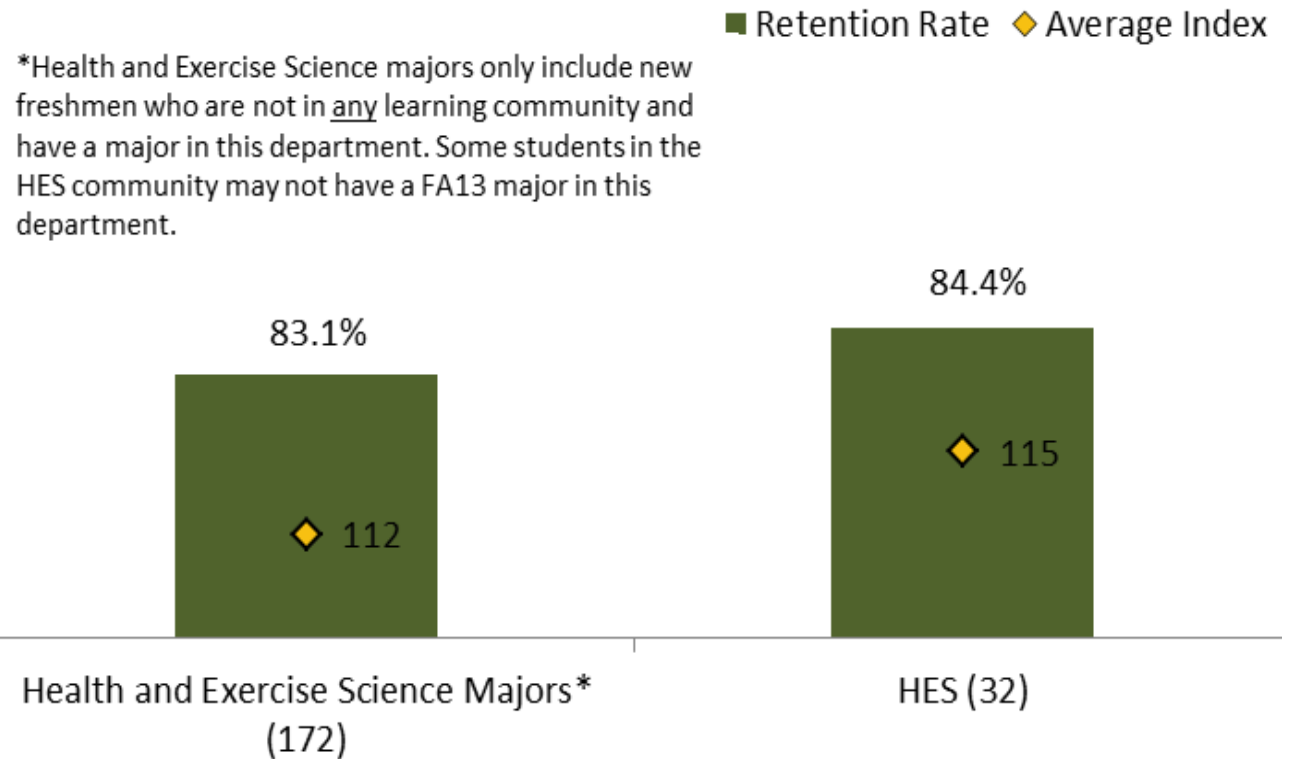
FA13 Freshman Retention Rate and Index by Key Community



Selected College Sponsored Learning Community Retention Highlights

Students in the **Health and Exercise Science** Learning Community have a slightly higher index (115 compared to 112) and a higher retention rate (84.4% compared to 83.1%) compared to non-learning community students with a similar major (*FA13 Health and Exercise Science Learning Communities' Retention and GPA Report, Institutional Research*).

FA13 Freshman Retention Rate and Index for Health and Exercise Science (HES) Learning Community



Key Communities: Demonstrated Value-Added Effects on Graduation

From an Institutional Research study using a matched-sample, propensity-score analysis to compare Key participants with nonparticipants with similar characteristics (2014)

- Across all Key participants, the difference in graduation outcomes was **+ 9.8 percentage points**
- The effects vary by student risk factors. For students with the fewest risk characteristics, the difference between participants and non-participants is **+2 percentage points**. For students with the greatest combination of risk characteristics, the difference is **+44 percentage points**.

Key Communities: Demonstrated Value-Added Effects on Graduation

From an Institutional Research study using a matched-sample, propensity-score analysis to compare Key participants with nonparticipants with similar characteristics (2014)

Conclusion 1:

Across all Key participants, the difference in graduation outcomes was **+ 9.8 percentage points**

	6-Year Graduation
Key	66.2%
Non-Key	56.4%
Difference (se)	9.80% (3.40%)
N for Key/Non-Key	408 / 408
Additional Students Graduated	40

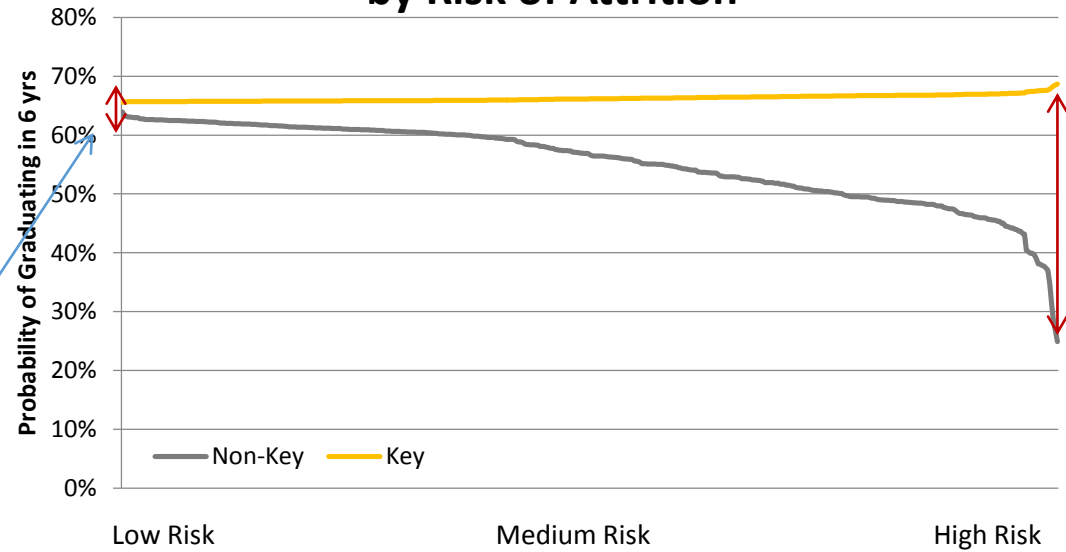
Key Communities: Demonstrated Value-Added Effects on Graduation

Conclusion 2:

While all types of students benefit, the effect differs in extent depending on the presence of risk factors.

For students with the greatest risk factors (those most prevalent in Key), the difference in graduation rate is as much as **+ 44 percentage points**.

Impact of Key Participation on Graduation by Risk of Attrition



For students with the fewest risk factors, the difference in graduation rate is **+ 2 percentage points**.

CSU-Pueblo LCs – early stages 2008

2008 - Living/learning communities in five areas:

- First-year experience
- Outdoor leadership
- Synergy house (focused on diversity)
- Business
- Academic all-stars

2010

2010- Thunderwolf Residential Academic Community
(TRAC) floors in Greenhorn Hall

- Business
- Fine and Creative Arts
- Nursing
- Science/Technology/Engineering/Math (STEM)
- Teacher education

Marketing in March 2010 through housing application,
Discover Day, mailings

Residents primarily first-year students

Components

- Faculty involvement
- Academic development – including peer mentors hired and trained (one per TRAC except two in STEM); and one resident assistant (RA) per TRAC
- Career and professional development



Additional Components

- Tutoring/review sessions
- Early advising
- Socials with faculty and residents
- Common classes, some in the halls
- Special lectures and other special events
- Special study and reading materials

2011

2011 – Eight living/learning communities:

- Business
- Creative/fine arts
- Humanities (new to 2011)
- Media/popular culture (new to 2011)
- Nursing
- Politics/society (new to 2011)
- STEM
- Teaching education

Participation

- Fall 2010: 138 students (101 new freshmen)
- Fall 2012: 138 students (87 new freshmen)
- Partially grant-funded (paid for RAs and some programming through 2012)
- Retention rates of new freshmen higher than university average fall 2010-fall 2011; lower than university average fall 2012-fall 2013.
- Fall 2013: 149 students

Interest-based communities implemented 2014

- Fall 2014: 9 interest areas (167 students)
- Fall 2015: 5 interest areas (209 students)
- Also have a 24-hour Quiet area



Locations for living/learning communities (TRAC)

- 2008 through 2012: all in Greenhorn
- 2013: all in Greenhorn except for Nursing floor (Crestone 4th floor)



Locations of interest-based communities now provide variety of housing options

2014

- Crestone: quiet floor, Outdoor rec, Nursing, Media/arts
- Culebra: First-year experience, Honors
- Greenhorn: Exercise Science, STEM, Business



Locations of interest-based floors for 2015 for first-year students

- Crestone: Nursing, STEM
- Culebra: Honors, Outdoor rec, Fine arts



CSU-Pueblo living/learning and interest-based communities
October 1-2 2015

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Locations of interest-based communities for 2015 for upperclassman

- Greenhorn: Nursing, Outdoor rec
- Culebra: Honors



CSU-Global Campus Learning Communities



Colorado State University
GLOBAL CAMPUS

— CSUGlobal.edu —

Jon Bellum, Ph.D.

Provost & Senior Vice President

CSU-Global Campus: Students

- Has nearly 14,000 students in all 50 states
 - 70% of students are undergraduate
 - 39% of students are first-generation
 - 23% from under represented minorities
 - Over half of students are from outside Colorado
- Average student is 35 years old, married, has children and is employed full-time
- 20% active military, dependent, guard/reserve, or veteran
- Undergraduate students average 59 transfer credits
- As of March 2015, CSU-Global has conferred 4,536 degrees!
 - 3,151 undergraduate
 - 1,385 graduate



Developing a Learning Community

- CSU-Global conducted an initial learning community pilot in spring 2013 for new students in B.S. Applied Social Sciences
- Small number of students were added to the Learning Community pilot on a volunteer basis
- New undergraduate students were in a cohort while completing four common courses
- There was a private online discussion group created for the students to interact outside the classroom
- Results
 - Overall, students didn't have a demand for the experience
 - Transfer students come with varied backgrounds and preferred to have more choice in their courses
 - Without student demand and with limited benefit, additional pilots were not conducted
 - CSU-Global did learn more about what adult transfer students were looking for when they started at a new institution

What we've done since the pilot

- Socializing new students is important in an online setting
- CSU-Global has created a common on-boarding experience for all students
 - Enrollment portal and orientation
 - Initial discussion with a Student Support Advisor
 - Common entry courses for undergraduate students
 - Provides new transfer students with a common experience and prepares them for their studies
- Using social media to create community
 - Where's Your Campus campaign and New Year, New You campaign
 - Students and alumni interacted via Facebook, Twitter and LinkedIn

Developing the Freshman Sequence

- Freshman Sequence was developed by faculty and student facing staff members
 - Freshman sequence was developed to support adults new to higher education
 - All freshman complete a structured four course sequence, including an initial course, designed to prepare them for higher education, including both skills and knowledge
 - Currently making adjustments to the initial course for students beginning in November



Using Social Media to Create Community

- Using social media to create community and connect students to the campus
 - *Where's Your Campus* campaign
 - Students and alumni interacted via Facebook
 - Facebook (FY 2015)
 - 4,756 followers
 - 160,467 visits
 - 8,617 likes, comments, or shares



Section 10

Consent Agenda

Colorado State University System

- Minutes of the August 6, 2015 Board and Committee Meetings
- Minutes of the August 7, 2015 Board and Committee Meetings
- Procedures Manual: Policy 112, CSUS Board Open Records Policy Change

Colorado State University

- CSU Faculty Manual Change: Section C.2.3.e

Colorado State University-Global Campus

- Student Conduct Code

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University-Pueblo
August 6, 2015**

CALL TO ORDER

Vice Chair Munn called the meeting to order 7:39 a.m.

ROLL

Governors present: William Mosher, Chair (via telephone); Demetri “Rico” Munn, Vice Chair; Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Dorothy Horrell; Mark Gustafson; Jane Robbe Rhodes; Joseph Zimlich, Paul Doherty, Faculty Representative, CSU; Michael Mincic, Faculty Representative, CSU-Pueblo; Jason Sydoriak, Student Representative, CSU; Megan Schulze, Student Representative, CSU-Global Campus; Sarah Zarr, Student Representative, CSU-Pueblo

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; 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; Rich Schweigert, Chief Financial Officer, CSU System

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Executive Vice Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors and General Counsel

Other Staff and Guests present: Tanya Baird, Executive Assistant to the Provost, CSU-Pueblo; Rick Callan, Sr. Real Estate Analyst, CSURF; Craig Cason, Associate Vice President for Facilities, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Chris Fendrich, Director of Auxiliary Services, CSU-Pueblo; Jane Fraser, Dept. Chair, Engineering, CSU-Pueblo; Michelle Gjerde, Director, Career Center, CSU-Pueblo; Kathleen Henry, President, CSURF; Jason Johnson, Deputy General Counsel, CSU; Lynn Johnson, Vice President of Operations, CSU; Rick Kreminski, Provost, CSU-Pueblo; David Lehpul, Acting Dean, CSM, CSU-Pueblo; Derek Lopez, Center for Academic Enrichment, CSU-Pueblo; Sean McGivney, Director of Financial Aid, CSU-Pueblo; Jonathan Poritz, Associate Professor of Mathematics, CSU-Pueblo; Ryan Poulsen, Associate, Wells Fargo; Tracy Samora, Director of Alumni Relations, CSU-Pueblo; Rob White, Reporter, *Coloradoan*

In the absence of Chair Mosher, Vice Chair Munn convened the August Board meeting and indicated the first agenda item was a CSU-Pueblo student housing presentation to be followed by a tour of the facilities.

CSU-PUEBLO STUDENT HOUSING

Dr. Di Mare explained that projected enrollment growth did not occur after additional housing was built in 2008. With an annual shortfall in net revenues between 2013 and 2015 and increasing debt service payments during the next five years, CSU-Pueblo is projecting a negative housing fund balance in FY16. In addition to lower enrollment and retention rates, competition with neighboring private sector housing has also contributed to reduced occupancy in the residence halls.

Dr. Di Mare outlined proposed changes in housing policies that include temporarily closing Belmont Residence Hall which is the oldest facility and in need of repairs; requiring all freshman outside of Pueblo County to live in residence halls; and changing the requirements for returning students. The meeting was recessed at 7:51 a.m. for a walking tour of the student housing.

AUDIT AND FINANCE COMMITTEE

Committee Chair Tuor convened the Audit and Finance Committee at 8:37 a.m. General Counsel Nosler read the meeting into executive session for purposes related to purchase or sale of property and to receive legal advice as set forth in the meeting notice. **Motion/Action:** Governor Horrell moved to convene in executive session; Governor Zimlich seconded; and the motion carried unanimously. The Audit and Finance Committee meeting moved out of executive session at 8:57 a.m. and recessed for a short break.

BOARD MEETING

Vice Chair Munn reconvened the meeting at 9:03 a.m. and explained he would be presiding over the meeting in the absence of Chair Mosher who would be participating by telephone for portions of the meeting. Governor Deemer would also not be present at the August meeting. Both Chair Mosher and Vice Chair Munn would not be present the following day and, with no objections from the Board, Governor Horrell was asked to preside over the meeting the next day. Vice Chair Munn reviewed the agenda and the evening's social event.

PUBLIC COMMENT

Vice Chair Munn reported the next agenda item was public comment and one person had signed-in to address the Board. Jane Fraser read a statement to the Board on faculty recruitment and retention at CSU-Pueblo.

Vice Chair Munn reviewed the following day's agenda and then asked Committee Chair Tuor to reconvene the Audit and Finance Committee meeting.

AUDIT AND FINANCE COMMITTEE (*reconvened*)

Committee Chair Tuor asked for feedback on the recommended CSU-Pueblo student housing options with specific action to occur at the October or December meeting. Dr. Di Mare reported the temporary closing of Belmont has occurred for the fall 2015 session. Governor Zarr concurred that the closure of Belmont was a good option; encouraged retaining the 50-mile radius; and commented on the pros and cons of the two-year requirement. Dr. Frank commented that comparable peer institutions have similar policies to the recommendations presented by CSU-Pueblo.

State Budget and TABOR Briefing: Mr. Schweigert explained quarterly the state conducts economic forecasting for the current and future years. Highlights of the OSPB June forecast indicate the state budget is on-track with small fluctuations. TABOR revenue is projected to exceed the Referendum C limit which will require a refund to taxpayers and transfers of funds to transportation and capital construction unless changes occur in statute. Higher education funding in the general fund could potentially be impacted. A related political issue is the hospital provider fee, not exempted from TABOR calculations, that was put in place to help with the state's budget deficit by leveraging federal funding.

HB 1319 – Higher Education Funding and Tuition Control Update: Mr. Schweigert recounted how HB 1319 resulted in a new funding model with a breakout between costs stipends and funding for role and mission tied to performance. The Dept. of Higher Education created a Cost Driver and Analysis team to

provide an analysis on higher education costs. A 6% tuition cap was implemented as a one to two-year solution for structural problems with the funding model. Retention of tuition control for resident, undergraduate rates by governing boards has become a political issue and the CCHE at its August retreat will be considering a new tuition setting policy.

Since the CCHE retreat is concurrent with the Board meeting, Dr. Frank reported a letter (included with the Chancellor's written report) was sent under the signature of the Board Chair and Vice Chair that, without stating a formal position, was focused on the historical position that decision-making was best done at the local level by the governing boards. The letter further stated that sufficient mechanisms for oversight and accountability are in place with performance contracts and financial accountability plans.

Peer Groups for CSU and CSU-Pueblo: When asked about flexibility of peer groups, Chancellor Frank explained that official peer group comparisons are utilized to respond to broad academic and financial issues. For particular issues, i.e., parking at CSU, different peer groups such as matching communities may be utilized.

Tuition Discussion and Review: Dr. Frank provided an overview of the budget cycle that begins internally in August with incremental updates at every meeting and culminates with approval of the budget at the May meeting. The institutions complete a substantial amount of budget planning during the fall when the Governor's proposed budget is developed and then again in January. To assist the Board, the role of tuition in budgets is being highlighted to put into context the general planning that is done and will again be addressed at the February meeting.

Dr. Frank commented on how comparative peer data for CSU and CSU-Pueblo reflect the low state support per student in Colorado. Colorado is a middle to low-middle tuition state and is one of the most efficient states in terms of cost for degree production. The number of applications and headcount at CSU and CSU-Pueblo indicate neither institution appears to be impacted by price elasticity or the point at which the cost of tuition is influencing the customer base.

When asked about the increase in applications and decreased enrollment at CSU-Pueblo, Dr. Di Mare commented on the difficulty of year-to-year comparisons with policy changes that have occurred, such as implementing a deposit requirement; the contract with Royall & Company has greatly increased the number of applications; and workshops are being held to assist students complete and correct federal financial aid applications. Data is being collected from a survey of prospective students who chose another institution.

Discussion followed on unmet need; increasing enrollment of lower and middle income students; the competition and pipeline for resident students; and the sustainability of the current financial model for public institutions over the next 10 years. The Board also discussed the need for the CSU System to be innovative with different delivery systems to help control costs and to improve quality, and messaging to communicate the value of investment in a degree from a CSU System institution. Dr. Frank commented on how the campuses are working together to find ways to partner across campuses, to be more efficient by controlling costs, and to increase or develop new revenue streams.

FY 2017 Incremental E&G Budgets: Dr. Frank explained the incremental education and general fund (E&G) budget does not include directed funding, i.e., research, philanthropy, housing and dining revenues, etc., but the E&G budget is the "heart and soul" of the university budget because it supports the teaching mission. The budget for CSU-Global Campus is presented in a similar format to the other two campuses; however, CSU-Global Campus does not receive state support and does not charge mandatory student fees.

Dr. Frank explained how an inflation-only budget with no state contribution would result in a \$9.5 million deficit. While there are ways to manage the budget, such as cutting expenses and internal reallocations, this is not a sustainable business model. Governor Zimlich commented on two revenue drivers: increasing non-resident enrollment and tuition. He noted new line items and innovation, such as utilizing a blended delivery system, could be part of the solution to balance the budget.

Depending on decisions at the CCHE retreat, Dr. Frank asked for direction on tuition with the tradeoff on expense reduction. When asked about elasticity of CSU's tuition increases and student demographics, he responded the market share of Colorado residents has remained constant; financial aid has been bolstered by new tuition revenue; and there has been an increase in non-resident students.

To better understand the tuition issue, suggestions were to begin with an assumption of no more than a 5% tuition increase for next year; to determine what other decisions would need to be made to bring costs in line for a business that is people-oriented without decreasing quality; and to examine other revenue sources or delivery models. Dr. Frank explained the online budget balancer tool that will be available on the CSU website to analyze the impact of expense and revenue adjustments to the budget. A budget update will be provided in October with comparisons of CSU tuition increases of 3%, 4% and 5%.

Dr. Di Mare reviewed the initial draft of the FY17 CSU-Pueblo E&G budget. Given the differences in the campuses, the suggestion was made to provide comparisons of 4%, 5% and 6% tuition increases. Dr. Frank recounted the shift of the percentage of state funding within the CSU System to assist CSU-Pueblo which was impacted by the state's floor funding model and noted expenses at CSU-Pueblo are comparable to similar institutions.

Adoption of Program Plan for the CSU-Pueblo IT Project: Mr. Spiecker recounted that the Board previously approved moving forward with a request for \$3.9 million in new state funding for Phase II of the CSU-Pueblo IT project. Approval of the program plan was requested to meet DHE requirements. **Motion/Action:** Governor Robbe Rhodes made the motion to approve; Governor Flores seconded; and the motion carried unanimously.

Approval of Investment Committee Members: General Counsel Nosler explained the next step was a follow-up resolution, consistent with statute, to appoint Governor Tuor in her capacity as the Board Treasurer and one additional Board member identified as Governor Horrell to the CSU System Treasury Advisory Committee. The resolution also authorizes pursuant to statute that these two Board members work with the Chancellor, the CSUS CFO and General Counsel to select nominees for the three representatives of the financial community to serve on the investment advisory committee. The nominees will be presented to the Board at the October meeting. **Motion/Action:** Governor Gustafson moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

Approval of Institutional Plan for Student Fees: Mr. Schweigert explained that annually, by CCHE policy and by reference in statute, institutions with student fees must have an overarching document that defines the fees and processes and addresses the role of the governing board. The CSU and CSU-Pueblo student fee plans were provided in the meeting materials and there were no major changes from the previous year. Committee Chair Tuor noted the approval would be on the consent agenda.

CSU System Foundation Update: General Counsel Nosler reported the CSU System Foundation has been established; an operating agreement between the CSU System and the foundation has been executed; the new company, Beyond Campus Innovations Inc., has been established; and the final process to be completed is negotiation of the intellectual property transfer agreements from the CSU System to the foundation, and then in turn from the foundation to the new company which will be wholly-owned by the foundation.

Bond Sale: Mr. Schweigert reported the CSU System is selling bonds on this date for the most recent bond package approved by the Board and the sale appears to be proceeding well. Both Moody's and Standard & Poor's maintained the System's ratings.

Review and Update on Audit Plan: Ms. Horn reported there are nine audits in progress and, with only six auditors, staff are working simultaneously on projects. Three audits are near completion with reports to be issued before the next meeting and one report is waiting for her final review. Executive summaries of reports issued since the last meeting were provided. There were no red flags to report and Internal Auditing utilized their new data analytics.

Past Due Recommendations: Ms. Horn explained the institutions continue to do well in implementing the corrective actions. Since the report was generated, CSU-Pueblo has implemented recommendations #2 and #5 for tuition revenue. The past due recommendation for the Warner College of Natural Resources was delayed to allow time for the new dean to be part of the process and the project is near completion. The OSP Cost Transfers recommendation is back on track after a change in management.

With no further business to come before the committee, Committee Chair Tuor asked for a motion to adjourn. **Motion/Action:** Governor Johnson moved; Governor Robbe Rhodes seconded; and the motion carried unanimously.

REAL/ESTATE FACILITIES COMMITTEE

Committee Chair Johnson called the committee meeting to order at 11:16 a.m. **Motion/Action:** Governor Tuor moved to convene in executive session. Governor Zimlich seconded and the motion carried unanimously. General Counsel Nosler read the meeting into executive session for purposes related to purchase or sale of property and consideration of nominations for the awarding of honorary degrees or the naming of buildings as set forth in the meeting notice.

The meeting reconvened in open session at 11:25 a.m. Committee Chair Johnson asked for a motion to approve the CSU naming action item. **Motion/Action:** The motion was made, seconded and carried unanimously. With no further business to come before the committee, Committee Chair Johnson asked for a motion to adjourn. **Motion/Action:** Governor Gustafson moved, Governor Robbe Rhodes seconded and the motion carried unanimously.

EXECUTIVE SESSION

Vice Chair Munn asked for a motion to convene in executive session. **Motion/Action:** Governor Horrell made the motion, Governor Johnson seconded, and the motion carried unanimously. General Counsel Nosler read the meeting into executive session to receive the litigation report and legal advice as set forth in the meeting notice. Following the executive session, General Counsel Nosler noted for the record that the Board was moving out of executive session and was reconvening in open session.

EVALUATION COMMITTEE

Vice Chair Munn asked for a motion to convene the Evaluation Committee in executive session following lunch. **Motion/Action:** Governor Tuor made the motion, Governor Horrell seconded, and the motion carried unanimously. General Counsel Nosler read the Evaluation Committee meeting into executive session for the purposes of evaluating public officials and staff and to receive legal advice as set forth in the meeting notice. The meeting recessed at 12:15 p.m. and then convened in executive session at 1:01 p.m.

The Evaluation Committee meeting moved out of executive session and into open session. General Counsel Nosler reported that during the executive session legal advice was received in attorney-client privileged communications. General Counsel requested approval of an oral motion by the Board of Governors of the Colorado State University System to approve a limited waiver of the attorney-client privilege for the sole purpose of a potential defense to certain claims against President Lesley Di Mare in pending litigation. Such waiver shall be at the sole discretion of the General Counsel as determined to be necessary within this litigation. **Motion/Action:** Governor Johnson moved, Governor Tuor seconded, and the motion carried unanimously.

With no further business to come before the committee, Committee Chair Munn asked for a motion to adjourn. **Motion/Action:** Governor Johnson moved, Governor Robbe Rhodes seconded and the motion carried unanimously.

**BOARD OF GOVERNORS OF THE
COLORADO STATE UNIVERSITY SYSTEM
BOARD OF GOVERNORS MEETING
Colorado State University-Pueblo
August 7, 2015**

CALL TO ORDER

Governor Horrell called the meeting to order 9:07 a.m.

ROLL

Governors present: William Mosher, Chair (via telephone); Scott Johnson, Secretary; Nancy Tuor, Treasurer; Dennis Flores; Dorothy Horrell; Mark Gustafson; Jane Robbe Rhodes; Joseph Zimlich, Paul Doherty, Faculty Representative, CSU; Michael Mincic, Faculty Representative, CSU-Pueblo; Jason Sydoriak, Student Representative, CSU; Megan Schulze, Student Representative, CSU-Global Campus; Sarah Zarr, Student Representative, CSU-Pueblo

Administrators present: Tony Frank, Chancellor, CSU System, and President, CSU; Amy Parsons, Executive Vice Chancellor, CSU System; 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; Rich Schweigert, Chief Financial Officer, CSU System

System Staff present: Adam Fedrid, IT Manager; Melanie Geary, Executive Assistant to the Executive Vice Chancellor; Allen Sneesby, IT Technician; Sharon Teufel, Executive Assistant to the Board of Governors and General Counsel

Other Staff and Guests present: Tanya Baird, Executive Assistant to the Provost, CSU-Pueblo; Jon Bellum, Provost, CSU-Global Campus; Helen Caprioglio, Assistant Provost, CSU-Pueblo; Johnna Doyle, Deputy General Counsel, CSU-Pueblo; Jane Fraser, Dept. Chair, Engineering, CSU-Pueblo; Blanche Hughes, Vice President of Student Affairs, CSU; Jason Johnson, Deputy General Counsel, CSU; Sylvester Kalevela, Acting Dean, CEEPS, CSU-Pueblo; Jonathan Poritz, Associate Professor of Mathematics, CSU-Pueblo; Kathryn Starkey, Director of Forensics, English/Forensics Team; Rob White, Reporter, *Coloradoan*; Cora Zaletal, Executive Director, External Affairs, CSU-Pueblo

Governor Horrell reconvened the Board meeting in the absence of the Chair and Vice Chair who were unable to attend. Chair Mosher would be participating by telephone when possible and Governor Deemer was unable to attend. Governor Horrell reviewed the work completed the previous day and indicated an Evaluation Committee report would be provided. She reported the Board had breakfast and a productive discussion this morning with CSU-Pueblo non-tenure track faculty. Governor Horrell then reviewed the meeting agenda.

EVALUATION COMMITTEE

Governor Horrell, as Vice Chair of the Evaluation Committee, reported the committee met in executive session the previous afternoon for the annual performance reviews of the Chancellor, campus Presidents, General Counsel and Director of Internal Auditing. The following recommendations were presented based upon the work completed:

- For President Frank, the committee recommends awarding an incentive compensation of \$60,000 as provided for in his contract.
- For President Takeda-Tinker, the committee recommends awarding \$100,000 incentive compensation per her contract.
- For President Di Mare, the committee recommends awarding \$13,000 incentive compensation per her contract.
- For the CSU System Director of Internal Auditing, the committee recommends a salary increase of 2% effective for FY15-16 and her budget be supplemented with a one-time addition of \$10,000 for technology and professional development of her staff as she may determine at her discretion.
- For the CSU System General Counsel, the committee recommends a salary increase of 3% effective for FY15-16.

Motion/Action: Governor Robbe Rhodes moved to approve the recommendations. Governor Tuor seconded and the motion carried unanimously. Governor Horrell commented on the importance of the annual performance reviews and commended the leadership for their work on behalf of the CSU System and the state of Colorado.

CHAIR'S AGENDA

Excellence in Undergraduate Teaching Award: Governor Horrell provided background on the establishment of the award that is presented annually to a faculty member from each of the three campuses. The Colorado State University and CSU-Global Campus recipients were recognized at the May meeting. At this meeting, the Board would recognize Dr. David Dillon for his work at Colorado State University-Pueblo. Dr. Kreminski highlighted Dr. Dillon's contributions to students, research and service. Governor Horrell presented the award and Dr. Dillon thanked the Board for the honor.

National Western Center Resolution: Governor Horrell reported the next item was consideration of a resolution in support of a referendum wherein voters will be asked to indefinitely extend a 1.75% tax on hotel rooms and short-term rental cars in the City and County of Denver. The revenue would finance two tourism-related projects: the redevelopment of the National Western Center (NWC) of which Colorado State University is a prominent partner and the Colorado Convention Center. Governor Gustafson, in his capacity as Secretary of the Board of Directors for the National Western Stock Show (NWSS), recused himself from the discussion and vote.

Dr. Frank provided an overview of the NWC redevelopment and explained the project is at a point where many pieces have been aligned with a path forward. Colorado State University has a 109-year relationship with the NWSS and will be involved with various NWC opportunities that fit with the teaching, research and outreach/engagement mission of the institution to serve the citizens of Colorado. HB 1334 provides for \$250 million in state-funded certificates of participation to build CSU-related facilities at the NWC and on the campus that are tied into those NWC facilities. The funds will only be available if the voters of the City and County of Denver pass the ballot initiative. The NWC redevelopment has the support of neighborhood groups. The Board in the past has endorsed certain other issues of interest to CSU.

Governor Flores expressed support for the resolution because of the fit with the mission. He stated there have been discussions about moving the State Fair from Pueblo and clarified this resolution does not include or endorse such action. Dr. Frank reported he has expressed to the NWC Executive Oversight Committee that CSU would not support such a move. Governor Zimlich added that over the years the Board has been asked to take positions either for or against legislation and ballot initiatives, and the Board has carefully considered this initiative that is directly tied to the CSU mission.

General Counsel Nosler read the matter for action to support the November 3, 2015 City and County ballot initiative. **Motion/Action:** Governor Johnson moved to approve; Governor Tuor seconded; and the motion carried unanimously.

Strategic Mapping: Governor Horrell recounted that the Board at its June retreat began the strategic mapping process by first identifying factors or brutal facts outside of the CSU System's control. The Board then identified unique advantages and capabilities of the institutions individually and collectively that can help the CSU System and campuses move forward in light of those brutal facts. Ms. Parsons was tasked with working with the campuses to begin identifying initiatives and goals in response to those discussions.

Ms. Parsons commented on the work undertaken to refine the strategic mapping into concrete actions. The CSU System strategic map is divided into three capabilities with four key performance indicators and related metrics with implementation targets. Work will continue with the campuses and updates will be provided at future meetings.

Ms. Parsons reviewed the brutal facts identified at the retreat that were further refined into four categories with direct influence on the CSU System and institutions. The intent is to focus on one of the categories at each of the upcoming meetings to educate the Board and to hear from each of the campuses individually on their strategic plans. The work plan is as follows:

- October 2015: funding and cost shifting, CSU Strategic plan;
- December 2015: value proposition and public dialogue, CSU-Pueblo strategic plan;
- February 2016: market responsiveness, CSU-Global Campus strategic plan;
- May 2016: talent market;
- June 2016 Board retreat: review and update the strategic plan for long-term planning.

Dr. Frank explained the goal to develop a CSU System strategic plan which is a map to drive strategy and actions, is outcome-oriented and organic, and not a detailed, stand-alone document. Board members commented positively on the work plan and the intent to have specific strategic discussions at every board meeting.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Committee Chair Robbe Rhodes convened the Academic and Student Affairs Committee and asked Dr. Miranda for his report.

Revised Policy 314 and Approval of Degree Candidates: Dr. Miranda explained the timing of Board meetings with the granting of posthumous degrees did not always align for graduation ceremonies. The proposed amendment would extend the annual authority of the institutions to grant degrees to include posthumous degrees subject to an annual report of that activity to the Board. Approval of the policy amendment and the approval of degree candidates for Academic Year 2015-16 are on the consent agenda.

Colorado State University Faculty Manual Changes: Dr. Miranda reported there are four faculty manual changes to be approved on the consent agenda:

- Section D.2.1: The amendment is to change the annual faculty and administrative professional appointments to the University Benefits Committee from three-year to four-year terms.
- Section F: The modifications are to clarify parental leave policies by separating the language of parental leave from catastrophic leave due to technical reasons related to federal guidelines and the definitions of fringe benefits reimbursements.

- Section I: The changes clarify that renewal of an assignment of faculty advisors to student groups by a department chair is possible but upon mutual consent.
- Appendix 1: The changes to be implemented will align the language of the manual with Title IX federal regulatory requirements.

CSU Program Review Schedule: Dr. Miranda listed the departments and special academic unit to be reviewed during the coming year. Typically 10 to 15 reviews are completed each year with programs generally on a six to seven-year schedule with some variation to align the internal program review with the external accreditation bodies. Approval of the program review schedule is on the consent agenda.

Approval of CSU Graduate Certificates: Dr. Miranda explained the CCHE authorized graduate certificates and the internal approval process through the Faculty Council parallels the approval of a new degree program. The graduate certificates will be awarded after completion of between 9 and 15 credits to develop a skill set or marketability in a particular area. The graduate certificates can be stand-alone; may serve as a starter experience to attract students to Master's degree programs; be an add-on to a graduate program to gain additional skill; or be bundled with a degree program. Approval of the graduate certificates is on the consent agenda.

CSU-Global Campus Student Code of Conduct: Dr. Bellum explained the updates to the student conduct code are focused on process. The revisions have been reviewed by the Faculty Affairs Committee, the Student Affairs Committee, the Curriculum Committee and the Governance Council. Legal review is being conducted by the CSU System. The intent is to implement the revised student conduct code in the fall. An update will be presented at the October meeting.

Updates on CSU-Global Campus Degree Programs: Dr. Bellum explained the annual comprehensive review for every degree program includes an external review by program advisory boards and an internal review to determine if the programs are aligned with the workplace as originally designed and meet the quality expectations. Based upon the recent reviews, the following degree program changes will be implemented:

- Enrollment in the B.S. in Public Management program will cease because growth has been static and there does not appear to be a demand for a generic public management degree. Students already enrolled will be able to complete their degrees.
- Enrollment in the Master's of Information Technology Management will be temporarily frozen while a more in-depth study is completed to determine how to better align the program with the needs of the marketplace. The intent is to reinstitute the program next spring with modifications.
- The B.S. in Interdisciplinary Professional Studies has never strongly aligned with any particular industry and therefore enrollment will be ceased.

CSU-Global Campus will continue to build new degree programs that have strong ties to a specific profession or industry need. Market research is developed from the Bureau of Labor statistics; O*NET that explains specific educational needs; and through the internal marketing team which compiles data such as what degrees are being sought and the numbers of graduates from different programs.

CSU-Pueblo Program Review Schedule: Dr. Kreminski explained the program reviews are on five, six or seven year cycles with consideration of accreditation cycles. An updated calendar is presented for approval annually. There is an elaborate program review process that includes external evaluators and different campus committees. Approval of the 2015-2020 calendar is on the consent agenda.

CSU-Pueblo Approval of Degree Candidates: Committee Chair Robbe Rhodes noted the approval would be included with the other campuses on the consent agenda. Dr. Kreminski reviewed the data provided for the AY2014-15 spring, fall and summer graduates.

CSU-Pueblo Posthumous Degree: Dr. Kreminski reported confidential documentation was provided separately and recommended approval of the posthumous degree on the consent agenda.

CSU-Pueblo Faculty Handbook Change: Dr. Kreminski explained the revision to section 1.2.6.4 is to delete the Dean of Graduate Studies and Research as an ex officio member of the Graduate Studies Board. Approval of the amendment is on the consent agenda.

Faculty Activity Reports: Dr. Miranda explained faculty activity reports are presented annually in August and the report for each campus follows a similar but not identical format.

Colorado State University: Dr. Miranda described the extensive hiring and search process; the annual performance review process and statistics with almost all faculty meeting or exceeding expectations; the faculty reappointment process; and data for tenure and promotion that occurs in the fifth year. There were no denials of tenure or promotion in the cases that reached the Provost's Office.

Faculty workload data was compared to peer institutions and AAUP on instructional ratios, undergraduate and graduate degrees, and federal research activity. Faculty compensation has been stagnant nationally for the past five years and continues to be an issue at CSU. There are 1,063 regular faculty which is the highest level in the last six years with the largest number of women faculty for this period. Minority faculty has increased by approximately 10% in the last year.

In response to questions on performance evaluation statistics, Dr. Miranda explained the stringent hiring practices have resulted in a highly accomplished faculty and salary increases are merit-based. In addition to salary, a more formal consequence of a below expectation review for two sequential years would result in a post-tenure review process prior to the usual five-year timeframe and include a 360 review. Decisions on promotion and tenure were delegated to the presidents with an annual report to the Board. A list and statistics on faculty promoted or tenured during the prior year were provided.

CSU-Global Campus: Dr. Bellum reported faculty qualifications are based on the HLC's guidelines coupled with accreditation criteria and high internal requirements. He reviewed the terminal degree and annual re-credentialing requirements for undergraduate and graduate faculty. There is a thorough screening and interview process, intensive training and certification program, and eight-week mentored teaching experience for new faculty. Continuous training is offered through a variety of processes and venues with faculty expected to complete at least one course annually.

Dr. Bellum explained the recent changes that have occurred in the faculty compensation model and described the other non-instructional opportunities for which faculty are compensated. In addition to comprehensive annual performance reviews, there is an ongoing focus to ensure faculty meet expectations. Data from the annual faculty satisfaction survey indicate that faculty are highly satisfied with the support provided by CSU-Global Campus.

Dr. Bellum reviewed the data on faculty counts from IPEDS and workload for AY2013-AY2015 which assists with identifying the number of faculty and number of sections per courses that are needed. Faculty demographics are tracked in conjunction with student demographics to help with student engagement. Female to male ratios are generally split equally and 24% of faculty are underrepresented minorities compared to 25% of students.

Colorado State University-Pueblo: Dr. Kreminski reported national searches are conducted for all faculty positions. He reviewed the AY2014-15 annual performance review data and noted work continues by the chairs, deans and faculty to clarify the standards. Information was provided on the reappointment process and tenure and promotion statistics with one denial. Comprehensive reviews for tenured faculty are conducted every five years and ranking data by college was provided.

Dr. Kreminski reviewed the 2010-2014 faculty workload report of instructional ratios, undergraduate and graduate degrees, and research expenditures compared to peer medians. Compensation comparisons to peers were provided and the number of tenured faculty for AY13-14 to AY14-15 decreased partially due to the faculty buyouts that occurred. Demographics indicate the percentage of women is stable and the minority population has increased slightly from 18% to 22%.

Academic Integrity: Dr. Miranda commented the reports on the role of academic integrity issues at each of the campuses are being presented in response to a specific suggestion by the Board.

Colorado State University: Dr. Miranda explained the importance of academic integrity to the foundation of the university. There were 307 cheating incidents reported last year but overall, according to students surveyed, the level of cheating has gone down and students and faculty report there is a strong culture of integrity. Students cheat due to various reasons including stress in various dimensions and lack of understanding, particularly with an increasing international population. Internet and computer resources can be utilized to detect plagiarism as well as exploit materials.

Dr. Miranda reviewed the three different initiatives of policing by vigorous proctoring; prevention by educating students; and promotion of the positive values of academic integrity. Most cases are handled individually by instructors with grading consequences. More serious matters can lead to student conduct and judicial processes with potential consequences of probation or expulsion. The Office of Academic Integrity was established several years ago as a subdivision of the Institute for Learning and Teaching and provides assistance to both faculty and students in a variety of ways.

Governor Sydoriak concurred that there is a culture of academic integrity being promoted at CSU. The ASCSU is considering distribution of free blue books that includes language on academic integrity as a reminder to students.

When asked about controlling identification of students for distance learning, Dr. Miranda responded that, at CSU, there are a variety of mechanisms including requirements for examinations in a proctored environment.

CSU-Global Campus: Dr. Bellum commented that, as an online institution, maintaining academic integrity is the foundation of the relationship with students. Academic integrity is focused on three areas: student verification, plagiarism and cheating. The two primary methods used for student verification are: 1) verification by triangulating assignments with work activities through students' personal discussion postings; and 2) utilization of an external verification tool powered by one of the large credit agencies that prompts students for answers to a verification quiz.

Dr. Bellum explained that plagiarism is often a result of poor scholarship or writing rather than negative intent. All assignments are uploaded with the learning management system and analyzed through a plagiarism checker. Faculty is trained to identify plagiarism and to provide support to students. The Office of Student Success also provides support and investigates cases that have been submitted through an alert from faculty. Students have three opportunities to adjust their behaviors before dismissal. The expectation is that 80% of any assignment be the student's work.

Governor Schulze commented on a course that was offered prior to starting her graduate degree program at CSU-Global Campus that helped understand properly researching and citing references. The resources in the CSU-Global Campus library are also helpful.

Colorado State University-Pueblo: Dr. Kreminski reported that academic dishonesty is defined as cheating, fabrication, facilitating academic dishonesty, plagiarism and unauthorized collaboration. Faculty attempt to resolve the issue first and inform the department chair before implementing punitive action. Students can appeal the decision through the Academic Appeals Board.

Academic dishonesty is also viewed as behavioral misconduct that violates the code of student ethics. If punitive measures are undertaken, the infraction is reported to the Office of Student Conduct who initiates a disciplinary action that is a separate process. There were 34 academic dishonesty cases in the past three years that necessitated an investigation with a few repeat offenders. Different academic programs, such as the School of Nursing, also have their own honor programs or standards of ethics. Graduate programs have another component of academic integrity which is responsible conduct of research for both students and faculty.

Library faculty visit classes to educate students on plagiarism and copyright issues. One of their student learning outcomes is that students will recognize the economic, legal and social issues related to the use of another person's words or ideas and are able to cite and use their sources in an ethical and legal manner. Last year 400 freshmen benefited from the work of the library faculty of which 85% of those tested were deemed to be proficient in their understanding of plagiarism. CSU-Pueblo also offers online and independent study courses with students not physically on campus and utilizes tools such as Safe Assign, a product built into Blackboard.

With no further business to come before the Academic and Student Affairs Committee, the committee meeting was adjourned.

CONSENT AGENDA

Governor Horrell indicated the next agenda item was approval of the consent agenda. **Motion/Action:** Governor Flores moved to approve; Governor Robbe Rhodes seconded; and the motion carried unanimously.

The meeting recessed for lunch at 11:46 a.m. and reconvened at 12:04 p.m.

FACULTY AND STUDENT REPRESENTATIVES REPORTS

CSU-Pueblo Faculty Representative: Governor Mincic reported the Faculty Senate has not met since the last Board meeting and a schedule of upcoming meetings was provided. Prior to a faculty retreat in two weeks, all faculty will have an opportunity to provide input on issues to address during the coming year. The Faculty Senate will then review and prioritize the issues at its retreat. Governor Mincic commented on changes that have occurred during the past three years and the stellar work on campus issues that has been accomplished. He commended Dr. Di Mare for addressing faculty salaries as part of the budget planning process.

CSU-Global Campus Faculty Representative: Governor Horrell noted that Governor Deemer's written report was included in the meeting book.

Colorado State University Faculty Representative: Governor Doherty explained his written report provided Faculty Council updates from the end of the previous academic year. During the summer the

Chair of the Faculty Council has worked with Dr. Miranda and Vice Provost Bush on strategies to improve shared governance and on salary equity exercises. Updates for the Board are anticipated at future meetings.

CSU-Pueblo Student Report: Governor Zarr provided an overview of the ASG composition and the focus of ASG as advocates for students. A goal for the coming year is to create a more consistent ASG to allow the next new student government to move forward without starting over. Governor Zarr reviewed the internal and external initiatives described in her written report and reported she represented CSU-Pueblo at the National Campus Leadership Council Presidential Summit. The ASG was restructured and now the judicial branch is being restructured with new volunteer legislative and cabinet aide positions. Open forums will be held to build better student relationships; and efforts will be undertaken to create new cultures and traditions on campus.

CSU-Global Campus Student Report: Governor Schulze explained her goal to show the Board “the face of the student.” A PowerPoint presentation highlighting the June 20th CSU-Global Campus commencement was shared. Over 5,000 people attended and 1,300 Bachelor’s and 496 Master’s degrees were awarded. CSU-Global Campus students are very diverse with a mix of ethnicity and gender; nontraditional with an average age of 35; and are from all industries and include working mothers as well as military. For the first time the commencement was broadcast live over the internet. CSU-Global Campus has been ranked #6 by *U.S. News & World Report* for best online Bachelor’s programs for veterans. Of the graduates this year, 18.7% had military affiliations.

CSU Student Report: Governor Sydoriak commented on the role of ASCSU to help students understand harnessing the student voice for social leverage. He reported the ASCSU vice president resigned and a new interim vice president was appointed who would be ratified when school starts. New and ongoing initiatives include creating a civilian oversight board for the campus police; establishing a veterans task force; and creating a student fee-funded alternative transportation advisory board. External initiatives include working with city officials to reform the You + 2 ordinance and to find alternative ways to promote responsible drinking in lieu of a social host ordinance.

CHANCELLOR AND PRESIDENTS’ REPORTS

Chancellor’s Report: Dr. Frank indicated he had no additions to the written report which includes the letter sent to the CCHE on tuition policy setting that presents the Board’s historical position but is not a formal Board action.

Dr. Frank recounted that, in the wake of the Lower North Fork Fire, the fire division of the Colorado State Forest Service (CSFS) was transferred to the Colorado Dept. of Public Safety. There have been informal discussions on the potential reorganization and transfer of the remainder of the CSFS that would change the direct reporting and oversight. A letter received from the Executive Director of the Colorado Dept. of Natural Resources was shared with the Board.

Dr. Frank explained that Colorado was one of only five states that still have the forest service as part of the land grant system. There are pros and cons to transferring the remainder of the CSFS and the biggest concern was to ensure the CSU employees, faculty and students continue to have opportunities to stay involved. CSU has been proud to oversee the forest service that fits within the role and mission of teaching, research and engagement. Dr. Frank indicated no formal action was needed at this time and recommended utilizing the time between now and the October meeting to actively engage in campus discussions and to conduct due diligence on the financial and personnel impacts.

Suggestions were made that continuing research be a condition of the transfer and the strong extension role of CSU be considered. Governor Horrell expressed the Board's support as the next steps in the due diligence are taken.

Colorado State University President's Report: Dr. Frank highlighted from the written report the annual fundraising totals. He presented comparisons with the University of Colorado System and the University of Colorado-Boulder.

CSU-Pueblo President's Report: Referencing a guest column she had written for *The Chieftain*, Dr. Di Mare explained faculty are off contract during the summer and recounted the activities undertaken during the summer by the faculty and staff that include additional duties, curricular work and research. Summer camps which are a positive recruiting tool and five orientation sessions are conducted on campus.

Other updates include the comprehensive fundraising campaign has received another \$3 million towards the \$25 million goal; the TRiO grant was renewed for \$1.4 million over five years; and CSU-Pueblo was notified that a \$306,000 grant received from the National Science Foundation to support the IT upgrades would not conflict with the application to the state for additional IT funding.

CSU-Global Campus: Dr. Takeda-Tinker shared data from the national Education Testing Service (ETS) on CSU-Global Campus' first cohort of students that matched pre-imposed test data to corresponding graduations. The CSU-Global Campus students ranked overall in the 86 percentile of the 151,000 students tested nationally.

Dr. Takeda-Tinker explained the Colorado EdPays state website created by Colorado Department of Higher Education now publishes annually salary data with rankings for Colorado graduates with Bachelor's and Master's degrees from public institutions. A recent report indicates CSU-Global Campus graduates ranked above the median for first-year graduates of the university's Bachelor's and Master's degree programs.

CSU-Global also solicits self-reported data from its alumni which reflects that its graduates on average earn 17% more in compensation one-year post graduation. CSU-Global Campus has acquired additional data from a nationwide credit union source to verify comparisons of salaries from initial enrollment at the university to graduation.

Dr. Takeda-Tinker reported CSU-Global Campus will host Colorado legislators on September 2nd to share information on its contributions to higher education innovation.

ATHLETIC REPORTS

Dr. Frank referenced the AGB's publication on the role of governing boards for intercollegiate athletics that falls into two major subcategories: accountability that includes cultural, financial and regulatory accountability; and alignment with role and mission that includes student success.

CSU-Pueblo: Dr. Di Mare introduced Athletic Director Joe Folda. Mr. Folda reviewed the Athletic Dept. goals; 2014-15 academic performance and honors; CSU-Pueblo's graduation rates compared to Federal Graduation Rate (FGR) and NCAA graduation academic success rate (GSR); CSU-Pueblo's NCAA academic success rate for three years by sport with men's golf and women's basketball and volleyball over 90%; and team GPAs. He recapped the team successes for 2014-15 with 19 of 22 programs advancing to post-season play; recognized several individual student athletes; and reviewed the athletic performance by sport with six new sports added during 2014-15.

An overview of the membership, sports, number of student athletics and coaches for the NCAA Division II Rocky Mountain Athletic Conference (RMAC) was provided. The NCAA Division II philosophy includes balancing athletics, academics and service to develop the whole person. The partial scholarship model and enrollment growth through athletics help the university financially and athletics can serve as the “front porch” for the university with positive publicity and media coverage.

Colorado State University: Dr. Frank reviewed the Department of Athletics FY16 budget proposal and supporting projections that included actual FY15 numbers and five years of projections. He explained university support is revenue that is transferred to the Athletics Dept. and scholarships are expenses that are paid back to the university. Student fees for athletics have been voted on and passed by student government and have remained steady.

Factoring in self-generated revenues with university support and student fees, the institutional investment in athletics is \$5.3 million which is a positive return on investment for the publicity, applications and enrollment. The overall budget of \$38.5 million projected for FY16 is slightly below the average of the university’s peers in the Mountain West Conference. When asked about projections for the new stadium, Dr. Frank recounted that the low case revenue scenarios presented in the stadium presentations include funding backstops.

Dr. Frank introduced Athletic Director Joe Parker. Mr. Parker commented positively on the overall administration and coaching staff that are leaders and, more importantly, educators. He reviewed the 2014 academic performance by FGR (tied for #1 in MWC) and NCAA GSR (#3 in MWC); graduation rate comparisons to academic peer institutions and the University of Colorado; three-year trends on academic progress rate by team on single and multi-year rates; and team GPAs with the overall GPA for student-athletes slightly higher than the overall student body during the past year and the highest on record. There were 142 student athletes that received Academic All-MWC recognition for achieving a 3.0+ GPA.

CSU ranked #1 in the nation this past year for combined winning percentage in four sports programs; claimed four MWC championships; and five teams competed in NCAA championships. Mr. Parker highlighted individual performance of student-athletes and coaches, and noted there were two student athletes selected in the top three rounds of the NFL draft. Dr. Frank concluded that CSU’s fundamental approach is to have strong programs with a positive institutional reputation, fiscal accountability and great competition that allow the student athletes to have a positive experience and academic success.

BOARD MEETING EVALUATION AND ANNOUNCEMENTS

Positive comments were shared on receiving updates at every meeting on the strategic plan with connections to the institutional strategic plans. Governor Horrell encouraged Board members to review the calendar of upcoming events and pointed out the next meeting will be October 1-2 at CSU in Fort Collins.

With no further business to come before the Board, the meeting was adjourned at 2:17 p.m.

The Board of Governors of the
 Colorado State University System
 Meeting Date: October 2, 2015
 Consent Item

MATTERS FOR ACTION:

Approval of revision to Colorado State University System Board of Governors (Board) Policy and Procedures Manual: Policy 112, CSUS Board Open Records Policy.

RECOMMENDED ACTION:

MOVED, that CSUS Board Policy 112 is hereby amended to establish a \$30.00 retrieval fee as permitted by statute.

EXPLANATION:

Presented by Michael D. Nosler, General Counsel.

C.R.S. § 24-72-206 (6) allows for a retrieval fee not to exceed \$30.00 per hour. The current rate of \$25.00 per hour established in 2014 is less than that authorized by statute. It is appropriate to adjust the retrieval fee at this time to the \$30.00 permitted by statute. Attached hereto is the proposed revised Policy 112.

Upon approval of the aforementioned policy, the Policy and Procedures Manual will be amended accordingly, both in the official hard copy maintained in the Office of the Chancellor and on the CSUS website.

 Approved

 Denied

 Scott C. Johnson, Board Secretary

 Date

COLORADO STATE UNIVERSITY SYSTEM

Policy and Procedures Manual

SUBJECT: GOVERNANCE

Policy 112: CSUS Board Open Records Policy

Board Policy:

The Board of Governors of the Colorado State University System (“Board”) and the Colorado State University System and its institutions (“System”) comply with the Colorado Open Records Act, CRS § 24-72-201 *et. seq.* (the “Act” or “CORA”). The Act strikes a balance between the statutory right of the public to inspect and copy public records and the administrative burdens that may be placed upon a governmental agency. This policy preserves that balance and is adopted in accordance with CRS § 24-72-203, which authorizes the Board and System to “make such rules with reference to the inspection of such records as are reasonably necessary for the protection of such records and the prevention of unnecessary interference with the regular discharge of the duties of the custodian or the custodian’s office.”

To facilitate obtaining documents or other information from the Board or System, before submitting a CORA request, we encourage the media and others to contact the System or the appropriate university media relations officer. Certain information can be made available quickly and easily through an informal request, which can save the requester and the Board/System both time and money. There is no obligation to produce documents or provide information in response to any informal request, and any such request may be declined.

All public record requests under the Act must comply with the procedures established in this policy. Please be advised that the Board, the System and the custodian of record at the institutions are not obligated to act upon a public records request unless and until such request meets these procedural requirements. To expedite requests, the media should also work with the System or the Board’s media relations officer before filing to best establish:

- The scope of information and the time frame for a response
- What information exists in available records
- How best to identify and describe relevant records
- Potential costs

All requests under CORA must be submitted in writing to the designated custodian of records for the Board, System, or respective university. Requests made to any other person will not be accepted and are not in compliance with this policy. Please refer to Section C below for a list of designated custodians. Media relations officers cannot process formal CORA requests. All requests under CORA must be mailed or sent by

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facsimile to the designated custodian. CORA requests trigger a process, which starts with the identification retrieval process. If possible, records will be made available within three business days, starting the day after the request is received. If circumstances prevent timely processing, the custodian will notify the requestor that additional time is necessary.

Procedures:

A. Procedure for making and responding to requests for information to the Colorado State University System and the Board of Governors under the Colorado Open Records Act (CORA)

1. These procedures apply to all requests submitted pursuant to CORA to inspect public records in the custody or control of the Board, System or its institutions.
2. All requests to inspect public records must be submitted in writing to the official custodian. Requests made to any person other than the proper custodian will not be accepted. Contact information for the official custodian is listed in Section C.
3. All requests must be mailed or sent via facsimile. **Requests made via e-mail will not automatically be accepted.** The custodian, *at the custodian's sole prerogative*, may accept requests sent via e-mail upon request. Any such e-mail request shall be deemed rejected unless and until the custodian expressly confirms acceptance. If a request is sent via e-mail to anyone other than the custodian or if the custodian does not accept such an e-mail request, it shall not be considered as received by the Board, System or any institution and the statutory time or obligation to respond to a request under CORA shall not begin.

Note: The reason for this rule is, due to spam filters and inactive or incorrect e-mail accounts, the System or university cannot guarantee that the custodian has received an electronic mail request.

4. All requests for records **must** be specific as to the records sought and the relevant dates covered by the request. Requests for correspondence must

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- identify the parties to the correspondence. For any request that is vague or broadly stated the custodian may require the requestor to provide a more specific request before responding.
5. If a requestor is unable to identify the specific document/s sought and the relevant dates, the requestor is encouraged to contact the appropriate public relations personnel in advance of submitting a request for assistance in providing the requisite specificity.
 6. Time for response to records requests under CORA that comply with this policy shall be as follows:
 - The normal time for production shall be three working days, beginning on the first business day after the request is received by the custodian.
 - Such periods may be extended upon determination by the custodian that extenuating circumstances exist and absent an agreement with the requestor for a longer period, such period of extension shall not normally exceed seven working days. The requestor shall be notified of the extension within the three-day period.
 - Time periods will be calculated without including the date on which the custodian receives any request.
 - These time periods for responding to requests shall not apply to (a) requests that do not comply with this policy, (b) requests that are broad or burdensome such that they interfere with regular work duties, or (c) requests if the requestor has failed to pay the appropriate charges.
 7. Requests to inspect records documents shall not take priority over the regular work activities of Board, System or institution employees.
 8. Charges for copies of requested records shall be as follows:
 - The normal cost for requested documents shall be \$.25 per page or, for documents in non-standard formats, the actual duplication costs.
 - At the custodian's prerogative, depending on the estimated staff time necessary to retrieve, review and copy the records, the requestor may be charged a reasonable research, retrieval and review fee based on the time spent to respond to the request and the costs of compiling the response, including employee time of gathering, preparing, reviewing and copying requested documents. Employee

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time, if any shall be charged at a rate of \$30.00 per hour, plus copying charges.

- For broad or burdensome requests, at the custodian's sole discretion, the custodian may elect to use certain third-party software or other information technology in order to minimize the disruption to the regular work activities of the employees when responding to such requests. Any additional costs associated with the use of such software or information technology, or other related services shall be the responsibility of the requestor and will be included within the estimate of the costs of responding to the request.
9. If charges are expected to exceed \$30.00, or if a retrieval fee based on the actual cost of responding is to be charged, the custodian will provide the requestor with an estimate of the cost of responding and may require a deposit prior to production. If the requestor wishes to proceed after receiving an estimate, he or she must acknowledge their agreement to pay the costs and deposit in writing. By responding in writing, the requestor agrees to pay all fees associated with request, including subsequent attorneys' fees or collection fees that may be incurred by the custodian for the collection of any unpaid fees by the requestor. If the requestor subsequently narrows or abandons the request, the requestor shall remain responsible for any costs incurred by the custodian in response to the request. The time between the date of the custodian's estimate and the receipt by the custodian of a written request to proceed or upon actual receipt of any prepayment requested by the custodian will not be counted against the time period for responding as set forth above.
 10. No documents will be produced or copied unless payment for copying costs and if required, the retrieval fee is received by the Board or System.
 11. If a requestor wishes to inspect available records in advance of receiving copies, such inspection shall be by appointment only during normal working hours of the custodian. Such inspection must be supervised by a university representative and the requestor may be charged for employee time at the rate of \$30.00 per hour associated with such inspection.

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B. INFORMATION NOT PUBLIC BY LAW

While the Board and System are committed to being open, accountable and transparent, state and federal law prohibit the university from releasing certain types of information. Prohibitions include, but are not limited to:

- Student records, which are protected under the Family Education Rights and Privacy Act of 1974, unless the student waives his or her right to non-disclosure.
- Personnel records, including any record that contains “home addresses, phone numbers, financial information and other data kept because of the employment relationship.” However, the following records, which would otherwise be protected personnel records, are available for public inspection by law: applications of past or current employees, employment agreements, any amount paid or benefit provided incident to termination of employment, performance ratings, final sabbatical reports, or any record of compensation, including expense allowances and benefits.
- Information protected by the attorney-client and attorney work product privileges, or other applicable legal privilege.
- Confidential or proprietary information.
- The record of an executive session meeting of a state public body.
- Records of candidate searches for an executive position.
- Records of sexual harassment complaints or investigations.
- Medical, mental health, sociological and scholastic achievement data on an individual.
- Library records disclosing the identity of the user.
- The specific details of bona fide research projects being conducted by the university.
- Any records that contain information related to the identity of a donor or prospective donor, the amount of any actual or prospective gift or donation to a university-related foundation, proprietary fund-raising information, or agreements or other documents relating to gifts or donations or prospective gifts or donations.

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- Any records which may or shall be denied inspection as provided by CORA as may be amended from time to time.
- The custodian is not required by the Act to construct or create a record that does not exist.

C. RECORDS CUSTODIANS

For the Board of Governors:

Office of the Chancellor
475 Seventeenth Street
Suite 1550
Denver, CO 80202
Phone: 303-534-6290
Fax: 303-534-6298

**Copy to General Counsel at same address

For the Colorado State University System:

Office of General Counsel
475 Seventeenth Street
Suite 1550
Denver, CO 80202
Phone: 303-534-6290
Fax: 303-534-6298

For Colorado State University- Fort Collins:

Vice President of University Operations
Division of University Operations
Colorado State University
318 Administration Building
6001 Campus Delivery
Fort Collins, CO 80523-6001
Phone: 970- 491-5257
Fax: 970-491-2254

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****Copy to Deputy General Counsel at:**

Fort Collins Branch of General Counsel

01 Administration Building

Campus Delivery 0006

Fort Collins, CO 80523-0006 Phone:

970-491-6270

Fax: 970-491-2118

Colorado State University- Pueblo:

Office of the Provost 2200

Bonforte Boulevard

Pueblo, CO 81001

Phone: 719-549-2313

Fax: 719-549-2071

****Copy to Deputy General Counsel at:**

Pueblo Branch of General Counsel 2200

Bonforte Boulevard

Pueblo, CO 80202

719-549-2130

Colorado State University- Global Campus

President

8000 East Maplewood Avenue Building, Suite 250

Greenwood Village, CO 80111-4766 Phone:

720-279-0159

Fax: 303-741-2084

****Copy to Office of General Counsel**

475 Seventeenth Street

Suite 1550

Denver, CO 80202

Effective: May 5, 2010

History: Effective by Board Resolution May 5, 2010

Last amended by Board Resolution October 2, 2015

Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

MATTERS FOR ACTION:

2015-16 Academic Faculty and Administrative Professional Manual Revisions:
Section C.2.3.e Colleges and Academic Departments

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the proposed revisions to the Colorado State University Academic Faculty and Administrative Professional Manual, Section C.2.3.1.e College of Liberal Arts.

EXPLANATION:

Presented by Tony Frank, President.

The proposed revision for the 2015-2016 edition of the Colorado State University Academic Faculty and Administrative Professional Manual has been adopted by the Colorado State University Faculty Council. A brief explanation for the revision follows:

This department name change would be in line with the current names of Major programs in the College of Liberal Arts which are specified as being in “Languages, Literatures, and Cultures”. The word “foreign” has a perceived negative implication when applied to human beings, their languages, and/or cultures. This is especially so when applied to Spanish and/or ASL, which cannot be accurately described as “foreign”. Adding the word “cultures” will highlight the inextricable connection between languages and literatures to culture.

Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

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

ACADEMIC FACULTY AND ADMINISTRATIVE PROFESSIONAL MANUAL
REVISIONS AND ADDITIONS – 2015-16

C.2.3.1 Colleges and Academic Departments

e. College of Liberal Arts (~~last revised December 5, 2014~~)
Comprising the Departments of Anthropology; Art and Art History; Communication
Studies; Economics; English; Ethnic Studies; ~~Foreign Languages and Literatures~~;
History; Journalism and Media Communication; Languages, Literatures and Cultures;
Philosophy; Political Science; Sociology; and School of Music, Theatre, and Dance.

Note: Foreign Languages and Literatures shall be changed to Languages, Literatures and
Cultures wherever it appears in the Academic Faculty and Administrative Professional
Manual.

The Board of Governors of the Colorado State University System
Meeting Date: October 2, 2015
Consent Item

MATTERS FOR ACTION:

CSU-Global Campus: Student Conduct Code

RECOMMENDED ACTION:

MOVED, that the Board of Governors approve the changes to the Student Conduct Code.

EXPLANATION:

Presented by Jon Bellum, Provost, CSU-Global Campus

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. The Student Conduct Code undergoes periodic revisions. The attached revised Student Conduct Code for CSU-Global Campus has been reviewed by the CSU-Global Campus Governance Council and the CSU System Office of General Counsel, and recommended for approval by the Academic and Student Affairs Committee.

Section 11

Colorado State University Reports

- Colorado State University President's Report
- Colorado State University Faculty Representative's Report
- Colorado State University Student Representative's Report

COLORADO STATE UNIVERSITY PRESIDENT'S REPORT

Board of Governors of the Colorado State University System
October 2, 2015

I. TEACHING AND LEARNING: ASSURE EXCELLENCE IN ACADEMIC PROGRAMS

A. Semester at Sea joins with Colorado State University as new academic partner

Colorado State University will become the new academic home for Semester at Sea, in a partnership of two organizations focused on providing students with a college education that is a true voyage of learning and discovery. The Institute for Shipboard Education (ISE), parent organization to the Semester at Sea program, and CSU announced the five-year agreement on June 4. ISE will move its offices from Charlottesville, Virginia, to the Colorado State University campus in Fort Collins, where CSU and ISE will officially begin the partnership June 1, 2016. Participating students from a variety of universities will earn CSU credit for coursework that will transfer to their home institutions. The agreement also calls for ISE to provide additional scholarship support for CSU students to participate in a Semester at Sea voyage. Under the partnership with ISE, CSU will provide academic, administrative, and student recruiting support for the shipboard academic program.

B. Largest, most diverse freshman class in CSU history continues growth trend

The largest and most diverse freshman class in the history of Colorado State University is at the core of historic new overall enrollment figures at CSU. This record number of students comes on the heels of nearly a decade of enrollment growth at Colorado's land-grant institution. For the first time in history, CSU's overall enrollment has surpassed 32,000 and now stands at 32,236 – a more than 1 percent increase above last year's record enrollment of 31,725. A record number of freshmen have chosen CSU as their academic home this year, driven by the university's intentional strategic planning for growth, increasing quality and excellence in education, and the vibrant campus climate. A total of 4,737 new freshmen, an increase of almost 9 percent from last year, have joined the Fort Collins campus community. Twenty percent of this year's freshmen – 958 students – are racially and ethnically diverse, an increase of almost 7 percent. The number of freshman international students increased by 22 percent to a total of 99 students from 25 countries. Non-resident freshman enrollment continued to rise and is at an all-time high at 1,438 students, up 20 percent this year. Non-resident students make up 30 percent of this year's freshman class. As Colorado's school of choice, more Colorado freshmen traditionally have attended CSU than any other university in the state. At 3,299, Colorado students make up 70 percent of this year's freshman class, an increase of 5 percent. Of those freshmen from Colorado, almost 29 percent are first-generation college students.

C. Record-breaking fundraising continues to transform Colorado State University

Colorado State University alumni, friends, and other supporters once again have backed the University in record-breaking fashion, donating a combined \$172.3 million for the fiscal year that ended June 30. The total shatters the previous fundraising record of \$143.3 million set last year and gives CSU four consecutive years of record fundraising. In addition, CSU saw the largest single cash gift in University history and set a record for total donors – more than 34,000 – along with its best-ever alumni participation, 10.34 percent. Even as the state of Colorado has worked to bolster its support for higher education, private donations to the University continue to greatly exceed public support from the state. Private support at CSU has more than tripled in the last five years, providing resources for student scholarships, academic programs, research, athletics, outreach initiatives and construction efforts. Five of CSU’s eight colleges, plus the Department of Athletics, surpassed the \$10 million mark in fundraising this year. For the fifth consecutive year, the University saw growth in the number of individual donors, exceeding 34,000 for the first time in university history. In addition, the highest alumni participation rate for the University came even as most indicators suggest that alumni participation rates are decreasing at universities nationally.

D. U.S. News: CSU ranks among top universities in the country

Colorado State University continues to rank in the top tier of public universities in *U.S. News and World Report*’s annual “America’s Best Colleges” ratings for 2016. CSU is ranked 61st in the country in the latest edition, thanks to an ongoing commitment to boost faculty excellence, expand student scholarships and invest in capital improvements across campus. The current ranking marks a rise of six spots since 2012. The magazine also included CSU on its list of A-plus schools for students who want to be part of a university with a broad, engaged student body. *U.S. News* noted in its summary that CSU is considered “one of the leading research universities, and faculty and students work together to explore fields such as atmospheric science, infectious diseases, clean energy technologies and environmental science.”

E. CSU scores well on national College Scorecard

The U.S. Department of Education in September released its new College Scorecard, which aims to provide widespread access to extensive federal data on student debt and attendance costs for more than 7,000 U.S. higher-education institutions. Colorado State scored well, with lower than average annual costs, higher than average graduation rates, and a higher-than-average salary for graduates. The system is based on two years of federal data and does not translate the data into rankings.

F. University Distinguished Professor Diana Wall receives 2015 Ulysses Medal

Diana H. Wall, University Distinguished Professor and director of the School of Global Environmental Sustainability at Colorado State University, in June was awarded the University College of Dublin’s highest honor, the Ulysses Medal. The medal is awarded annually to

individuals whose work has made an outstanding global contribution. It was inaugurated in 2005 as part of the University College's sesquicentennial celebrations.

G. CSU lands \$2 million NSF grant to revamp engineering education

Colorado State University is one of only six schools in the country that has just been charged by the National Science Foundation with retooling the way engineering and computer science are taught. Armed with a \$2 million, five-year grant announced June 16, CSU will break down the traditional approach of teaching one subject per course and replace it with a system in which students in electrical and computer engineering simultaneously learn how various components fit together in real-world applications. Three threads, each headed by a faculty member, will run through the new curriculum: Foundations, Creativity, and Professionalism. In the new format, the basic math and science coursework won't be front-loaded at the beginning of the curriculum but woven throughout the program when it is needed so that students always know why they are learning something.

H. CSU 'Research Rockstar' honored for green chemistry research

To recognize the discovery of a landmark clean chemistry technology, the U.S. Environmental Protection Agency in July awarded a Presidential Green Chemistry Award to Colorado State University Professor of Chemistry Eugene Chen this week. Chen, the only award winner recognized in the Academic category, was honored at a ceremony in Washington, D.C., for developing green condensation reactions for renewable chemicals, liquid fuels, and biodegradable polymers. Chen's co-workers, post-doctoral fellow Miao Hong and graduate student D.J. Liu, who developed the nominated technology, also received the award and were recognized at the ceremony. In CSU's Chemistry department, Chen has developed a platform of processes to convert small molecules derived from nonedible plant biomass into bioplastics. The material can be used for everything from optical fibers and contact lenses to furniture and automobile parts. He has also developed catalytic processes that refine biomass into a platform chemical that can then be converted into biofuels and other value-added chemicals.

I. Colorado State University launches Master's in financial risk management

The Master of Science in Business Administration with a specialization in Financial Risk Management (MSBA-FRM) at the Colorado State University College of Business began this fall to provide the training needed for management of financial risks. The MSBA-FRM is a rigorous program that provides a comprehensive study of the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management. Students who complete the MSBA-FRM degree will develop expertise in quantitative investment analysis, portfolio management, and financial risk management, as well as new and effective solutions to meet the needs of financial and non-financial companies. The MSBA-FRM offered through the CSU College of Business is the only one of its kind in the state.

II. TEACHING AND LEARNING: INTEGRATE ACADEMIC AND CO-CURRICULAR EXPERIENCES

A. Colorado State University textile collection gets settled at expanded, renovated digs

One of Colorado State University's most valuable and precious assets — its enormous textile and historic clothing collection of about 20,000 items — is getting settled into a new and improved home. The Avenir Museum of Design and Merchandising, located east of the University Center for the Arts, has undergone a striking transformation over the past 18 months. It involved remodeling about 8,000 square feet in the current Avenir facility and adding 10,000 square feet, allowing for two galleries, classroom and seminar space, a library, a conservation laboratory and expanded collection storage and management areas. The expansion of storage cabinetry was made possible by a generous bequest from the estate of prominent fashion designer and critic Richard Blackwell.

B. Women's Team Honored for Academics

The Colorado State University women's swimming and diving team achieved Scholar All American status for the 2015 spring semester. The honor was announced by the College Swimming Coaches Association of America, which presents the Team Scholar All American award to college and university swimming and diving teams that have achieved a grade point average of 3.0 or higher.

III. RESEARCH AND DISCOVERY: FOSTER EXCELLENCE IN RESEARCH, SCHOLARSHIP, AND CREATIVE ARTISTRY/FOCUS IN AREAS OF INSTITUTIONAL STRENGTH AND SOCIETAL NEED

A. Colorado tax limits led to inequities, unintended consequences in school funding

More than 80 percent of Coloradans pay more in school property taxes than they would if voters had never enacted the Taxpayer Bill of Rights, according to a study released in September by the Colorado Futures Center at Colorado State University and published by the Lincoln Institute of Land Policy, a nonpartisan think tank. Tax and expenditure limits enacted as part of the 1992 TABOR voter initiative have led to inconsistent and unequal property tax burdens in Colorado, with state taxpayers increasingly subsidizing a handful of often-wealthy school districts, according to the research. Since the early 1990s, Colorado has enacted layers of reform in pursuit of two conflicting goals – lower property taxes and well-funded public schools, said Phyllis Resnick, lead economist for the Colorado Futures Center at CSU and lead author of the Lincoln Institute working paper, "Measuring the Impact of Tax and Expenditure Limits on Public School Finance in Colorado." Resnick and co-authors Charles Brown and Deborah Godshall analyzed the impacts of reforms intended to reduce property tax burdens and control spending for public education. Using a mathematical simulation, they also modeled what tax burdens would be without two property-tax related provisions of the Taxpayer Bill of Rights, a 1992 state constitutional amendment that limited taxes and spending for all units of government and barred tax rate increases without voter approval.

B. Groundbreaking CSU study finds changing environment can lead to rapid evolution

Cameron Ghalambor, professor of biology at CSU, and his colleagues transplanted guppies from waters rife with natural predators to streams with few enemies. Previous research had shown guppies could rapidly evolve genetically based differences in their appearance, behavior, and physiology to adapt to the presence or absence of predators. The new research demonstrates that how guppies initially respond to a new environment influences which set of genes evolve first. The results, which were published in September in the journal *Nature*, show that guppies from the transplanted population initially respond to a lack of predators with coping mechanisms that include changes in the expression of genes in the brain; some of the changes were beneficial, while others were disadvantageous. When the researchers compared how the brains of the introduced guppies evolved to incorporate the initial coping responses, they found that the genes that exhibited the initially maladaptive responses evolved rapidly to allow future generations to thrive better in the new environment. The study, which is funded by the National Science Foundation, is being hailed as groundbreaking.

C. Building the herd: Bison delivers healthy bull calf at Colorado State University

In a pasture on Colorado State University's Foothills Campus in June, bison cow No. 50 delivered a 45-pound male calf after a hard two-hour labor. The calf is destined for the Laramie Foothills Bison Conservation Herd, which soon will roam open space owned by the city of Fort Collins and Larimer County. The Laramie Foothills herd is entirely free from an infectious disease called brucellosis that spreads easily among cattle, bison and elk. The presence of brucellosis, and the fear of its spread, has largely prevented the propagation of purebred Yellowstone bison. Assisted reproductive technologies developed at CSU's Animal Reproduction and Biotechnology Laboratory's scientific expertise helped rid brucellosis from the bison at CSU, allowing Northern Colorado conservationists to realize their dream of bison restoration. On Nov. 1, about a dozen bison will be released on fenced property at Soapstone Prairie Natural Area and Red Mountain Open Space, about 20 miles north of Fort Collins. The Laramie Foothills Bison Conservation Herd is expected to expand from there.

D. Study: Great Plains agricultural greenhouse gas emissions could be eliminated

Researchers from the Natural Resource Ecology Lab at Colorado State University and their partners have completed a historical analysis of greenhouse gas emissions from the U.S. Great Plains. The analysis demonstrates the potential to completely eliminate agricultural greenhouse gas emissions from the region. The article, appearing in September's *Proceedings of the National Academy of Sciences*, used historical agricultural census data and ecosystem models to estimate the magnitude of annual greenhouse gas emissions from all agricultural sources (e.g., cropping, livestock raising, irrigation, fertilizer production, and tractor use) in the Great Plains from 1870 to 2000. The analysis demonstrated that adoption of best management practices (no-tillage agriculture and slow release fertilizer, for example) could substantially mitigate agricultural greenhouse gas fluxes. William Parton, senior research scientist at the Natural Resource Ecology Lab, was lead author of the study.

E. CSU study proposes new approach to retaining soil carbon

In a Colorado State University-led study, published in September in the journal *Nature Geoscience*, a new approach to soil management for carbon sequestration may help combat climate change. The new study suggests that the early by-products of plant residue decomposition, generally water-soluble materials, also can result in the formation of soil organic matter. The study demonstrates that these fast-decomposing materials are used more efficiently by the soil microbes, thus leaving more carbon in the soil as microbial products, which bond to the soil minerals and therefore stay in the soil for longer periods of time. Francesca Cotrufo, a professor of soil and crop sciences was lead investigator on the study.

F. Colorado State University researcher studies e-cigarettes being gateway to tobacco

A Colorado State University faculty member was involved in a new study showing that teens who use e-cigarettes are more likely to start smoking combustible types of tobacco products, like cigarettes, cigars, and hookah. Nathaniel Riggs, an associate professor in the Department of Human Development and Family Studies, co-authored a paper about the study that appeared on Aug. 18 in the *Journal of the American Medical Association*. The researchers separated the students into two groups: 222 who acknowledged using e-cigarettes in the past and 2,308 who said they'd never tried them. Six months later, about 31 percent of the group that had reported using e-cigarettes said they had used a combustible tobacco product, while only 8 percent of the non-users had tried combustible tobacco.

G. Colorado State University researchers investigate industrial hemp

Colorado State University in August started to research hemp, a plant with practical uses such as the creation of textiles, soaps, and oils that also can be used in the production of a range of pharmaceutical compounds. Because industrial hemp is the same species of plant as marijuana, CSU is navigating a complex legal landscape that has expanded to allow universities to conduct research on industrial hemp. The research Colorado State University has begun is designed to benefit producers by identifying best varieties and innovative research techniques that should be used under Colorado conditions to ensure industrial hemp is cultivated efficiently and profitably. The U.S. Department of Agriculture Farm Bill makes provisions for CSU to conduct research on industrial hemp. Hemp variety trials are now underway at CSU research centers in northern Colorado and the southwest region of the state. These trials will begin to identify how different fiber, seed and oil varieties perform under different Colorado climatic and growing conditions, and are being done in cooperation with researchers in the European Union who have similar interests.

H. CSU researchers present results of comprehensive study of methane emissions f

A comprehensive study of natural gas transmission and storage facilities led by Colorado State University researchers released July 21 has found that the total amount of methane emitted into the atmosphere from the transmission and storage sector is not statistically different from the emissions from the transmission and storage sector reported in the Environmental Protection Agency's 2012 Greenhouse Gas Inventory. The study, published in the journal *Environmental*

Science & Technology, estimates that total methane emissions from the transmission and storage sector resulted in the loss of 0.28% to 0.45% (mean of 0.35%) of the methane transported in 2012. The paper is the final analysis of one of the most comprehensive studies of methane emissions from natural gas transmission and storage facilities. It is part of the largest on-site measurement campaign of the U.S. natural gas infrastructure to date.

IV. RESEARCH AND DISCOVERY: IMPROVE DISCOVERY CAPABILITIES

A. Colorado State cancer prof earns \$3 million funding to save limbs and lives

A Colorado State University veterinarian who is dedicating her career to saving the limbs and lives of trauma victims and cancer patients became the beneficiary August 17 of an endowment that supports her research – and continues the university’s distinctive legacy of limb-sparing cancer discoveries. Dr. Nicole Ehrhart will be appointed to the Ross M. Wilkins, M.D. Limb Preservation University Chair in Musculoskeletal Biology and Oncology. Academic chairs represent endowments established by donors to support the work of outstanding scholars in critical fields. Ehrhart is one of only 14 CSU faculty members, and the first woman, holding academic chairs endowed at the \$3 million level.

B. Morgan Library begins archiving materials related to legalization of marijuana

Since passage of Amendment 64 to the Colorado state constitution in 2012, the state has been in the forefront of regulating the use of marijuana for medical and recreational purposes. Colorado State University’s library archive has begun collecting materials related to this historic event. The Amendment 64 Collection will gather text-based materials, photographs, ephemera, film, and audio interviews documenting various aspects related to the passage of legislation regarding recreational marijuana and its socio-economic impact.

C. CSU-BioMARC receives \$4.6 million award for vaccine production project

Battelle, the world’s largest nonprofit research and development organization, has awarded CSU a \$4.6 million subcontract for work on development and manufacturing of vaccines for Western Equine Encephalitis Virus, Venezuelan Equine Encephalitis Virus, and Eastern Equine Encephalitis Virus. The award was to CSU-BioMARC, a CSU-owned nonprofit that works to translate and produce biopharmaceutical products for non-clinical, clinical, and commercial use under strict biosecurity conditions.

V. SERVICE AND OUTREACH: PREPARE AND EMPOWER LEARNERS OUTSIDE THE CAMPUS ENVIRONMENT

A. CSU releases informational video about NISP and the NEPA process

Colorado State University in July released an animated video to answer questions and educate the public about the Northern Integrated Supply Project, and the 1500-page Supplemental Draft Environmental Impact Statement (SDEIS), released earlier this year by the U.S. Army Corps of

Engineers. The university has no formal position on the project. To view the video go to www.cwi.colostate.edu/NISP.

B. School is Cool provides school supplies for Poudre School District students

For the 24th consecutive year, Colorado State University volunteers stuffed backpacks with school supplies for Poudre School District K-12 students. This year, the School is Cool program distributed more than 2,500 backpacks to students in need. Backpacks were filled with grade-specific supplies, including pens, paper, folders and more, for distribution to PSD schools. This year's effort is supported by generous donations from the CSU community with contributions from the CSU Bookstore, Bohemian Foundation, Costco, and Hewlett-Packard. Since 1992, School is Cool has provided supplies to more than 32,000 local students.

VII. RESOURCES AND SUPPORT: EXPAND FUNDRAISING

A. Foundation's \$10 million gift launches world-class horse hospital at CSU

A transformative gift of \$10 million from the Helen K. and Arthur E. Johnson Foundation is launching plans at Colorado State University to build a state-of-the-art equine hospital that will be among the world's best in teaching veterinary students, promoting discoveries in equine medicine and providing specialty care for horses. The \$10 million gift, announced July 21, is the lead contribution in establishing the Helen and Arthur E. Johnson Family Equine Hospital. Facilities will total about 180,000 square feet at a projected total cost of \$47 million. In the new hospital, CSU's 27 equine clinicians will care for about 4,000 horse patients each year, and will continue to conduct clinical studies that provide new knowledge for equine medicine, often translating into human health. Also benefitting from the new hospital will be veterinary students in the CSU Doctor of Veterinary Medicine Program; they number about 550 at any given time.

B. Major Gift Report

	August 2015		FY16 (July - August)		FY15 (July - August)	
	Amount	Count	Amount	Count	Amount	Count
Contributions	\$7,041,306	3,341	\$12,304,443	5,321	\$8,791,197	5,114
Irrevocable Planned Gifts	-	-	\$162,019	1	\$54,644	1
Revocable Gifts and Conditional Pledges	\$535,000	4	\$4,087,800	15	\$2,620,000	26
Payments to Commitments Prior to Period	(\$821,393)	411	(\$2,387,660)	646	(\$1,020,622)	736
Total Philanthropic Support	\$6,754,913	3,104	\$14,166,602	4,912	\$10,445,219	4,581
Private Research	\$4,569,936	21	\$7,949,547	47	\$7,722,642	44
Net Private Support	\$11,324,849	3,124	\$22,116,149	4,953	\$18,167,861	4,622

Major Gifts – (\$100,000 +) Not Previously Reported

\$4,000,000 pledge to support the *CSU Medical Center*, College of Health and Human Sciences

\$2,500,000 revocable commitment to support the *CSURF Gifts of Land - CVMBS*, College of Veterinary Medicine & Biomedical Sciences

\$1,837,500 pledge designated as \$1,500,000 to support the *Jorgensen Laboratories, Inc. Chair in Clinical Sciences Endowment*, College of Veterinary Medicine & Biomedical Sciences, and \$337,500 to support the *Jorgensen Laboratories, Inc. Chair in Clinical Sciences*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 revocable commitment designated as \$500,000 to support the *Roland and Ginny Wilson Undergraduate Scholarship Endowment*, Enrollment & Access, and \$500,000 to support the *Roland and Ginny Wilson Graduate Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$1,000,000 revocable commitment to support the *Shaylie's Fund for Cancer Research and Client Services Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$500,000 gift to support the *Center for New Energy Economy-Program*, Research & Interdisciplinary Programs

\$500,000 revocable commitment to support the *Richter and Florant Fellowship in Biology*, College of Natural Sciences

\$447,379 designated as \$170,000 gift to support the *Center for New Energy Economy-Program*, Research and Interdisciplinary Programs, \$167,379 grant to support *Soil and Crop Sciences Research*, and \$110,000 gift to support *Water Education and Research*, Office of the President

Anonymous revocable commitment to support the *Treasure's Darryl Hannah Llama Endowment*, College of Veterinary Medicine & Biomedical Sciences

\$300,000 pledge to support the *CSU Medical Center*, College of Health and Human Sciences

\$250,000 revocable commitment to support the *College of Engineering Dean's Innovation*, College of Engineering

Revocable commitment to support the *Students First Scholarship Endowment*, Enrollment & Access

\$232,987 in gifts to support the *Reisher Scholars and Reisher Scholars Program*, Student Affairs

\$200,000 pledge to support the *Animal Sciences Building Renovation and Expansion*, College of Agricultural Sciences

\$110,000 revocable commitment designated as \$100,000 to support the *Pick a Winner Equine Ambulatory Scholarship Endowment*, College of Veterinary Medicine & Biomedical Sciences, and \$10,000 to support the *Argus Institute Counseling and Support Services*, College of Veterinary Medicine & Biomedical Sciences

\$100,000 gift to support the *Dr. Ajay Menon Presidential Chair in Business Endowment*, College of Business

\$100,000 gift to support the *Atmospheric Science Hurricane Research Program*, College of Engineering

\$100,000 revocable commitment to support the *Dr. John and Patty Gandy Scholarship in Social Work Endowment*, College of Health and Human Sciences

\$100,000 gift to support the *Collaboration on Environmental Research Topics*, College of Engineering

\$100,000 pledge to support the *CM Cares Endowment*, College of Health and Human Sciences

VIII. RESOURCES AND SUPPORT: NURTURING HUMAN CAPITAL

A. Menon named dean of CSU College of Agricultural Sciences

Colorado State University has tapped a proven leader to position the College of Agricultural Sciences to drive innovation and entrepreneurship within the state's agricultural industry. Ajay Menon became the college's dean July 1. Menon served for the last 13 years as the dean of the College of Business, where he recruited faculty and created programs that have helped propel that college to the top-ranked business school in Colorado. As the state's first chief innovation officer — a cabinet-level position appointed by Gov. John Hickenlooper — Menon played a pivotal role in cultivating a business ecosystem that promotes entrepreneurship and innovation in Colorado. Menon has agreed to serve for the next three years as the dean of the College of Agricultural Sciences, which offers nine undergraduate majors with 28 different concentration options as well as 39 graduate degree programs. Its faculty and researchers are national and international experts and leaders in food crops, food safety, human-disease prevention, livestock and the environment, renewable energy, risk management, and organic agriculture. Menon announced last year that he planned to step down as dean of CSU's College of Business and return to the classroom.

B. World-renowned wildlife conservation biologist joins Warner College

World-renowned wildlife conservation biologist Joel Berger joins Colorado State University's Department of Fish, Wildlife, and Conservation Biology in the Warner College of Natural Resources as the first Barbara Cox Anthony University Chair in Wildlife Conservation. Over the past four decades, Berger has established himself as one of the world's preeminent field biologists, focusing on species in North America, Mongolia, the Arctic and Namibia. He has

published five books and scores of articles on a wide variety of species ranging from wild yaks to black rhinos and from pronghorn to wild horses. Berger is a senior scientist with the Wildlife Conservation Society as well as a research associate for the Smithsonian Institution. Prior to joining CSU, he held the position of John J. Craighead Chair of Wildlife Conservation at the University of Montana.

IX. RESOURCES AND SUPPORT: INCREASING AWARENESS

A. CSU alum blasts off to help chart future of space program

Starting in July, a doctor educated in Colorado has the sky-high responsibility of managing scientific experiments aboard the International Space Station that will help determine whether astronauts are physically fit for travel to Mars. Kjell Lindgren earned a bachelor's degree in biology from the U.S. Air Force Academy and a master's degree in cardiovascular physiology from Colorado State University; he also attended medical school at the University of Colorado. Lindgren, a specialist in aerospace medicine, will now a doctor in the stars – rocketing to the ISS as a flight engineer for NASA Expedition 44/45. Lindgren will conduct experiments to assess the effects of long-term space flight on the human body. NASA must understand those health implications in preparing for a mission to Mars, since such a mission is expected to take about three years.

B. *PlaceMatters* documentary premieres at Colorado State

Colorado State University premiered a new documentary September 17, in conjunction with the Smithsonian Institution's "Places of Invention" exhibit at the Washington, D.C., National Museum of American History. Fort Collins and Colorado State University are highlighted in the exhibit as communities that support local innovations with global impact. The documentary, *PlaceMatters*, was produced by CSU and Rocky Mountain PBS to explore what kind of place stimulates creative minds and sparks a surge of invention and innovation – and the ingredients needed to create such an environment. The September event included a reception, documentar premiere, and celebration concert. To view the *PlaceMatters* trailer, visit <https://youtu.be/UR2A1wGodWE>

C. President Frank challenges campus to Begin "Re-envisioning Colorado State"

More than 4,000 students, faculty, staff, and community members gathered on the CSU Oval September 16 to hear President Tony Frank deliver his seventh annual Fall Address to the University. Frank celebrated highlights of the past year while challenging those present to ensure future generations have the same opportunity to advance knowledge, improve society, and change the lives of those who follow in their footsteps. He also used the speech to announce the launch of a new campuswide exercise, "Re-envisioning Colorado State," to define CSU's future as it approaches its 150th birthday in 2020. President Frank has asked the University's governing councils – Faculty Council, ASCSU, Classified Personnel Council, and the Administrative Professional Council – to lead the re-envisioning conversation.

MATTERS FOR ACTION:

CSU: Delegable Personnel Actions

No action required. 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
1	Abadilla, Jason K	CEMML	8/1/15	unknown	12/Spec
2	Abadilla, Jason K	CEMML	6/18/15	7/30/15	12/Spec
3	Barrett, Mary F	Hartshorn Health Services	8/3/15	8/14/15	12/Reg
4	Bontadelli, Johnna	Hartshorn Health Services	8/3/15	8/7/15	12/Reg
5	Borthwick, Laurie A	Hartshorn Health Services	8/3/15	8/6/15	12/Reg
6	Braunstein, Elissa	Economics	8/16/15	5/15/17	9/Reg
7	Cortes, Hernan	Ethnic Studies	8/16/15	12/18/15	9/Spec
8	DeRosby, Stephanie F	University Counseling Center	7/22/15	7/24/15	12/Reg
9	Dixon, Angela K	VP for University Advancement	7/20/15	7/24/15	12/Reg
10	Elwyn, Laurie L	Hartshorn Health Services	7/9/15	7/13/15	12/Reg
11	Emmer, Kristyn Marie	Career Center	7/13/15	7/23/15	12/Spec
12	Evans, Thomas G	Facilities Management	8/3/15	8/31/15	12/Reg
13	Evans, Thomas G	Facilities Management	7/1/15	7/31/15	12/Reg
14	Freestone, Bruce K	Lory Student Center	7/28/15	7/30/15	12/Reg
15	Harris, James R	Student Financial Services	7/8/15	8/4/15	12/Reg
16	Humphrey, Kelly J	Conflict Res & Student Conduct Svcs	8/12/15	8/19/15	12/Reg
17	Jarnot, Kacee Collard	Lory Student Center	7/15/15	7/31/15	12/Reg
18	Jorgensen, Sarah Elizabeth	Hartshorn Health Services	8/3/15	8/17/15	12/Reg
19	Mack, Virginia C	Hartshorn Health Services	8/3/15	8/11/15	12/Reg
20	Makin, Douglas Michael	CEMML	6/29/15	7/8/15	12/Spec

	NAME	DEPARTMENT	FROM	TO	TYPE
21	Mellon, April	Hartshorn Health Services	8/3/15	8/10/15	12/Reg
22	Morse, Emily	Hartshorn Health Services	8/3/15	8/7/15	12/Reg
23	Radman, Audra Michelle	ERHS	7/29/15	8/31/15	12/Spec
24	Rodriguez, Ruth	Admissions	8/12/15	8/24/15	12/Reg
25	Smith, Anthony Joseph	Microbiology, Immunology & Pathology	7/28/15	8/5/15	12/Spec
26	Szalai, Edit Susan	Microbiology, Immunology & Pathology	8/14/15	8/28/15	12/Reg
27	Vesty, Jill C	Hartshorn Health Services	8/3/15	8/11/15	12/Reg
28	Whitesell, Julie C	Hartshorn Health Services	8/3/15	8/18/15	12/Reg
29	Wolfelt, Susan J	Hartshorn Health Services	8/3/15	8/12/15	12/Reg
30	Woods, Kathryn Scott	Women & Gender Advocacy Center	7/17/15	7/31/15	12/Reg
31	Woods, Kathryn Scott	Women & Gender Advocacy Center	6/22/15	7/16/15	12/Reg

Report by the Faculty Representative from CSU – Fort Collins to the Board of Governors

October 1-2, 2015, Fort Collins, CO.

My report consists of two sections. The first section is a summary of the September 1, 2015 Faculty Council Meeting (full meeting minutes will be posted on the CSU Faculty Council web site). The second section is the Faculty Council Annual Report from last academic year (July 2014-May 2015).

Respectfully submitted by Dr. Paul Doherty, CSU Faculty Representative to the Board of Governors.

Summary of the September 1, 2015 Faculty Council Meeting

- 1) Elections to fill vacancies on Faculty Council Standing Committees occurred.
- 2) Provost Miranda's Report
 - a) Ajay Menon, former Dean of College of Business, was named interim Dean of College of Agricultural Sciences.
 - b) The search for the new Dean of College of Liberal Arts will begin soon.
 - c) This year's entering freshman class is the largest, and most diverse, class in CSU history.
 - d) The budget forecast is that there likely will be no increase in state funding to CSU next year, resulting in a flat budget for next fiscal year.
 - e) A salary equity exercise will begin soon to review salaries of all full professors whose salaries are below the regression line (of department salaries vs. time since terminal degree) or self-select to be included in the exercise. A task force is being formed to look at long-term strategies for salary equity analyses.
- 3) Chair Stromberger's Report
 - a) Stromberger charged the Committee on Responsibilities and Standing of Academic Faculty to study how faculty service is valued (or not) and to develop guidelines/policies for evaluating service for annual merit and P&T.
 - b) Re-organization of some committees is happening to include faculty participation in strategic and financial planning.
 - c) A new Housing Task Force has been formed to study housing affordability issues for CSU employees.
 - d) Stromberger provided faculty feedback on the bullying and workplace violence policies to Bob Schur, Office of Policy and Compliance. Faculty are concerned with how policies will be used and enforced. The bullying policy needs to address administrative bullying. Stromberger recommended the development of an on-line training tool about bullying.
 - e) The Faculty Council website was redesigned and includes a web-based and pdf-based/searchable version of the Manual.
 - f) The Committees on Non-Tenure Track Faculty and Faculty Governance are working on proposals for Faculty Council that would increase participation of Non-Tenure Track Faculty in shared governance.
 - g) Major initiatives for Faculty Council this year are to continue efforts to strengthen shared governance and participation of faculty in strategic and financial planning, elevate Faculty Council service as a valued university service, and improve communication within the Council and with all faculty.
- 6) Semester At Sea Report
 - a) Alicia Cook, Faculty Emeritus and Senior Academic Officer for the Institute for Shipboard Education, reported on the transition of the Semester at Sea program to CSU. CSU-sponsored voyages will begin Fall 2016.
- 7) Actions
 - a) Faculty Council approved the request for the CSU Early Childhood Center to be designated as a University Center (CIOSU).
 - b) Faculty Council approved a revision to the Graduate and Professional Bulletin to allow a third Test of English, the Pearson Test of English (PTE) Academic, for international applicants.
 - c) Faculty Council approved a request from the Department of Foreign Languages and Literatures to change its name to Department of Languages, Literatures and Cultures. The name change is pending final approval by the Board of Governors.

**COLORADO STATE UNIVERSITY
FACULTY COUNCIL ANNUAL REPORT
TO THE BOARD OF GOVERNORS
July 2014 - May 2015**

Current Faculty Council Officers:

Mary Stromberger, Chair
Paul Doherty, Vice Chair
Alexandra Bernasek, BOG Faculty Representative
Lola Fehr, Parliamentarian
Rita Knoll, Executive Assistant

Incoming Faculty Council Officers for 2015-2016:

Mary Stromberger, Chair
Stephanie Clemons, Vice Chair
Paul Doherty, BOG Faculty Representative
Lola Fehr, Parliamentarian
Rita Knoll, Executive Assistant

Faculty Council acts as a representative body for the academic faculty and performs duties delegated to the faculty by acts of the legislature. The Faculty Council, subject to statutes of the State and regulations and policies of the Board of Governors (BOG), has jurisdiction over the general educational policies of the University and passes all rules and regulations necessary to University government. Faculty Council membership consists of one elected representative from each academic department and a proportionate representation from each college as voting members. Upper-level administrators are *ex officio* non-voting members. The 2014-15 membership for the Faculty Council is attached. Below is a list of Faculty Council business during the 2014-15 academic year.

Action Items Requiring BOG Approval - 2014-15 Academic Year:*Academic Faculty and Administrative Professional Manual Revisions 2014-15:*

Section B.2.6.2 – Procedures for Approval of CIOUSUs
Section B.2.6.5 – Procedures for Periodic Evaluation of CIOUSUs
Section C.2.1 – Faculty Council
Section C.2.1.3.2 – Ex-Officio Members
Section C.2.1.9.3 – Membership and Organization
Section C.2.1.9.5.d – Committee on Libraries
Section C.2.3.1.e – Colleges and Academic Departments – College of Liberal Arts
Section D.2.1 – Benefits Committee
Section D.5.3 – Appointments
Section D.7 – Conditions of Employment
Section D.7.10 – Work Hours
Section E.6 – General Policies Relating to Appointment and Employment of Faculty
Section E.9 – Faculty Productivity
Section E.9.2 – Individual Faculty Workload
Section E.10.3 – Administrative Responsibilities in Relation to Tenure
Section F – Leave Policies
Section F.3.4.1 – Conditions and Procedures for Granting Sabbatical Leave
Section G.1 – Study Privileges
Section G.4 – Tuition Scholarship
Section G.5 – Benefits
Section I.7 – Student Appeals of Grading Decisions
Appendix 3 – Family Medical Leave Policy
Appendix I – Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation
Appendix K – Resolution of Disputes

Candidates for Degrees:

Fall Candidates 2013
 Spring Candidates 2014
 Summer Candidates 2014

New Degree Programs:

B.S. Neuroscience with concentration in Behavioral and Cognitive Neuroscience and Cell and Molecular Neuroscience
 B.S. Statistics
 B.S. Early Childhood Education
 Plan C – Master of Greenhouse Gas Management and Accounting

New Special Academic Unit:

Graduate Degree Program in Ecology
 School of Global Environmental Sustainability
 Leadership, Entrepreneurship, Arts Advocacy and the Public (LEAP) Institute for the Arts

Approval of Academic Calendar – Fall Semester 2018 through Summer 2020

Change name of the Major in Journalism and Technical Communication to Journalism and Media Communication

2013-14 General Catalog Revisions (BOG Approval Not Required)

Section 1.3 – Addition of Cambridge Pre-U Examination
 Section 1.3 – Undergraduate English Proficiency – Freshmen Applicants
 Section 1.3 – Undergraduate English Proficiency – International Students
 Section 1.3 – College Board Advanced Placement Program
 Section 1.5 – English Proficiency
 Section 1.7 – Advising and Registration – Repeat/Delete Policy
 Section 1.7 – Enrollment Status
 Section 2.1 – Undergraduate Certificates

2013-14 Curricular Policies and Procedures Handbook

No Changes

2013-14 Graduate & Professional Bulletin Revisions (BOG Approval Not Required)

Section E.6 – Graduate Certificate Program

Routine Action Items for Faculty Council Approval (BOG Approval Not Required)

Confirmation of Faculty Council Parliamentarian, Interim Secretary, and Secretary
 Elections:

Faculty Council Officers
 Standing Committee Members
 Graduate and Undergraduate Student Representatives to Standing Committees
 Grievance Panel
 Discipline Panel

Annual Reports (2012-13):

Faculty Council Standing Committees
 University Benefits Committee
 University Grievance Officer Annual Report

Changes in Curriculum - 2013-14

Recommendations for Continuance or Discontinuance of Centers, Institutes, and Other Special Units
 Interdisciplinary Minor in Music, Stage and Sports Production
 Interdisciplinary Minor in Russian Studies
 Interdisciplinary Minor in Legal Studies
 Drop Plan B in Human Development and Family Studies for the Family and Developmental Studies specialization and the Marriage and Family Studies specialization
 Drop the Merchandising Graduate Interdisciplinary Studies Program
 Faculty Council Resolution – Academic Freedom and First Amendment Rights
 Minimum Grade of “C” Requirement in the Minor of Applied Environmental Policy Analysis
 Minimum Grade of “C” Requirement in Business Minor

Minimum Grade of “C” Requirement in Russian Studies Interdisciplinary Minor
 Minimum Grade of “C” Requirement in Statistics Major
 Minimum Grade of “C” Requirement in General Sociology Minor
 Minimum Grade of “C” Requirement in Criminology and Criminal Justice Minor
 Minimum Grade of “C” Requirement in Italian Studies Interdisciplinary Minor
 Minimum Grade Requirement (3.0) GPA for the Accredited Didactic Program Option under the Major in
 Nutrition and Food Science, Dietetics and Nutrition Management Concentration
 Change Liberal Arts Major Name to Interdisciplinary Liberal Arts Major
 Statement on the Status of Shared Governance at CSU

Faculty Council Special Reports/Discussion Items 2013-14:

October 1, 2013 – INTO CSU – John Didier, INTO CSU Director and Fabiola Ehlers-Zavala, INTO CSU Academic Director

December 3, 2013 – Sexual Harassment Policy and Appendix I of the *Manual* – Diana Prieto, Director of the Office of Equal Opportunity and Josh Zugish, Office of General Counsel

February 4, 2014 – Special Academic Units – Rick Miranda, Provost and Executive Vice President

March 4, 2014 – Minimum Grade Requirements – Carole Makela, University Curriculum Committee Chair and Kathy Pickering, Vice Provost for Undergraduate Affairs

Faculty Council Campus Issues 2013-14:

Presidential Annual Evaluation (Executive Committee)
 2013-14 Budget Planning Issues



COLORADO STATE UNIVERSITY

Jason Sydoriak – Student Representative

October Board of Governor's Report

Three Unrelated Housing Ordinance

After much consideration this administration has decided to make a concerted effort to find a compromise within the city's housing ordinances, particularly the Three Unrelated Ordinance. We believe that it is discriminatory and unfair towards students. We will be conducting a student town hall on this issue on October 5th at 2pm in the Senate Chambers to take in student's input on the ordinance.

ASCSU Student Course Evaluation Survey

An effort is underway to revolutionize the current student course evaluation survey that was initiated by ASCSU. In approximately two years the survey will be conducted online in some format, rather than all on paper. This will greatly reduce costs and bring the survey in line with the university commitment to sustainability. In addition a serious discussion is underway to ensure that future surveys mitigate bias towards gender and circumstance outside of the reach of faculty, such as room conditions.

Reviewing Ways to help Augment City Climate Action Plan

The City of Fort Collins is pursuing a massive Climate Action Plan over the next few years. The Community Affairs Department of ASCSU is immersing itself in conversations with stake holders regarding this plan. Knowing that students make up one-fifth of the population in Fort Collins it is imperative that ASCSU discover its role in ensuring that the city is successful in its endeavor. This includes participating in discussions about a potential new county composting plant and also in discussion with the city on how to best integrate sustainability awareness policies between us and them.

Town Hall on Veteran Issues

As part of a continued promise to engage ASCSU in the broader discussion of what makes a successful veterans program at a university we are having a Veteran Issues Town Hall. It will partake on September 28th at 5:00 pm in the ASCSU Office. It is open to all veterans and veteran



stakeholder groups. Hopefully this will help ASCSU orientate itself to help better practices on and off campus pertaining to veterans.

Bustang

Helped coordinate efforts to provide the Bustang service on campus to Denver. This will be a weekend service leaving on Friday and returning Sunday. If successful there will be an opportunity to expand the service and potentially set up a contract similar to our Transfort contract with the city.

Graduate Affairs Position in Executive

A new position has been created within the Executive in order to ensure a large portion of our constituency base is being represented appropriately. Upon the creation of the job description we received 13 job applications from graduate students. The individual chosen for this position will focus on issues most important graduate students, such providing adequate transportation options at the Foot Hills Campus and how to provide resources for acquiring research grants.

Alternative Transportation Fee Advisory Board

ASCSU would like to determine if a fee advisory board, similar to the University Facility Fee Advisory Board, would be beneficial to the student academic experience. It would take in student fees to create a pot of funds for individuals to request from. They would develop projects pertaining to alternative transportation, which the board would review and determine if it is worth funding. That way the students have a more direct voice in defining this university and the trajectory that it is currently on. Shared governance is not just about shared decision making, but also sharing the burden of how to become a successful institution. In addition it would act as an advisory board on large alternative transportation project, such as the Transfort contract. The ASCSU President would still retain signatory privileges.

Inside ASCSU

- Grill the Buffs was extremely successful this year. We gave out one-hundred buffalo burger every minute for fifteen minutes. More is needed for next year! Coach Bobo and I gave a motivational speech and I think we are all ready to take down the buffs.
- The majority of members have been ratified for the Student Fee Review Board. The Vice President did a great job in recruitment this year. In addition the Board for Student Funding has



had many applicants ratified as well. On the financial oversight side of the ASCSU house we will be well functioning.

· The furniture for the Senate Chamber has arrived along with microphones. This has significantly changed the legislative experience for the best.

Section 12

CSU-Pueblo Reports

- CSU-Pueblo President's Report
- CSU-Pueblo Faculty Representative's Report
- CSU-Pueblo Student Representative's Report

**COLORADO STATE UNIVERSITY – PUEBLO
PRESIDENT’S REPORT**

I. ACADEMIC EXCELLENCE

A. Math Professor Awarded National Science Foundation TRIUMPHS Grant

Mathematics Professor Janet Barnett has received funding through a major grant from the National Science Foundation as part of a national, seven-university collaboration to develop, test, and publish innovative new materials for teaching undergraduate mathematics. Dr. Barnett’s collaborators in TRIUMPHS include faculty from the University of Colorado – Denver, New Mexico State University, Central Washington University, Florida State University, Ursinus College in Pennsylvania, and Xavier University in Ohio. The team received a total of \$1.25 million, most of which will be used for the project’s research component and to train faculty in the method. CSU-Pueblo’s share of the five-year award is \$100,000. The *Transforming Instruction in Undergraduate Mathematics via Primary Historical Sources* (TRIUMPHS) program will replace standard classroom lectures with a collection of “primary source projects” (PSP) that directly engage students with the mathematics they are studying. Each PSP will focus on a particular mathematical concept or procedure as it was developed by a historic mathematician. Students read source documents by the original author, and through a series of exercises that are woven throughout the project, develop a further understanding of the mathematics they are studying as they react to the historical source, organize their thoughts about the mathematical ideas in the source, and rediscover groundbreaking ideas for themselves.

B. History Professor Continues Sharing Pedagogical Approach

Dr. Judy Gaughan, associate professor of history and program coordinator, learned that her 2014 article “The Flipped Classroom in World History” for *The History Teacher* journal was the most downloaded article from that journal for the year 2014, and has therefore begun writing a follow-up article based on the addition of a workbook to her pedagogical approach to World History and the usefulness of this tool for teaching history.

II. STUDENT ACCESS AND SUPPORT

A. Annual Friends and Scholars Luncheon

The CSU-Pueblo Foundation hosted its annual Friends and Scholars Luncheon on September 22. The Foundation hosts this event as a way for scholarship recipients to

meet, mingle and/or commemorate with their scholarship donor(s) and vice versa allows donors to meet with the students they support through scholarship funding. Scholarship recipients are required to attend this scholarship event.

B. All Colorado Business Fair

CSU-Pueblo students had the opportunity to participate in the All Colorado Business School Career Fair on September 17 at Sports Authority Field in Denver. All juniors, seniors, and graduate students majoring or minoring in Business we invited to participate. More than 100 employers were available to recruit for their organizations. The CSU-Pueblo Career Center staff provided resume checks, LinkedIn seminars and free transportation to participants.

III. DIVERSITY

A. Library Features Filmmaker and Film on Pueblo Bikers

To kick off Hispanic Heritage Month activities, the University Library and Archives presented the film documentary *Pueblo Bikers United* by filmmaker Barbara Bustillos Cogswell. The documentary was shot during the 2000 Rocky Mountain Thunder Rally and documents the ‘infamous’ Biker vs. Cop football game and Pueblo Biker United’s (PUB) longtime dedication to children in need. Founded in 1978, PBU is a non-profit organization that hosts the annual Toy Bowl and Toy Run. PBU’s sole purpose is to provide toys to Pueblo children who many not receive a gift at Christmas. Over the summer, Cogswell updated interviews during her trips to visit her 97-year old mother and re-edited a new director’s cut dedicated to her biker brother, Oscar.

IV. IMAGE BUILDING

A. ThunderWolves Claim 2014-15 Steel and Silver Series

CSU-Pueblo claimed a victory in the annual Steel and Silver Series all-sport competition with the University of Colorado at Colorado Springs following the conclusion of the 2014-15 athletics season. The ThunderWolves secured the Steel and Silver trophy after outscoring the Mountain Lions 42-14 in the 10th installment of the series between I-25 rivals. CSU-Pueblo was awarded the maximum of four points in volleyball, women’s soccer, indoor and outdoor men’s and women’s track and field, softball and men’s and women’s golf. The two programs split points in men’s soccer, men’s basketball and women’s basketball. The all-sport competition awards four points each for the sports that both schools sponsor. Regular-season meetings are scored in men’s and women’s soccer, volleyball, men’s and women’s basketball and softball, while the conference

championship results are used to score women's cross country, women's indoor and outdoor track and field and men's and women's golf. Five points are awarded to the institution with the highest GPA among those sports for student-athletes who competed in the 2014-15 season.

V. COMMUNITY OUTREACH

A. HSB and Extended Studies Partner on Executive Leadership Series

A partnership between CSU-Pueblo's Hasan School of Business, Extended Studies and the Pueblo Economic Development Corporation began offering an Executive Leadership Certificate program this fall. The Executive Leadership Certificate is intended for anyone who supervises, directs, mentors, coaches or manages others. A series of five courses will challenge students to be better leaders and will expand professional networks through collaboration with other community leaders. Courses are held in the evenings in downtown Pueblo. The focus of the courses will be on practical, applicable, high-impact skills that will improve individual and team success, whether leadership position is at the top or for a small work team. Courses are designed and taught by CSU-Pueblo faculty members Dr. Brad Gilbreath, Dr. Steve Norman, and Dr. Michael Wakefield, with a combined 50 years of leadership experience, ensuring the perfect combination of contemporary topics and applicable leadership tools. Completion of each course carries one Continuing Education Unit from CSU-Pueblo Extended Studies. Completion of all five courses in the leadership series leads to a Certificate in Executive Leadership. Optional elective credit is available to admitted Master of Business Administration students upon successful completion of all five courses.

VI. GRANTS and CONTRACTS – RECEIVED ONLY:

College of Science and Mathematics

Mathematics

Sponsor:	National Science Foundation/IUSE
Principal Investigator:	Dr. Janet Barnett
Project Title:	Collaborative Research: RUI: Transforming Instruction in Undergraduate Mathematics via Primary Historical Sources (TRIUMPHS)
Award Dates:	9/1/2015 – 8/31/2020
Amount:	\$98,401.00

Biology

Sponsor: NIH SBIR/TDA Research
Principal Investigator: Dr. Helen Caprioglio
Project Title: Antimicrobial Coatings for Reducing Healthcare
Associated Infections
Award Dates: 9/2015 – 2/2016
Amount: \$6,000.00

Office of the ProvostProvost

Sponsor: National Science Foundation/Campus Cyber infrastructure
Principal Investigator: Dr. Richard Kreminski
Project Title: CC*DNI Campus Design: Networking Upgrades for CSU
Pueblo
Award Dates: 1/1/2016 – 12/31/2017
Amount: \$306,663

University Total Received: **\$411,064**

Board of Governors of the
Colorado State University System
October 2015 Meeting
CSU-Pueblo Faculty Report

COLORADO STATE UNIVERSITY-PUEBLO FACULTY REPORT

This report covers highlights since the August 2015 Board of Governors Meeting.

Since the August Board of Governors meeting the 2015-2016 Colorado State University-Pueblo faculty senate have met three times. The faculty senate hosted an open forum for the entire faculty during convocation week to invite faculty issues to be considered during the upcoming academic year. The Senate retreat was held on August 19, 2015. The senate used this time to plan for the upcoming academic year and prioritize the existing and new issues presented by the faculty. Much of the information contained in this report reflects discussion items from the senate retreat. This meeting also worked on filling subcommittee appointments and recommendations. The first full senate meeting of the year was held on September 21, 2015 (A proposed agenda is shown at the end of this report). This report highlights the major items currently under consideration with the full senate and the accompanying sub-committees. While numerous issues were prioritized and distributed to the subcommittees for evaluation, actual committee meetings have not occurred to date. One of the top priority issues was the APR (Annual Performance Review) process re-evaluation and changes. Faculty senate President Margie Massey reminded the senate that this topic was under consideration at the end of last academic year and the FPP committee had gathered information. During the Senate Retreat the senate voted to form an ad-hoc committee to complete this task and report back to the senate on a very tight time frame. After senate vice president Michael Mincic shared with the senate a report for the chairman of the FPP on the status of the process the following items were discussed and agreed upon:

Michael Mincic asked whether we should pursue a short-term solution to APR revision or form an ad hoc committee to develop a long-term solution. Margie Massey confirmed the need to make this decision. The Senate voted unanimously to form an ad hoc committee composed of the following: 1 tenured or tenure-track faculty member from each college, 1 department chair, 1 dean, and 1 senator to chair the committee.

Ian Brennan asked what the charge of the committee will be. Margie Massey stated the committee will be responsible for overseeing the entire APR revision process, both taking the work that FPP has done and reviewing handbook language in order to develop a new system.

Dana Ihm asked how the committee will be appointed. Margie Massey replied that we will issue a call for nominations.

The ad hoc committee will report to the Executive Committee by October 5, 2015. The Senate will, then, attempt an expedited reading of the report on October 19, 2015.

Dora Luz Cobian representative from the FPP subcommittee noted the unfinished work on the Senior Lecturer position. The following items define the current issues under consideration:

Dora Luza Cobian reported that the position is approved and that a faculty vote is all that is needed to confirm it.

Margie Massey reported that at the BoG breakfast for contingent faculty, Provost Kreminski asked CSU-Pueblo lecturers their thoughts on the Senior Lecturer Position. Margie confirmed that the lecturers did

not think the position addresses their concerns. She then asked if we should hold an open forum with the lecturers.

Donna Souder stated that while composition lecturers appreciate the work of the FPP, they do not think the proposal benefits them because it does not provide them with a voice; it does not provide the opportunity to vote. Donna reported that a group of lecturers are working with the AAUP to craft handbook language to create a position for a voting faculty member who is non-tenure-track. She added that Provost Kreminski agrees that a voting NTT position creates greater equity.

Margie Massey asked if the group working on the handbook language would present the language to the Senate. Donna said yes. Margie then asked if the Senate would see the proposed language by the September meeting. Donna confirmed that doing so is on the group's agenda.

Senate President Massey informed the senate that the university grievance officer has asked the help in revising the current grievance policies. The following are the recommendations and considerations of the senate.

Dora Luz Cobian discussed difficulties last year between Moussa and the FPP. Brian Vanden Heuvel suggested that the Senate instruct Moussa to attend the FPP's first meeting to address any issues there may be. Margie Massey motioned to instruct Moussa to work more closely with the FPP. Neb Jaksic seconded. No nays or abstentions.

Margie Massey stated that she received an email from an admin/pro group about their lack of a grievance process. The group met with Moussa, who stated that CSU-Ft. Collins allows their admin/pro to use the faculty grievance process. Margie Massey asked if the Senate approves taking that approach at CSU-Pueblo or if admin/pro should develop their own process. Jude DePalma suggested that admin/pro could copy the faculty's process. Brian Vanden Heuvel suggested that admin/pro could share the grievance officer. Margie Massey stated that such changes would require revision to the faculty handbook. Michael Mincic expressed concern about sharing the grievance officer would overwork the office.

Margie Massey stated that Senate needs a motion on how to proceed. Ida Whited motioned that admin/pro should develop their own process but may copy the process used by faculty. Brian Vanden Heuvel seconded. No nays or abstentions.

The following is a report on the Equity Study (Faculty Compensation Committee)

Margie Massey reported that a meeting will be held in two weeks to determine the consulting group has done what was asked of them. She added that if the group's report is finalized, the university would then have to determine how to implement equity adjustments; however, we cannot say when adjustments would begin because there is no money to make adjustments. Margie added that the equity study remains incomplete. Margie then asked if the faculty would like another equity study commissioned, adding that the Senate does not have to vote on the issue at the retreat but that senators should take the issue back to our constituents because redoing the study is a possibility.

Bill Brown asked much the equity study cost. Margie Massey answered that the study cost approximately \$120,000. She then added that a final payment had not been made as of the end of May. Bill Brown suggested that we withhold payment until we receive a finalized report.

Margie Massey will provide a report on the equity study meeting at the next Senate meeting.

The following is update on the Finals Schedule:

Margie Massey asked if the Senate would like to form an ad hoc committee to address the finals schedule or if the Senate would like to assign the issue to a group. Brian Vanden Heuvel suggested that the APSB should address the matter. Ida Whited seconded. No nays or abstentions.

The following is a current up on IT Policies (ITB):

Margie Massey reported that the Senate had passed an email policy that had been given to President Di Mare but that no action was taken on the recommendation. Rather, the email digest was implemented. She asked if the Senate wants ITB to pursue the matter. Brian Vanden Heuvel suggested that the Senate may write a letter requesting the administration to adopt the policy that was voted on. Neb Jaksic motioned that we discuss this matter with President Di Mare at the September Senate meeting. The Senate unanimously approved Neb's motion.

The following is a follow up on the concern of faculty retention:

Margie Massey reminded the Senate of Sue Petite's concerns about faculty retention and the lack of concern expressed by the administration over faculty leaving the university. Margie acknowledged that Sue's concern has merit but stated that she's not sure the issue is something the Senate may undertake since it involves morale rather than policy. Ida Whited wondered if the Senate may ask President Di Mare why the administration seems unconcerned about faculty leaving CSU-Pueblo. Margie Massey and Steve Liebel confirmed that administrators are meeting on some level with faculty who are leaving. Margie added that her dean asked what could be done to convince faculty to stay. Scott Gage stated that the problem may involve the administration not expressing gratitude until faculty have already made the decision to leave. Margie Massey suggested that we ask the administration what may be done to increase morale.

Faculty Compensation:

Margie Massey asked whether the Senate should remind faculty about the deadlines to make equity requests. She also asked whether we might develop a template for how faculty should make equity requests since the requests that have been submitted have not been standardized.

Ida Whited suggested that we develop a new process for making equity requests. Brian Vanden Heuvel asked if in the past, the FCC wanted to see letters of support from chairs and deans. Margie Massey said yes and added that all requests were forwarded with or without support, contributing to the inconsistency among the requests. Jude DePalma asked why requests have to go the FCC if deans have the authority to make compensation adjustments. Brian Vanden Heuvel added that deans don't control their budgets. Jude DePalma stated that sending requests to the FCC should be the exception. Brian suggests that the FCC should examine the process for equity requests since CSU-Pueblo has a new budget procedure. Margie Massey confirmed that the FCC will address this issue in its first meeting.

Non-tenure track faculty (contingent faculty) – compensation and rights:

Senate president Margie Massey stated that the FPP will work the instructor proposal once it is submitted.

More Open Forums

Margie Massey reminded the Senate that its members agreed to hold more open forums. Neb Jaksic stated that we should remind faculty that our meetings are open. Margie Massey said she has submitted the meeting schedule to all faculty. Bill Brown indicated that his constituents would like to meeting minutes a few days after the Senate convenes. He added that his constituents would also like to have headline items circulated a week or two prior to every Senate meeting. Margie Massey stated that the goal is to submit all

material to faculty at least a week ahead of each Senate meeting. She added that we will post audio recordings of meetings on the I Drive within a week after each meeting. The recordings are in MP3 and will play on both Mac and PC.

Handbook Language on the 12/12 policy review and change.

Margie Massey reminded the Senate of Cindy Taylor's request to review and change this policy. Brian Vanden Heuvel suggested that we use the policy in place CSU-Ft. Collins. The Senate agreed unanimously to take on the issue. Margie Massey specifically stated that the issue is an FPP item.

Additional Constituent Concerns:

Margie Massey asked if senators received any issues or concerns from our constituents.

Ida Whited asked if the university has a minimum passing grade for prerequisites. Jude DePalma stated the APSB is addressing the matter.

Margie Massey stated that one colleague would like to revisit the academic calendar and asked if the Senate would like to address the matter. Neb motioned that we do not look at the calendar again until next year. Ida Whited seconded. No nays or abstentions.

The following is the agenda for the September 21, 2015 meeting:

**Colorado State University-Pueblo AY 2014-15
Senate Meeting Agenda OUC Aspen Leaf Room
September 21, 2015 3:30 PM to 5:30 PM**

- I. Call to Order: Margie Massey
- II. Approval of minutes (none approved at Retreat)
- III. Approval of Agenda
- IV. Information Items/Reports
 - A. President Di Mare
 - B. Provost Kreminski
 - C. Senate President - Margie Massey
- V. Unfinished Business and New Action Items-First Readings, Second Readings, and Votes
 - a. Ad-hoc APR Committee
 - b. 2nd reading– Energy Class in Physics – GEB –
- VI. Committees/Boards Reports
 - a. Academic Programs and Standards Board (APSB) – Bill Brown
 - b. Committee on Shared Governance (CSG) – Brian Vandenheuvel
 - c. Curriculum and Academic Programs Board (CAPB) – Donna Souder

- d. Faculty Compensation Committee (FCC) – Margie Massey
- e. Faculty Handbook Committee (FHC) –
- f. Faculty Procedures and Policies Committee (FPP) – Dora Luz Cobian-Klein
- g. General Education Board (GEB) – Donna Souder
- h. Graduate Studies Board – (GSB) Neb Jaksic
- i. Information Technology Board (ITB) – Margie Massey
- j. Scholarly Activities Board (SAB) – Neb Jaksic
- k. University Budget Board (UBB) – Margie Massey
- l. University Board on Diversity and Equality (UBDE) – Mike Mincic

VII. Faculty Representatives

- a. Board of Governors (BoG) – Mike Mincic
- b. Colorado Faculty Advisory Council (CFAC) – Mike Mincic

VIII. New Business

IX. Adjournment

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



Associated Students' Government Colorado State University-Pueblo Student Body President's Report *October 1-2, 2015*

General Statement

Associated Students' Government (ASG) has been focusing heavily on CSU-Pueblo's slogan "Stronger as a Pack". We want to foster that pride and spirit at CSU-Pueblo and create a sound community of students, faculty, and staff. ASG has a lot of ideas and students are constantly coming to us with new ideas for CSU-Pueblo that we want to implement. CSU-Pueblo is starting to get a more engaged student body and we want to keep pushing the students to get involved and make CSU-Pueblo their Pack.

Campus and Student Initiatives and Projects

New Student Convocation

For the first time in three years CSU-Pueblo held a New Student Convocation. We had students walk across the stage as their name was called and sign a book agreeing to commit to CSU-Pueblo's values. This was a new tradition that will happen in some form for years to come. As Student Body President I welcomed the students and gave a speech about their college journey. A motivational keynote address was given by Mike Fritz and the marching band and spirit squads performed before the ceremony began.

WolfPack Welcome Week

CSU-Pueblo's annual Wolfpack Welcome Week was held August 21-29 to integrate freshmen and new students into CSU-Pueblo and welcome back upperclassmen. An event was held each day starting with move-in day and continuing through the first week of the academic year.

Suicide Prevention

ASG is partnering with CSU-Pueblo's Health Education and Prevention Program to strengthen and publicize the existing Suicide Prevention program that aids students in crisis and raises awareness about how to combat this issue. The program includes a support group, a safe-haven, and resources for students.

Commuter Students

ASG is partnering with the Office of Student Engagement and Leadership to create a commuter student advisory board and is re-instituting the rideshare program that our campus had several years ago. The S.E.A.L. Office has been working on building a Commuter Student Program for the last year and ASG hopes to assist in making it a successful initiative. It is important to create a welcoming campus community for our students that do not live on campus which in turn contributes to their retention and persistence towards completion of their degree.

Weekend and Evening Events

ASG is collaborating with the Office of Student Engagement and Leadership to create a series of musical performances entitled, "Concert in the Park". Performances will be given by local bands and CSU-Pueblo students at various outdoor locations around campus. The goal of this series is to provide CSU-Pueblo students with alternative programming that will steer them away from partying and partaking in risky social behavior.

Mental Health Task Force

The numbers of depressed students and students dealing with anxiety is ever increasing on college campuses and we want to combat it at CSU-Pueblo. We are starting a task force to address this issue. We are partnering with a student organization on campus called S.O.U.L to do this. The first thing we are going to do is make a video of student leaders telling students it is okay to reach out for help and where to get that help. S.O.U.L will be training all of ASG in peer mentoring so that there are more students on campus that can help others.

Sustainability Task Force

ASG is creating partnerships with other student organizations and campus departments to improve recycling and sustainability at CSU-Pueblo. The task force has been charged with creating implementation plan for this initiative and with getting resources. We will be working

with the sustainability minor students to accomplish this.

Residence Life and Housing

ASG is working with the Residence Hall Association to assist with improving the on-campus living experience at CSU-Pueblo. A few ideas are programming in the oval, such as student “street performer style” concerts, morning yoga sessions, and outdoor movie nights. Other ideas include a 24-hour convenience store or providing a variety of vending machines in the halls, as well as installing aesthetically-pleasing sitting areas outside of the halls for students to congregate in.

Sophomore Experience

Our ASG Student Affairs Director is researching the Sophomore Experience programs at other colleges and universities as part of his leadership internship training program. We are hopeful that the research conducted will assist CSU-Pueblo with a direction regarding programming and training for sophomores and increase the likelihood that they return and live in the residence halls. This research also would help to develop students throughout college instead of at just certain stages.

Faculty Student Life “Syllabus”

We are working on creating a type of syllabus that outlines all of the resources, student life opportunities, and campus events that we can give to faculty each semester so that they are more informed to tell the students what to do and get them help when they need it. We have visiting professors or adjunct who have not been here long and we want to make it easy on them to know where to direct students and what is happening on campus.

CSU-Pueblo Traditions

ASG would like to focus on creating a culture at CSU-Pueblo that fosters traditions and passes them down from class to class. This initiative will be accomplished by creating relationships with departments on campus, such as the Office of Student Life, Athletics, and the Office of Student Engagement and Leadership. By partnering with existing departments it will create the foundation for the traditions to be carried on for future Thunderwolves.

Homecoming

CSU-Pueblo Homecoming Week will take place October 5-10. Many events will be held by different academic colleges, including the 50th Anniversary of the Mass Communications department. The week will also consist of spirit days, the groundbreaking ceremony for our new student center, a pep rally, Powderpuff football and bubble soccer, a bonfire hosted by ASG, Mr. and Miss. CSU-Pueblo interviews and elections, Student Tailgate, Pack football, and a Paint Rage Dance Party.

External Initiatives and Projects

Colorado Student Government Coalition

On September 12 the Fall Assembly of the Colorado Student Government Coalition, which consists of all the student body Presidents of four-year public institutions in Colorado, was held. The new officers were elected and goals were created for the year. Sexual Assault prevention and Higher Education funding will be the focus of CSGC this year. CSU-Pueblo's ASG Vice President, Gene Wilson was elected as one of three Judicial Board positions for the coalition.

Internal Initiatives and Projects

ASG Legislative and Cabinet Aid Volunteer Positions for freshmen

We passed a bill to create a new position within our student government to get the freshmen perspective and create better retention within ASG. Freshmen can now apply to be a Legislative or Cabinet aid and assist the representatives in their duties. This will help to train future members to run for positions in the April election and bring a new perspective to ASG.

Closing Statement

If you have any questions, thoughts, or ideas please feel free to contact me at sy.zarr.se@csupueblo.edu or 719-549-2773. I am always thankful for input and support as we work to make our Pack stronger.

“When you grow up you tend to get told that the world is the way it is and your life is just to live your life inside the world. Try not to bash into the walls too much. Try to have a nice family life, have fun, save a little money. That's a very limited life. Life can be much broader once you discover one simple fact: Everything around you that you call life was made up by people that were no smarter than you. And you can change it, you can influence it... Once you learn that, you'll never be the same again.” (Steve Jobs)

Section 13

CSU-Global Campus Reports

- CSU-Global Campus President's Report
- CSU-Global Campus Faculty Representative's Report
- CSU-Global Campus Student Representative's Report



Colorado State University
GLOBAL CAMPUS

ACADEMIC QUALITY

President's Report for October 1-2, 2015
Board of Governor's Meeting

CSU-Global Mission



Facilitating success in a global marketplace through higher education.



We achieve our mission through Academic Quality.

Integrity & Academic Quality

1. CURRICULAR QUALITY

- ***All degree programs undergo a full review and are upgrade every 18-24 months to***
 - Enhance alignment between faculty-intended learning outcomes and student actual performance
 - Increase student engagement through new course attributes and technologies for increased efficiency and student satisfaction
 - Ensure that learning is relevant to the workplace

- ***All degree programs are created and upgraded through a collaborative process involving***
 - groups of faculty from every degree program,
 - Industry Program Advisors from Industry,
 - Instructional Designers,
 - Multimedia Experts,
 - Quality Assurance Personnel, Deans,
 - and Project Managers

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 - Quality Assurance Personnel, Deans,
 - and Project Managers

Integrity & Academic Quality

2. FACULTY QUALITY

- Faculty from across the nation and around the world apply for CSU-Global instructors of which only 5% are selected
 - 83% of faculty hold a terminal degree
 - 86% of faculty have industry experience
- Instructor Training and Development Programs for all faculty with annual training requirements
- Retention: 92% of faculty are retained on a yearly basis based on multiple factors
 - End-of-Course Student Reviews -average score is 4.46 on a scale of 1(low) to 5(high)
 - Mentor Reviews of classrooms
 - Annual Evaluations and in-session Reviews as needed supported by Faculty Development Program

Integrity & Academic Quality

3. INSTRUCTIONAL QUALITY

- Consistency of course learning outcomes and content across multiple sections with embedded, real-time student learning outcomes achievement tracking
- Asynchronous and Synchronous course activities between trained faculty and students in all courses for enhanced engagement and learning
- Embedded Adaptive Learning for technology-driven, scaffolded learning
- 24 hour turnaround on student feedback and 72 hour turnaround on grading
- 24 hour, 7 day a week access to Student Learning Resources provided at no additional charge
 - Digital Library with hundreds of industry-specific and general databases
 - Interactive Student Guides to writing, research, and effective learning
 - Live tutoring
 - Technical Support

Integrity & Academic Quality

- ***Industry expertise infused***
 - Course content a blend of academic theory and workplace application:
 - Affiliate networks of industry professionals, leaders, and higher managers across the nation collaborate with groups of faculty from every degree program to ensure an effective balance between academic and workplace relevance
 - Industry certification preparation found in degree programs for Accounting, Project Management, Information Technology, Human Resources, Human Services
 - Internships for credit
- ***Learning outcomes achievement measured and tracked***
 - CSU-Global faculty-designated Learning Outcomes
 - National ETS assessment scores – pre and post
 - Degree Optimization: Awards of Completion; Endorsements
- ***Workplace and personal success: satisfaction, promotions, financial gains***
 - Alumni and Noel Levitz survey results
 - Equifax data
 - Colorado EdPays Report

Integrity & Academic Quality

- **Course content blends academic theory with workplace application**
 - Programmatic Advisory Boards for every degree program that CSU-Global offers to ensure that its degree programs incorporate career-relevant needs and trends so that students acquire the skills, knowledge, and abilities they need to make an impact and drive their industries forward.
 - Industry certification preparation
 - Accounting – CPA exam
 - Project Management – Project Management Institute’s Certification
 - Information Technology –
 - Human Resources – SHRM Certification
 - Practicum and Internships for credit
 - As part of the degree program for completion
 - B.S. Human Services degree program
 - M.S. Teaching and Learning degree program with Teacher Licensure
 - Practicums and Internships available for credit towards Bachelor’s and Master’s degrees

Learning Outcomes Achievement: Measured & Tracked

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- **Learning Outcome Achievement (Fall 2014)**
 - 87.6% of undergraduate programs met student learning expectations
 - 93.3 % of graduate programs met student learning expectations
 - CSU-Global goal is 80% at an 85% or higher level on program outcome assessments
 - Examples of CSU-Global Degree Program Learning Outcomes
 1. **B.S. Information Technology Learning Outcomes**
 - Gain technology certification exam preparation.
 - Cultivate and apply technical skills in networking, programming, and other areas of information technology and IT management.
 - Recommend, select, and service software/ hardware systems that meet the unique information technology needs of an organization.
 - Evaluate technology goals of an organization and propose viable solutions, working both independently and cooperatively.
 - Explain and apply information technology theory with respect to business analysis and problem solving for organizations.
 - Apply theory and skills to system analysis and design
 2. **Master of Healthcare Administration and Management Learning Outcomes**
 - Acquire the knowledge and skills needed to identify and solve healthcare organizational problems using a systematic decision making approach.
 - Demonstrate the skills needed to manage, develop, and motivate organizations to meet changing organizational needs in a healthcare environment
 - Conduct a critical analysis of problems, research, solution alternatives, and the environment in the development and execution of a strategy as it relates to the healthcare enterprise
 - Develop awareness of the policies, procedures, laws, and ethics of the diverse array of healthcare alternatives.
 - Apply business administration and management knowledge to the healthcare industry within the domains of management and organizational leadership
 - Synthesize the value of personal and professional development, community service, and life-long learning.

Learning Outcomes Achievement: Measured & Tracked

Program Name	% Meeting Expectations
B.S. in Accounting	91%
B.S. in Applied Social Sciences	82%
B.S. in Business Management	85%
B.S. in Communication	82%
B.S. in Criminal Justice and Law Enforcement Administration	91%
B.S. in Healthcare Administration and Management	85%
B.S. in Information Technology	90%
B.S. in Management Information Systems and Business Analytics	92%
B.S. in Marketing	88%
B.S. in Organizational Leadership	93%
B.S. in Project Management	90%
B.S. in Public Management	93%
General Education	79%

Program Name	% Meeting Expectations
M.S. in Management	91%
M.S. in Teaching & Learning	96%
Master of Criminal Justice and Law Enforcement Administration	85%
Master of Finance	93%
Master of Healthcare Administration and Management	95%
Master of Human Resource Management	96%
Master of Information Technology Management	100%
Master of International Management	93%

Learning Outcomes Achievement: National ETS Scores

- **National Educational Testing Assessment Scores for CSU-Global students against an entire test population of 151,000 students from 121 Bachelor’s degree-granting institutions**
- **Pre-Post Analysis of Incoming students from FY12/13 who Graduated in FY14/15**

ETS Category	Percentiles		
	Pre Percentile	Post Percentile	Increase in Percentile
Overall	40	86	+46
Critical Thinking	52	91	+39
Reading	36	89	+53
Writing	17	78	+61
Math	25	68	+43
Humanities	51	94	+43
Social Sciences	64	96	+32
Natural Sciences	39	77	+38

ETS PROFICIENCY PROFILE RESULTS | PRE – POST ANALYSIS

Includes students with Pre and Post ETS Proficiency Profile data, from incoming cohorts of Fall 2011 – Fall 2013 and completer cohorts of FY12/13 – FY14/15 The national mean/percentiles represent participating 4-year schools (a total of 102 institutions and 151,516 students)

Learning Outcomes Achievement: Degree Optimization

- **Courses students take add up to**
 - *Awards of Completion* related to knowledge, skills, and abilities; and
 - *Endorsements* based on soft skills – emotional intelligence, creative problem solving, conflict resolution, understanding sustainability, ethical decision-making, effective decision-making, quantitative analysis, understanding human behavior

BUSINESS ANALYTICS FOR MANGEMENT AND DECISION MAKING		
Completed: 0.0%		
Course	Knowledge, Skills, and Abilities	Status
ITS410	Database Analysis Database Design Software Integration	Future
MIS407	The Fundamentals of Relational Databases Database Structure, Integrity, and Manipulation SQL Programming	Future
MIS440	Analysis of Cloud Computing Processes & Services The Challenges of Managing Big Data	Future
MIS445	Data Analysis, Data Production, & Statistical Inference Statistical Methods for Data & Performance Analysis	Future
MIS450	Statistical Approaches for Data Mining Analysis Preparing Data for Analysis Data Mining Analysis	Future
STRATEGIC MANGEMENT OF INFORMATION SYSTEMS		
Completed: 0.0%		
Course	Knowledge, Skills, and Abilities	Status
ITS320	Software Requirements Analysis Applications Software Development Systems Software Design	Scheduled
MGT300	The Functions of Management Improving Employee & Organizational Performance	Future
MGT350	Developing Business Policies Implementing and Evaluating Business Strategies	Future
MIS300	Factors in the Design & Management of Information Systems Needs Assessment Decision Making Applications	Future
MIS350	Designing and Developing Problem Solving Systems Integrating Disparate Mechanisms Improving System Efficiencies	Future
GENERAL ENDORSEMENTS		
Course	Endorsements	Status
BIC201	Creative Problem Solving Understanding Sustainability	Future
ENG130	Ethical Decision Making Diversity Appreciation	Future
HUM101	Creative Problem Solving Emotional Intelligence Effective Decision Making Ethical Decision Making	Future
MTH156	Quantitative Analysis Numerical Manipulation	Future
SOC101	Understanding Human Behavior Conflict Resolution	Future

Workplace and Personal Success: ²⁸⁸

Alumni Survey Data Spring 2014

- **95% Percentage of students who say their program contributed to their professional goals.**
- **93% Percentage of students who say their program contributed to their lifelong learning skills.**
- **29% Percentage of students who secured a better job.**
- **27% Percentage of students who received a promotion.**
- **15% Percentage of students who secured a job in a new field.**
- **89% Percentage of students who report working for pay after graduation.**
- **17% Student-reported average pay increase 1-year after CSU-Global degree Graduation**

Workplace and Personal Success: ²⁸⁹ Financial Gains

- **Average increase in salary 1-year after graduation for CSU-Global graduate: 17% increase**
- **Colorado's EdPays Report published August 2015 reports that**
 - At Year 1, the median earnings for all graduates with Bachelor's Degrees in Colorado is \$33,091
 - At Year 1, the median earnings for CSU-Global all graduates with Bachelor's Degrees is \$53,381, significantly higher than the statewide median

 - At Year 1, the median earnings for all graduates with Master's Degrees in Colorado is \$52,456
 - At Year 1, the median earnings for CSU-Global all graduates with Bachelor's Degrees is \$65,503, significantly higher than the statewide median

 - The data covers more than 215,600 completers from 2002 to 2012 from Colorado public colleges and universities and from three private not-for-profit institutions.
 - Links:
 - <http://co.edpays.org/> - Colorado EdPays homepage
 - <http://www.collegemeasures.org/> - College Measure homepage
 - <http://esm.collegemeasures.org/esm/colorado/> - Colorado College Measures homepage

Workplace and Personal Success: Student Satisfaction

- 1. This institution has a good reputation.
- 2. My program advisor is accessible by telephone and e-mail.
- 3. Instructional materials are appropriate for program content.
- 4. Faculty provide timely feedback about student progress.
- 5. My program advisor helps me work toward career goals.
- 6. Tuition paid is a worthwhile investment.
- 7. Program requirements are clear and reasonable.
- 9. Adequate financial aid is available.
- 10. This institution responds quickly when I request information.
- 11. Student assignments are clearly defined in the syllabus.
- 12. There are sufficient offerings within my program of study.
- 13. The frequency of student and instructor interactions is adequate.
- 14. I receive timely information on the availability of financial aid.
- 15. Channels are available for providing timely responses to student complaints.
- 16. Appropriate technical assistance is readily available.
- 17. Assessment and evaluation procedures are clear and reasonable.
- 18. Registration for online courses is convenient.
- 19. Online career services are available.
- 20. The quality of online instruction is excellent.
- 21. Adequate online library resources are provided.
- 22. I am aware of whom to contact for questions about programs and services.
- 23. Billing and payment procedures are convenient for me.
- 24. Tutoring services are readily available for online courses.
- 25. Faculty are responsive to student needs.

- **National Noel Levitz
Priorities Survey of
CSU-Global students reflect
Above Average satisfaction
in 25 factors (Spring 2015)**

Board of Governors of the Colorado State University System
Meeting Date: October 1-2, 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 CSU-Global's Program Coordinator and Faculty Retreat.

Program Coordinator and Faculty Retreat

- Annual Program Coordinator and Lead Faculty Retreat
 - Held every October (one of two retreats held each year)
- Faculty come in from across the nation
- Two full days of development and community building
 - October 8th & 9th
- 17 program coordinators and 18 lead faculty will attend as well as on-site staff – over 40 participants
- Focus for fall will include
 - Curriculum revision, assessment of student learning, program review
 - Faculty performance and mentoring
 - Integration with on-site staff including librarian, student advising, and marketing
 - Accreditation Preparation - Higher Learning Commission (HLC) and Accreditation Council for Business Schools and Programs (ACBSP)
- This fall's sessions will be lead by program coordinators and lead faculty

This process is focused on continuously improving the instructional quality of the CSU-Global faculty, in so doing, enhancing the CSU-Global student learning experience.

CSU-Global Faculty Representative Board Report

Board of Governors to the
Colorado State University System
October 2nd, 2015
Student Report

Institutional Scholarships:

Colorado State University-Global Campus provides financial assistance to its students in the form of institutional scholarships. These awards are presented by trimester in the categories such as academic excellence, community outreach, military service, and more.

- So far in 2015-2016 fiscal year more than \$110, 000 in scholarship funds have been used by students.
- In the Fall trimester over 20 new scholarships were awarded.
- Scholarship applications are simple and submitted through a form on the student portal.
- Students are eligible to apply to scholarships each trimester with a minimum of \$75,000 awarded each scholarship period.

Degree Optimization:

CSU Global has implemented its new degree optimization program which introduces Awards of Completion and Skill Endorsements specific to each of our programs of study, which spotlight the knowledge, skills, and abilities (KSAs) that hiring managers find essential to success in the field. Each degree program at CSU-Global, both undergraduate and graduate, has a different set of particular Awards of Completion and Skills Endorsements. When a student completes courses that promote understanding in a particular skill set, the student will earn a Skills Endorsement to reflect that fact. As a student progresses toward their degree and earn more Skills Endorsements, they will then earn Awards of Completion that reflect their mastery. These awards can be added to a student's resume, LinkedIn profile or brought to light during interviews. It allows concrete milestones while earning an undergraduate or graduate degree.

Respectfully,



Megan Schulze

Student Representative
Colorado State University Global Campus

Section 14

Chancellor's Report



COLORADO STATE UNIVERSITY SYSTEM

Colorado State University • Colorado State University-Pueblo • CSU Global Campus

COLORADO STATE UNIVERSITY SYSTEM CHANCELLOR'S REPORT

October 2, 2015

CSU-System Wide

- The U.S. Department of Education in September released its new College Scorecard, which aims to provide widespread access to extensive federal data on student debt and attendance costs for more than 7,000 U.S. higher-education institutions. The system is based on two years of federal data and does not translate the data into rankings. The report spotlighted the strengths of the CSU System campuses (although some information on CSU-Global is not included because the campus didn't serve first-time, first-year undergraduates).
 - :
 - All three campuses rank below the national average in terms of cost and student debt at graduation.
 - Both Colorado State University-Fort Collins and Colorado State University-Pueblo were above the national average in terms of the salaries earned by graduates.
 - CSU-Fort Collins posted higher than average graduation rates.
 - CSU-Global Campus was noted for having 29% of students coming from families earning less than \$40,000 a year.

Campus Updates

- CSU-Pueblo, CSU-Global: joint programs update
- CSU Online staff and CSU-Global

CSU System Government Affairs - Federal:

- Congresswomen Degette will visit Fort Collins November 20.
- CSU System lobbyist Gavin Clingham attended the annual Fall Leadership Forum for CSU-Fort Collins deans, department chairs, council leadership, and senior administrators. He provided an update on federal relations and issues with the potential to impact the CSU System.
- The Chancellor and members of the CSU leadership team met with Dr. Catherine Wotecki, Under Secretary for USDA's Research, Education, and Economics mission, to discuss CSU's initiatives in China.

CSU System Government Affairs – State:

- Hosted Senator Rollie Heath on Campus August 11
- Hosted the Joint Budget Committee (JBC) in Fort Collins September 22 and JBC Staff in Pueblo September 11
- The Chancellor followed up with individual legislators in response to questions about the disclosure of a CSU-Pueblo legislative audit. The CSU System requested this audit as part of its annual System audit and publicly discussed it in a 45-minute conversation with the Legislative Audit Committee and then at an open meeting of the Board of Governors last December.

- Chancellor and staff are meeting with key legislators in the build up to the 2016 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.
- Executive Vice Chancellor Parsons will speak about the National Western Center project and its alignment with the System's focus on water, agriculture, and engagement at a Rocky MountainPBS premiere about the project October 10.
- EVC Parsons represented the CSU System on a panel about the importance of research universities to Colorado. The panel occurred as part of inauguration festivities for new University of Denver Chancellor Rebecca Chopp.
- Chancellor Frank attended the annual retreat of the Boettcher Foundation Board in early September.
- At the invitation of the Governor, Chancellor Frank will join the Governor and Chancellor Elliman of CU Health Sciences in Japan October 10 to visit Fukushima and the National Institute of Radiological Sciences' heavy ion project.

National higher education engagement:

- Participated in a nationwide conference call about the White House's "It's On Us" initiative to combat sexual assault and relationship violence on college campuses.

Section 15

System Wide Reports

Legislative Agenda

Annual Campus Fire and Safety Reports

- Colorado State University
- Colorado State University-Pueblo



COLORADO STATE UNIVERSITY

SYSTEM

Colorado State University • Colorado State University - Pueblo • CSU - Global Campus

To: Board of Governors
 From: Rich Schweigert
 Date: October 2, 2015
 Subject: Potential 2016 Legislation

Colorado Water Institute

The CWI is working with the Colorado Water Conservation Board to get a line item in the 2016 annual "Water Projects Bill" that would provide annual (but long term) funding for the lysimeter at the Arkansas Valley Research Center at Rocky Ford. It will be less than \$100K.

Colorado State Forest Service

None

CSU Global Campus and CSU Pueblo

None

CSU

1. Change in the Colorado Open Records Act to add residency requirement and other changes including additional response time for complicated requests - Mike Nosler
2. DVM wanted to clarify various enrollment categories' and the limits placed on those by statute to provide more flexibility in recruitment of classes.
3. Change in C.R.S. 24-72-204(3)(a): The custodian shall deny the right of inspection of the following records, unless otherwise provided by law; except that any of the following records, other than letters of reference concerning employment, licensing, or issuance of permits, shall be available to the person in interest under this subsection (3):

(VI) Addresses and telephone numbers of students in any public elementary or secondary school;

Amend to:

(VI) Addresses and telephone numbers of students in any public elementary, or secondary OR POSTSECONDARY school;

4. Liquor licenses – may need some clarification to statute on licensing

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FIRE AND SAFETY REPORT AND UNIVERSITY DRUG/ALCOHOL POLICY

2015

**Colorado
State**
University

publicsafety.colostate.edu
police.colostate.edu
Based on 2014 Statistics

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In early spring of each school year, Colorado State University Police Department Records Division begins compiling statistics from the previous year as required by the Clery Act (hereinafter “the act”). A group of professionals from several departments across campus meet, as required by the act, along with legal counsel to assure that the report presented meets the requirements of the act. This process is designed to ensure that students, potential students, employees, potential employees, and parents have the most accurate information possible regarding crime and safety, and related policies, at Colorado State.

Office of the President
102 Administration Building
Fort Collins, Colorado 80523-0100
(970) 491-6211
FAX: (970) 491-0501

As a university community, we believe in the power of information. This annual report puts our detailed campus safety data in each of our hands, to help inform our own plans and decision making. This is important information, and yet, the data can only tell one part of the story.

The Colorado State University community is inclusive, vibrant, and diverse, and we strive to provide a safe, respectful environment for all of us to work, live, and study. Ours is also, of course, a community of human beings – situated within an even larger community. And as such, we know that there will be occasional incidents on campus that result from either criminal intent or bad choices or both – times when people don't behave in ways that are in the best interest of others or the community as a whole.

For that reason, we maintain a fully functional professional law-enforcement team – the CSU Police Department – and we provide additional services to promote general and personal safety, including the SafeWalk Program and RamRide. We offer counseling and support services for people who are victimized in any way. Our “Tell Someone” website is a confidential tool for students, faculty, and staff to share concerns about friends and colleagues who may be at risk (<http://supportandsafety.colostate.edu/tell-someone>). And we also provide comprehensive educational opportunities and resources around issues such as alcohol and substance abuse, how to ask for and get consent, interpersonal violence, and more – because there really is power in information and education.

As members of a community, we share responsibility for one another and for promoting the general well-being of the campus and its people. How we do so evolves and grows with each new person who becomes part of our campus. I encourage you to speak up and share ideas and questions about how CSU can continue to build a campus that is welcoming and safe for all people. And I also encourage you to read the enclosed information and explore the resources available to support your personal safety at CSU.

Sincerely,



Dr. Tony Frank
President

Each year, Colorado State calls upon every student, faculty, and staff member to work together to maintain and strengthen the vitality, security, and health of this campus. To meet this challenge, you need to be well-informed. This report is intended to do that and make you a member of a safety-conscious community – a place where you will enjoy learning, living, and working.

Alcohol and Other Drugs

This section of the *2015 Fire and Safety Update* describes University policies and programs concerning alcohol and other drugs. Page 7 illustrates the legal sanctions of drug and alcohol-related offenses. Although it is not a comprehensive list, it will give you a basic understanding of the serious legal penalties that can arise from unlawful possession, distribution, and use of illicit drugs and alcohol. On Page 9, we've outlined the physical effects and health risks associated with the use of illicit drugs and the abuse of alcohol.

Make the Pledge to
PARTY SMART

Basis Take Care. Pains Take a Vacation!

What will you do?

CSU HEALTH NETWORK
Colorado State University

Drug and Alcohol Policy

Residence Halls

Colorado State University residence halls are substance free.

The possession or use of fermented malt beverages, intoxicating liquors, and illegal drugs is not permitted in any of the residence halls. This includes all students, regardless of age.

Alcohol

The use, possession, manufacturing, or distribution of alcoholic beverages is prohibited except as expressly permitted by law or University policy. Alcoholic beverages may not be used by, possessed by, or distributed to any person under 21 years of age.

Drugs

Use, possession, manufacturing, or distribution of illegal drugs including but not limited to marijuana, narcotics, methamphetamines, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances is prohibited. Use or possession of prescription drugs other than for the person prescribed, or for use other than the prescribed purpose is 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 is also prohibited.

Medical and Recreational Marijuana

The possession of a medical marijuana permit does not allow for the possession or use of marijuana in the residence halls or the University apartments. Marijuana obtained for medicinal purposes cannot be stored or used in the residence halls. The use and/or storage of all drug paraphernalia is also prohibited in the residence halls and University apartments.

Recreational marijuana use, possession, and distribution is also a violation of University Housing Policy and the Student Conduct Code. These activities are illegal for persons under 21; for those 21 and older, these activities cannot occur on any University property.

To learn more about the disciplinary process related to alcohol and other drugs, please visit Conflict Resolution and Student Conduct Services' website: conflictresolution.colostate.edu.

University Premises and Sponsored Events

On University premises or at any University-sponsored activities, the following acts are prohibited:

1. Manufacture, sale, distribution, dispensation, possession, or use of any illegal drug or controlled substance without legal authorization such as a prescription.
2. Providing alcoholic beverages to individuals under 21 years of age or possession of alcoholic beverages by individuals under 21 years of age.
3. Illegal possession of an open container of an alcoholic beverage, public intoxication, driving while intoxicated, or drinking alcoholic beverages in an unlicensed public place.

ALWAYS...

- Have a sober ride home
- Stay with the same group of friends
- Know what & how much you are drinking

and ALWAYS help your fellow Ram
by following the warning signs and tips below

Stay in the GREEN ZONE

See this: Mild relaxation, euphoria, loss of shyness

Do this: ▶ Encourage friend to pace drinks
Suggest alternating water with alcohol

Warning: ORANGE ZONE

See this: Dizziness, fatigued; nauseous, may vomit; impaired judgment and perception; difficulty walking, talking, or standing; may black out

Do this: ▶ Encourage friend to drink water or eat food

Danger: RED ZONE

See this: May pass out suddenly, need assistance standing or walking, cannot communicate, confused

Do this: ▶ Call 911 for medical attention
Stay with friend
Do not give them water, food, or medication

The University has policies governing the possession, use, and sale of alcoholic beverages and enforcement of state underage drinking laws, as well as the possession, use, and sale of illegal drugs and enforcement of federal and state drug laws. These include the University Policy on Drugs and Alcohol (available online from <http://policies.colostate.edu>), the Residence Hall policy on Alcohol and Drugs (<http://reshallpolicies.colostate.edu/alcohol-drugs>), and the Lory Student Center Alcoholic Beverages Policy (www.sc.colostate.edu/lsc-policies.aspx). The sale of alcoholic beverages is strictly prohibited on campus, except where expressly authorized for an official function, with the proper permit, or in a licensed establishment operated by the University or by a licensed vendor on the University's behalf. Alcohol is never permitted in the residence halls.

Violation of University Policy or State and Federal Law

CSU Employees

Employee compliance with University drug and alcohol policy is required as a condition of employment. Violations and/or convictions of University policies and the laws listed on Page 7 may result in disciplinary action, such as reprimand, suspension, salary reduction, demotion, or termination of employment. The University must take such action within 30 days after receipt of any notice with regard to an employee who has been convicted of a listed offense. Any employee convicted of violating a criminal drug statute must so notify their employer within five (5) days of the conviction. The University, in turn, is required by law to report certain incidents to the federal government.

CSU Students

Sanctions for students may include, but are not limited to, a warning, probation, suspension, ineligibility for financial assistance, athletics ineligibility, expulsion from University housing, or dismissal or expulsion from the University itself.

Haven

New students are required to complete the Haven: Understanding Sexual Assault Program, which educates students on issues associated with stalking, relationship violence, and sexual assault. Students learn about consent, how to help a friend, and how to intervene in a situation that might escalate to sexual assault. Built in collaboration with leading

researchers and practitioners, Haven is an interactive module designed to engage and empower students to create safe, healthy campus environments. This course meets the educational mandate of the 2013 Federal Campus Sexual Violence Elimination Act.

AlcoholEDU

Students under age 23 must complete the AlcoholEDU for College Program. AlcoholEDU is an interactive, online program designed to inform students about how alcohol affects the body, mind, perception, and behaviors. The research-based course offers accurate information in a non-judgmental tone, while providing personalized feedback that encourages students to consider their own drinking decisions and those of their peers.

For further information about alcohol and drugs educational programs and individual assistance, call the CSU Health Network at (970) 491-1702 or visit **www.health.colostate.edu**, and select “Alcohol & Other Drugs.”

Try these useful websites for additional information about drugs and alcohol:

www.collegedrinkingprevention.gov

www.drugabuse.gov

www.erowid.com

www.halfofus.com

www.samhsa.gov

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
ALCOHOL				
Alcohol consumption/ possession: illegal under 21	Class 2 Petty Offense	None Up to 24 hrs. community service Alcohol evaluation	\$50 to \$250	3-month suspension
Juvenile DUI: Under 21 Blood alcohol level (BAC) between .02 and .05 Zero Tolerance Law	Class A Traffic Infraction Repeat offender = Class 2 Traffic Misdemeanor	None 10-90 days 24 hrs. community service	\$15 to \$100 \$10 to \$300	suspension, alcohol assessment, and surcharges
Driving While Impaired (DWA) (BAC .05-.08)	Traffic Misdemeanor	2-180 days 24-48 hrs. community service	\$100 to \$500	required alcohol education, surcharges
Driving under the influence of ethyl alcohol (BAC above .08)	Traffic Misdemeanor	5-365 days 48-96 hrs. community service	\$300 to \$1,000	license suspension
Open Alcohol Container	Class A Traffic Infraction	None	\$50	None
CONTROLLED SUBSTANCES				
Possession or Sale:				
Schedule I and II, such as: Cocaine, Opium, Heroin, Morphine, Methadone, LSD, Mescaline, Psilocybin, GHB	1st offense: Class 3 Felony Repeat offender: Class 2 Felony	1st offense: 4-12 years Repeat offender: 8-24 years 48 hrs. community service	1st offense: \$3,000 to \$750,000 Repeat offender: \$5,000 to \$1,000,000	suspension, drug evaluation
Schedule III, such as: PCP, Codeine, Diluadid	1st offense: Class 4 Felony Repeat offender: Class 3 Felony	2-6 years 4-12 years 48 hrs. community service	\$2,000 to \$500,000 \$3,000 to \$750,000	suspension, drug evaluation
Schedule IV, such as: Chloral Hydrate, Tranquilizers, some barbiturates and stimulants	1st offense: Class 5 Felony Repeat offender: Class 4 Felony	1st offense: 1-3 years Repeat Offender: 2-6 years Repeat Offender: \$2,000 to \$500,000	1st offense: \$1,000 to \$100,000 \$2,000 to \$500,000	suspension, drug evaluation 48 hrs. service
Schedule V, such as Codeine and other narcotics	1st offense: Class 1 Misdemeanor Repeat Offender: Class 5 Felony 24 hrs. community service	1st offense: 6-18 months Repeat Offender: 1-3 years	1st offense: up to \$5000 Repeat Offender: \$1,000 to \$100,000	suspension, drug evaluation
Use:				
Schedule I, II	Class 6 Felony 48 hrs. community service	1 year-18 months	\$1,000 to \$100,000	suspension of minor driver's license, drug evaluation required
Schedule III, IV, V	Class 1 Misdemeanor 24 hrs. community service	6-18 months	\$500 to \$5,000	suspension of minor driver's license, drug evaluation required
MARIJUANA				
Providing marijuana to a minor				
>2.5 lbs (>1lb concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>6oz – 2.5 lbs (3oz – 1lb concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>1oz – 6oz (.5oz – 3oz concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
≤1oz (≤.5oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
Manufacture or Process without a license				
Any amount of marijuana or concentrate	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed.

Legal Sanctions for Substance Abuse

Offense	Type of Offense	Jail Term/Penalties	Fine	Driver's License
MARIJUANA, CONTINUED				
Dispense, sell, distribute, or possess with intent to manufacture, dispense, sell, or distribute				
>50lbs (>25lbs concentrate)	Level 1 drug felony	8-32 years, 3 year parole	\$5,000 – \$1M	not available
>5lbs – 50lbs (>2.5lbs – 25lbs concentrate)	Level 2 drug felony	4-8 years, 2 year parole	\$3,000 – \$750,000	not available
>12oz – 5lbs (>6oz – 2.5lbs concentrate)	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>4oz – 12oz (>2oz -6oz concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤4oz (≤2oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession of plants				
>30 plants	Level 3 drug felony	2-4 years, 1 year parole	\$2,000 – \$500,000	not available
>6 – 30 plants	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
≤6 plants	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
Possession				
>12oz (>3 concentrate)	Level 4 drug felony	6 months – 1 year, 1 year parole	\$1,000 – \$100,000	not available
>6oz – 12oz (<3oz concentrate)	Level 1 drug misdemeanor	6 – 18 months	\$500 – \$5,000	not available
>2oz – 6oz	Level 2 drug misdemeanor	0 – 12 months	\$50 - \$750	not available
≤2oz	Drug petty offense	none	\$100	not available
Public consumption, display, use				
<2oz	Drug petty offense	Up to 24 hours community service	\$100	not available
>2oz	See: Possession			

Note: All controlled substance charges also include a drug offender surcharge in addition to the fines listed.



Commonly Abused Drugs

Visit NIDA at www.drugabuse.gov

National Institutes of Health
U.S. Department of Health and Human Services
NIH... Turning Discovery Into Health

Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Tobacco			
Nicotine	Found in cigarettes, cigars, bidis, and smokeless tobacco (snuff, spit tobacco, chew)	Not scheduled/smoked, snorted, chewed	Increased blood pressure and heart rate/chronic lung disease; cardiovascular disease; stroke; cancers of the mouth, pharynx, larynx, esophagus, stomach, pancreas, cervix, kidney, bladder, and acute myeloid leukemia; adverse pregnancy outcomes; addiction
Alcohol			
Alcohol (ethyl alcohol)	Found in liquor, beer, and wine	Not scheduled/swallowed	In low doses, euphoria, mild stimulation, relaxation, lowered inhibitions; in higher doses, drowsiness, slurred speech, nausea, emotional volatility, loss of coordination, visual distortions, impaired memory, sexual dysfunction, loss of consciousness/increased risk of injuries, violence, fetal damage (in pregnant women); depression; neurologic deficits; hypertension; liver and heart disease; addiction; fatal overdose
Cannabinoids			
Marijuana	Blunt, dope, ganja, grass, herb, joint, bud, Mary Jane, pot, reefer, green, trees, smoke, sinsemilla, skunk, weed	I/smoked, swallowed	Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite; impaired learning, memory; anxiety; panic attacks; psychosis/cough; frequent respiratory infections; possible mental health decline; addiction
Hashish	Boom, gangster, hash, hash oil, hemp	I/smoked, swallowed	
Opioids			
Heroin	Diacetylmorphine: smack, horse, brown sugar, dope, H, junk, skag, skunk, white horse, China white; cheese (with OTC cold medicine and antihistamine)	I/injected, smoked, snorted	Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing/constipation; endocarditis; hepatitis; HIV; addiction; fatal overdose
Opium	Laudanum, paregoric: big O, black stuff, block, gum, hop	II, III, V/swallowed, smoked	
Stimulants			
Cocaine	Cocaine hydrochloride: blow, bump, C, candy, Charlie, coke, crack, flake, rock, snow, too	II/snorted, smoked, injected	Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness; tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behavior; psychosis/weight loss; insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction Also, for cocaine —nasal damage from snorting Also, for methamphetamine —severe dental problems
Amphetamine	Biphetamine, Dexedrine: bennies, black beauties, crosses, hearts, LA turnaround, speed, truck drivers, uppers	II/swallowed, snorted, smoked, injected	
Methamphetamine	Desoxyn: meth, ice, crank, chalk, crystal, fire, glass, go fast, speed	II/swallowed, snorted, smoked, injected	
Club Drugs			
MDMA (methylenedioxymethamphetamine)	Ecstasy, Adam, clarity, Eve, lover's speed, peace, uppers	I/swallowed, snorted, injected	MDMA—mild hallucinogenic effects; increased tactile sensitivity, empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping/sleep disturbances; depression; impaired memory; hyperthermia; addiction
Flunitrazepam***	Rohypnol: forget-me pill, Mexican Valium, R2, roach, Roche, roofies, roofinol, rope, rophies	IV/swallowed, snorted	Flunitrazepam—sedation; muscle relaxation; confusion; memory loss; dizziness; impaired coordination/addiction
GHB***	Gamma-hydroxybutyrate: G, Georgia home boy, grievous bodily harm, liquid ecstasy, soap, scoop, goop, liquid X	I/swallowed	GHB—drowsiness; nausea; headache; disorientation; loss of coordination; memory loss/unconsciousness; seizures; coma
Dissociative Drugs			
Ketamine	Ketalar SV: cat Valium, K, Special K, vitamin K	III/injected, snorted, smoked	Feelings of being separate from one's body and environment; impaired motor function/anxiety; tremors; numbness; memory loss; nausea
PCP and analogs	Phencyclidine: angel dust, boat, hog, love boat, peace pill	I, II/swallowed, smoked, injected	Also, for ketamine —analgesia; impaired memory; delirium; respiratory depression and arrest; death
Salvia divinorum	Salvia, Shepherdess's Herb, Maria Pastora, magic mint, Sally-D	Not scheduled/chewed, swallowed, smoked	Also, for PCP and analogs —analgesia; psychosis; aggression; violence; slurred speech; loss of coordination; hallucinations
Dextromethorphan (DXM)	Found in some cough and cold medications: Robotripping, Robo, Triple C	Not scheduled/swallowed	Also, for DXM —euphoria; slurred speech; confusion; dizziness; distorted visual perceptions
Hallucinogens			
LSD	Lysergic acid diethylamide: acid, blotter, cubes, microdot, yellow sunshine, blue heaven	I/swallowed, absorbed through mouth tissues	Altered states of perception and feeling; hallucinations; nausea Also, for LSD and mescaline —increased body temperature, heart rate, blood pressure; loss of appetite; sweating; sleeplessness; numbness; dizziness; weakness; tremors; impulsive behavior; rapid shifts in emotion
Mescaline	Buttons, cactus, mesc, peyote	I/swallowed, smoked	Also, for LSD —Flashbacks, Hallucinogen Persisting Perception Disorder
Psilocybin	Magic mushrooms, purple passion, shrooms, little smoke	I/swallowed	Also, for psilocybin —nervousness; paranoia; panic
Other Compounds			
Anabolic steroids	Anadrol, Oxandrin, Durabolin, Depo-Testosterone, Equipoise: roids, juice, gym candy, pumpers	III/injected, swallowed, applied to skin	Steroids—no intoxication effects/hypertension; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne; in adolescents—premature stoppage of growth; in males—prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females—menstrual irregularities, development of beard and other masculine characteristics
Inhalants	Solvents (paint thinners, gasoline, glues); gases (butane, propane, aerosol propellants, nitrous oxide); nitrites (isoamyl, isobutyl, cyclohexyl): laughing gas, poppers, snappers, whippets	Not scheduled/inhaled through nose or mouth	Inhalants (varies by chemical)—stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezing/cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death

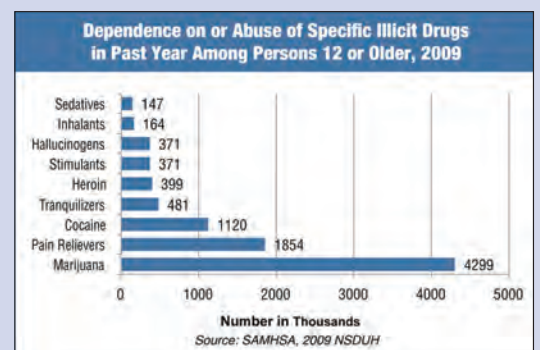
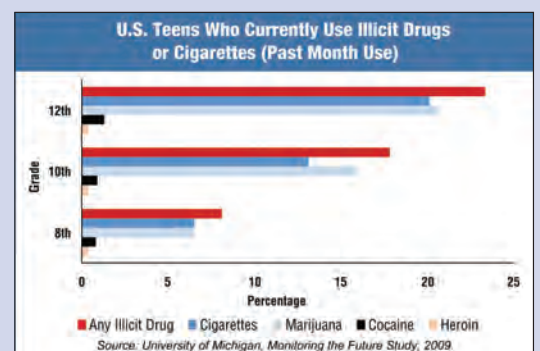
Substances: Category and Name	Examples of Commercial and Street Names	DEA Schedule/ How Administered**	Acute Effects/Health Risks
Prescription Medications			
CNS Depressants	For more information on prescription medications, please visit http://www.nida.nih.gov/DrugPages/PrescripDrugsChart.html .		
Stimulants			
Opioid Pain Relievers			

* Schedule I and II drugs have a high potential for abuse. They require greater storage security and have a quota on manufacturing, among other restrictions. Schedule I drugs are available for research only and have no approved medical use; Schedule II drugs are available only by prescription (unrefillable) and require a form for ordering. Schedule III and IV drugs are available by prescription, may have five refills in 6 months, and may be ordered orally. Some Schedule V drugs are available over the counter.
** Some of the health risks are directly related to the route of drug administration. For example, injection drug use can increase the risk of infection through needle contamination with staphylococci, HIV, hepatitis, and other organisms.
*** Associated with sexual assaults.

Principles of Drug Addiction Treatment

More than three decades of scientific research show that treatment can help drug-addicted individuals stop drug use, avoid relapse and successfully recover their lives. Based on this research, 13 fundamental principles that characterize effective drug abuse treatment have been developed. These principles are detailed in NIDA's *Principles of Drug Addiction Treatment: A Research-Based Guide*. The guide also describes different types of science-based treatments and provides answers to commonly asked questions.

- Addiction is a complex but treatable disease that affects brain function and behavior.** Drugs alter the brain's structure and how it functions, resulting in changes that persist long after drug use has ceased. This may help explain why abusers are at risk for relapse even after long periods of abstinence.
- No single treatment is appropriate for everyone.** Matching treatment settings, interventions, and services to an individual's particular problems and needs is critical to his or her ultimate success.
- Treatment needs to be readily available.** Because drug-addicted individuals may be uncertain about entering treatment, taking advantage of available services the moment people are ready for treatment is critical. Potential patients can be lost if treatment is not immediately available or readily accessible.
- Effective treatment attends to multiple needs of the individual, not just his or her drug abuse.** To be effective, treatment must address the individual's drug abuse and any associated medical, psychological, social, vocational, and legal problems.
- Remaining in treatment for an adequate period of time is critical.** The appropriate duration for an individual depends on the type and degree of his or her problems and needs. Research indicates that most addicted individuals need at least 3 months in treatment to significantly reduce or stop their drug use and that the best outcomes occur with longer durations of treatment.
- Counseling—individual and/or group—and other behavioral therapies are the most commonly used forms of drug abuse treatment.** Behavioral therapies vary in their focus and may involve addressing a patient's motivations to change, building skills to resist drug use, replacing drug-using activities with constructive and rewarding activities, improving problem-solving skills, and facilitating better interpersonal relationships.
- Medications are an important element of treatment for many patients, especially when combined with counseling and other behavioral therapies.** For example, methadone and buprenorphine are effective in helping individuals addicted to heroin or other opioids stabilize their lives and reduce their illicit drug use. Also, for persons addicted to nicotine, a nicotine replacement product (nicotine patches or gum) or an oral medication (bupropion or varenicline), can be an effective component of treatment when part of a comprehensive behavioral treatment program.
- An individual's treatment and services plan must be assessed continually and modified as necessary to ensure it meets his or her changing needs.** A patient may require varying combinations of services and treatment components during the course of treatment and recovery. In addition to counseling or psychotherapy, a patient may require medication, medical services, family therapy, parenting instruction, vocational rehabilitation and/or social and legal services. For many patients, a continuing care approach provides the best results, with treatment intensity varying according to a person's changing needs.
- Many drug-addicted individuals also have other mental disorders.** Because drug abuse and addiction—both of which are mental disorders—often co-occur with other mental illnesses, patients presenting with one condition should be assessed for the other(s). And when these problems co-occur, treatment should address both (or all), including the use of medications as appropriate.
- Medically assisted detoxification is only the first stage of addiction treatment and by itself does little to change long-term drug abuse.** Although medically assisted detoxification can safely manage the acute physical symptoms of withdrawal, detoxification alone is rarely sufficient to help addicted individuals achieve long-term abstinence. Thus, patients should be encouraged to continue drug treatment following detoxification.
- Treatment does not need to be voluntary to be effective.** Sanctions or enticements from family, employment settings, and/or the criminal justice system can significantly increase treatment entry, retention rates, and the ultimate success of drug treatment interventions.
- Drug use during treatment must be monitored continuously, as lapses during treatment do occur.** Knowing their drug use is being monitored can be a powerful incentive for patients and can help them withstand urges to use drugs. Monitoring also provides an early indication of a return to drug use, signaling a possible need to adjust an individual's treatment plan to better meet his or her needs.
- Treatment programs should assess patients for the presence of HIV/AIDS, hepatitis B and C, tuberculosis, and other infectious diseases, as well as provide targeted risk-reduction counseling to help patients modify or change behaviors that place them at risk of contracting or spreading infectious diseases.** Targeted counseling specifically focused on reducing infectious disease risk can help patients further reduce or avoid substance-related and other high-risk behaviors. Treatment providers should encourage and support HIV screening and inform patients that highly active antiretroviral therapy (HAART) has proven effective in combating HIV, including among drug-abusing populations.



Order NIDA publications from DrugPubs:
1-877-643-2644 or 1-240-645-0228 (TTY/TDD)

This chart may be reprinted. Citation of the source is appreciated.

Colorado Safe Haven Law

Colorado state law protects people under age 21 from criminal prosecution if they call for help in an alcohol and/or drug related emergency, including marijuana (C.R.S. 18-1-711). Both the caller and the person in need of medical attention will be immune from prosecution if they comply with the following:

1. The caller must provide their name to police or emergency medical services;
2. The caller must remain on the scene;
3. Both the caller and person in need of help must cooperate with police and emergency medical services.

CSU Responsible Action Exemption Policy

Students, whether on or 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. For more information on the policy, please visit: www.conflictresolution.colostate.edu.

Help a Friend in an Alcohol or Drug-Related Emergency:

Know the 3 “C”s

CHECK for signs of an emergency

- Cannot be roused and is unresponsive to your voice, shaking, or pinching
- Skin is cold, clammy, pale, bluish, and/or blotchy
- Shallow, irregular breathing (more than 10 seconds between breaths) or slow breathing (eight or fewer breaths per minute)
- Exhibit mental confusion, stupor, or coma-like symptoms
- Have seizures, convulsions, or rigid spasms
- Vomit while asleep or unconscious and not awakened by it

CALL 911 for help

CARE for your friend

- Stay with them
- Roll them on their side in case vomiting occurs
- Cooperate with police and emergency medical personnel
- Do not give them water, food, or medication

Prescription Drug Abuse

Prescription drugs are widely available and are not always perceived to be as dangerous as street drugs. Students may use prescription drugs to self-medicate for anxiety or depression, to get high, or to help with concentration when studying or taking an exam. Pain pills (opioids) like Vicodin, OxyContin, and Percocet are also growing in popularity. These are also highly addictive, and especially lethal when mixed with alcohol.

Policy

Selling/sharing or using these drugs without a prescription is illegal and can result in jail time along with large fines (see ‘Legal Sanctions for Substance Abuse’ on Page 7). It is also a violation of the Student Conduct Code and will result in disciplinary action by the University.

Any employee convicted of a criminal drug statute must notify their employer within five days of the conviction. The University must take disciplinary action within 30 days after receipt of any notice; sanctions may include mandatory drug abuse assistance or treatment, or disciplinary action.

Refusal Strategies for Persons with Prescribed Medications

If you are prescribed a medication, you may find that some people would like you to share or sell. They do not hesitate to ask, may offer to buy or trade for other drugs, or even go so far as to steal your medication(s). So, what can you do?

- Medications are your own business – keep your medical information and prescription medications to yourself.
- Keep drugs in a safe spot that only you can access.

Colorado State University

Rx

LEGAL DOESN'T ALWAYS MEAN SAFE

PRESCRIPTIONS CAN BE JUST AS DANGEROUS AS ILLEGAL DRUGS WHEN USED INCORRECTLY.

CSU HEALTH NETWORK
CARE FOR BODY AND MIND

CREWS

- Explain that you do not want to be responsible for someone else's adverse reactions to your medication(s).
- Politely explain that you do not have enough to share.
- If you have to, lie to get out of a difficult situation. Say that you stopped taking the prescription medication or come up with another explanation that works for you.
- Ration your supply of prescription medications by keeping excess supply at home or with nearby relatives who will safeguard your supply. It is often possible to request more frequent prescriptions from campus health care providers and/or from family physicians, particularly if you have a concern about solicitation.

(The information provided was adapted from *Facts on Tap*.)

**Remember ... in emergencies
dial 911.**



police.colostate.edu

Marijuana

The Use and Possession of Marijuana is Prohibited on Campus

The potential health and behavioral impacts of marijuana do not fit with CSU's mission as an academic institution and a safe, fast-paced, high-functioning work environment. CSU students and employees should understand that possessing, using, or selling marijuana continues to be prohibited on campus and during University activities. Amendment 64 legalizes certain activities related to marijuana under Colorado law, yet Amendment 64 specifically authorizes the University – as a school and an employer – to prohibit the possession and use of marijuana. In addition, although Amendment 64 passed in Colorado, marijuana remains illegal under the federal Controlled Substances Act, and the possession and use of marijuana is prohibited. As a federally controlled substance, the use and possession of marijuana is prohibited by CSU policy and the CSU Student Conduct Code, and is not permitted on campus. This federal law applies to both recreational and medical uses of marijuana and it is not a defense that the person holds a medical marijuana card. Students who violate this policy are subject to discipline.

In addition, the use of marijuana in the workplace is restricted by federal laws, such as the federal Drug-Free Workplace Act and the federal Drug-Free Schools and Communities Act. These federal laws require the University to prohibit the use of marijuana on campus.

The Colorado State University Police Department will continue to enforce the campus-wide prohibition of marijuana.

CSU Employees

CSU employees are prohibited from using, possessing, or being under the influence of marijuana in the workplace. Because the use of marijuana is a federal offense under the Controlled Substances Act, the University is required to adopt – and has adopted – a policy that prohibits the unlawful manufacture, distribution, possession, and use of illicit drugs and alcohol in the workplace. CSU employees who violate this policy are subject to discipline, up to and including termination. CSU strives to maintain a safe workplace, and permitting employees who are under the influence of marijuana, just like with alcohol, to operate machinery or work with potentially hazardous materials or substances could create serious risks in the workplace.

While performing their job duties, CSU employees are prohibited from consulting or providing assistance with the cultivation, sale, distribution, or use of marijuana. Any employee who provides such assistance shall be acting outside the scope of his or her employment and assumes personal liability for such action. Federal agencies continue enforcement activity against those who facilitate the illegal use of marijuana, despite state law. Also, CSU is not required to accommodate an employee's medical or recreational use of marijuana. In addition, illegal drug use may have other consequences. For instance, illegal drug use is a bar to the acquisition or renewal of a federal security clearance.

Marijuana Resources

For more information on health effects, national and CSU-specific usage trends, and regulation of marijuana, please refer to the following resources:

National Institute on Drug Abuse:

www.drugabuse.gov/publications/drugfacts/marijuana

Substance Abuse and Mental Health Services Administration:

www.samhsa.gov

CSU Health Network Marijuana Resources:

<http://health.colostate.edu/resources/marijuana>

Colorado Department of Health and Environment –
Marijuana Information:

<http://goodtoknowcolorado.com>

Visit the CSU Police Department website to learn more about:

- **Campus Safety Information**
- **Campus Bicycling Regulations**
- **Campus Parking Regulations**
- **CSU Acronyms Used**
- **Employment Opportunities**
- **Authority/Jurisdiction**
- **Department Organization**
- **Campus SafeWalk Program**
- **Report a Crime On-Line**
- **Campus Watch Tip Form**

and more – police.colostate.edu

Drug and Alcohol Prevention, Counseling, and Treatment

CSU takes a collaborative, comprehensive approach to address issues related to alcohol and substance misuse/abuse. The Alcohol and Other Drugs Committee is comprised of students, faculty, and staff working toward a healthy and safe campus community through the use of best practices. For more information and/or to become involved, please call (970) 491-1702 or e-mail csuhn_heps@mail.colostate.edu.

CSU Health Network, (970) 491-7121, www.health.colostate.edu

The CSU Health Network is a student support service that provides a full range of medical, mental health, and health education and prevention services to optimize the health of students and the campus community. All students registered for six or more credit hours pay the University health fee and counseling fee and are eligible to use the CSU Health Network. Students do not need to be enrolled in the CSU Student Health Insurance Plan in order to access services. The CSU Student Health Insurance Plan provides additional benefits. Any student enrolled in fewer than six (6) credits can elect to pay these fees for access.

DAY Programs (Drugs, Alcohol and You) are a specialty counseling service offered through the Health Network. DAY serves students who are concerned about their substance use or are required to complete an assessment or engage in treatment by the University's disciplinary system. DAY offers five specialized programs:

- **Live Safe** is a three-hour education and discussion group for students who want to learn more about substance use or those who have had a conduct violation.
- **BASICS (Brief Alcohol Screening & Intervention for College Students)** involves an online assessment of your substance use history and patterns. Individualized feedback is provided during an initial appointment and one follow-up meeting with a counselor. Students may be self-referred or referred by the conduct office.
- **Taking Steps** provides weekly group support for students making changes in their use of drugs and alcohol. This program is open to those voluntarily seeking help and those mandated to treatment by the conduct system.

- **Open to Change** is an eight-week program for mandated and voluntary students who are required to achieve eight consecutive weeks of abstinence alongside individuals and group counseling.
- **Back on TRAC** is a mandated, abstinence-based, drug court program for students with serious alcohol or drug violations who would otherwise be dismissed from the University.

*CSU Students Pictured (from top left):
Gailin Steinman (Soph.), Mechanical Engineering; Elise Eppard (Jr.), Communication Studies; Patton Lowell (Jr.), Social Studies Education; PJ Ricketson (Jr.), Psychology; James Sprague (Jr.), English & Chemistry*

I will help my friends stick to their limits

Make the Pledge to **PARTY SMART**



RAMS Take Care.
RAMS Take Action!

What will you do?

CSU HEALTH NETWORK
CARE FOR BODY AND MIND

Colorado State University

In addition to these programs, individual counseling is available for students who want to examine and alter their substance use. We work with students whose goals range from reducing the negative impact of substance use to abstinence. Counselors use a nonjudgmental and empathic approach to support students in achieving their goals.

It is the policy of the State of Colorado that treatment may be more appropriate for alcoholics and intoxicated individuals than criminal prosecution. It is felt that they should be afforded a continuum of treatment in order that they may lead normal lives as productive members of society [C.R.S. § 27-81-101(1)].

The Colorado General Assembly has appropriated moneys for alcoholic receiving and screening centers; medical detoxification; intensive treatment; halfway house care; outpatient rehabilitative therapy, orientation, education, and in-service training; staff for the administration, monitoring, and evaluation of the program; and operating cost for patient transportation [C.R.S. § 27-81-101(2)]. The Colorado Division of Behavioral Health has established a comprehensive and coordinated program for the treatment of alcoholics and intoxicated persons [C.R.S. § 27-81-105(1)]. Insofar as funds are available to the Division, the program of the Alcohol and Drug Abuse Division includes: emergency treatment; inpatient treatment; intermediate treatment; outpatient and follow-up treatment; and adequate and appropriate treatment for alcoholics and intoxicated persons who voluntarily apply for treatment and those who are involuntarily committed by the court [C.R.S. § 27-81-105(1-3)].

It is also Colorado state policy that drug dependent persons and persons who are under the influence of drugs should be afforded treatment [C.R.S. 27-82-101(2)]. “Treatment” means the broad range of emergency, outpatient, intermediate, and inpatient services and care, including diagnostic evaluation, medical, psychiatric, psychological, and social service care, vocational rehabilitation, and career counseling [C.R.S. 27-82-102 (15)]. The Division maintains a list of approved public and private treatment facilities, and coordinates a spectrum of primary substance abuse prevention programs and efforts.

Student Rights and Responsibilities

Division of Student Affairs, www.studentaffairs.colostate.edu

Conflict Resolution and Student Conduct Services, (970) 491-7165

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people. In order to protect the academic community and learning environment, all members of the campus community are expected to abide by the standards of academic honesty, personal integrity, respect for diversity, and pursuit of lifestyles free of alcohol and drug abuse. Students are not only members of the academic community; they are, additionally, members of the larger society, and thus retain the rights, protection, guarantees, and responsibilities that are held by all citizens. A student is not immune from prosecution by local, state, or federal law enforcement agencies whether or not the University initiates disciplinary proceedings in a given situation.

The Colorado State University Student Conduct Code shall apply to conduct that occurs on University premises, University-sponsored programs or activities, and to off-campus conduct that adversely affects the University community, poses a threat to safety of person or property, or damages 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 Conflict Resolution and Student Conduct Services reflects the vision of providing a comprehensive array of approaches to act on the institutional values of interpersonal civility and honoring of community standards. Service options include:

- Conflict resolution services, including consultation, coaching, and mediation
- Training/outreach related to conflict management, academic integrity, civility

- Student consultation team
- Advising of student peer conduct boards
- Criminal pre-admission hearings
- Student conduct hearings
- Restorative Justice Program for repairing harm and restoring relationships
- Outcomes/education, including the Drugs, Alcohol, and You (DAY) programs, Party Partners, and skill-building workshops
- Appeals process

Residential Contracts

Students residing in University residence halls or apartments contractually agree to maintain behavior in keeping with federal, state, and local laws; University standards of conduct; and community expectations as outlined in the residential contract and handbook.

Residential staff will hear cases involving violations of the contract. Specific sanctions or restrictions may be imposed as a part of residential disciplinary action including drug and alcohol education; educational programs or activities; monetary restitution; reassignment to another residence hall room or building; and termination of the residential contract or lease. Significant incidents or a pattern of problems will result in referral to University Discipline.

Disciplinary Records

Student disciplinary records are maintained by the Conflict Resolution and Student Conduct Services Office in keeping with the Family Educational Rights and Privacy Act (1973), the Higher Education Amendments (1998), and the Student Conduct Code.

Disciplinary Statistics

Please see Page 57 for recent statistics related to University Disciplinary Actions. The complete text of the Student Conduct Code is available on the Colorado State University website:

www.conflictresolution.colostate.edu/conduct-code.aspx

Colorado State University and the Fort Collins Community

“I had a party yesterday. Today I have a summons for court???”

In 2002, the state of Colorado passed a law related to riots and being present where any riot was occurring. This law, along with local ordinances, relates to nuisance social gatherings. Violating this law can have a significant impact on students who are involved in such events and get arrested. Any student who is convicted of engaging in or inciting a riot is prohibited from attending any state-supported college for a period of one year. Further, it is a misdemeanor for any person to fail to obey orders of police officers to disperse or move-along under riot conditions, even if they are only in the area watching. The main points of the new law are listed below. The message: “DON’T MAKE YOURSELF A TARGET – OBEY THE LAW!”

Noise Limits

- Noise that can be heard beyond property lines may be considered too loud.
- Police have the discretion to determine whether or not noise from a property is unreasonable.
- Police discretion is based upon and not limited to:
 - noise level while observing the situation
 - time of day or night
- If the noise is determined unreasonable, a ticket may be issued.
- Noise violators can be subject to fines of up to \$1,000 per person for the first offense.

Nuisance Gathering Ordinance

- The Ordinance addresses social gathering impacts on neighboring private or public properties.
- A social gathering is considered five or more people.
- Impacts may include and not limited to: trash and litter, public urination, and vandalism.
- It is a misdemeanor criminal offense to the gathering host(s), as the responsible party.
- The people actually littering or vandalizing may not be held responsible.
- The abatement cost may be charged to the gathering host(s), as the responsible party.

Public Nuisance Ordinance

- The Public Nuisance Ordinance remedies chronic problem properties.
- The Public Nuisance Ordinance takes effect on a property when the following occurs:
 - two tickets are issued for the same code violation within six months or
 - three or more separate code violation tickets are issued within 12 months or
 - five or more separate code violation tickets are issued within 24 months.

Riot Law – A Colorado State Law

- A public disturbance involving three or more people whose conduct:
 - Creates a danger of damage or injury to people or property
 - Substantially obstructs performance of any government function
- Anyone convicted of engaging in a riot cannot attend a public Colorado higher education institution for at least one year.
- Specific possible riot conviction definitions and fines include:
 - Inciting a riot – urging five or more people to engage in a riot.
 - Fines begin at \$5,000 or 18 months jail up to three years or \$100,000 for injury or damage.
 - Engaging in a riot – no person shall engage in a riot.
 - Fines begin at \$1,000 or 12 months jail up to six years or \$500,000 for injury or damage.
 - Arming Rioter – no person shall supply a deadly weapon or destructive device for use in a riot.
 - No person shall teach another to prepare or use a deadly weapon or destructive device in a riot.
 - Fine is \$500,000 or six years in jail.

Please call the Fort Collins Police, (970) 221-6540, or Colorado State University Police Department, (970) 491-6425, if you have questions about the responsibilities of planning a party. Better yet, go to the Fort Collins Neighborhood Services website, www.fcgov.com/neighborhoodservices, and search for “Party Packs,” or click on Code Compliance on the right side of the page.

You can also access these resources from the CSU Police Department Web page: www.police.colostate.edu.

It's a Matter of Identity

Often, young people are tempted to “borrow” an ID card or make/obtain one of their own to show underage persons to be of legal drinking age. The result can be arrest warrants issued in the name of the wrong person for a violation they didn't commit or even know about, misdemeanor or even felony charges against a person using an identity that isn't theirs, and sanctions through the University.

It is NEVER worth the risk to have or use a fake ID. It's a matter of identity – YOUR IDENTITY. Colorado is considering legislation that will also require suspension of your driver's license if you buy for minors or loan your ID to a minor.

NOW PLAYING



fakes don't
fly!*

*new scanner technology in use.

★★★★

"IT'LL CATCH YOU BY SURPRISE"
- FORT COLLINS POLICE DEPARTMENT

"THE MONEY AND TIME INVESTED
IS NOT WORTH IT"
- GOOD SAMARITAN

"THIS SUCKS!"
- STUDENT CAUGHT AND FINED FOR CARRYING A FAKE

FAKE I.D.s DON'T FLY IN FORT COLLINS.
SAVE YOUR YOURSELF THE MONEY, HASSLE AND THE HUMILIATION.

AT EXCLUSIVE LOCATIONS
ALL OVER TOWN!

A B C D E F G H I J K L M N O P Q

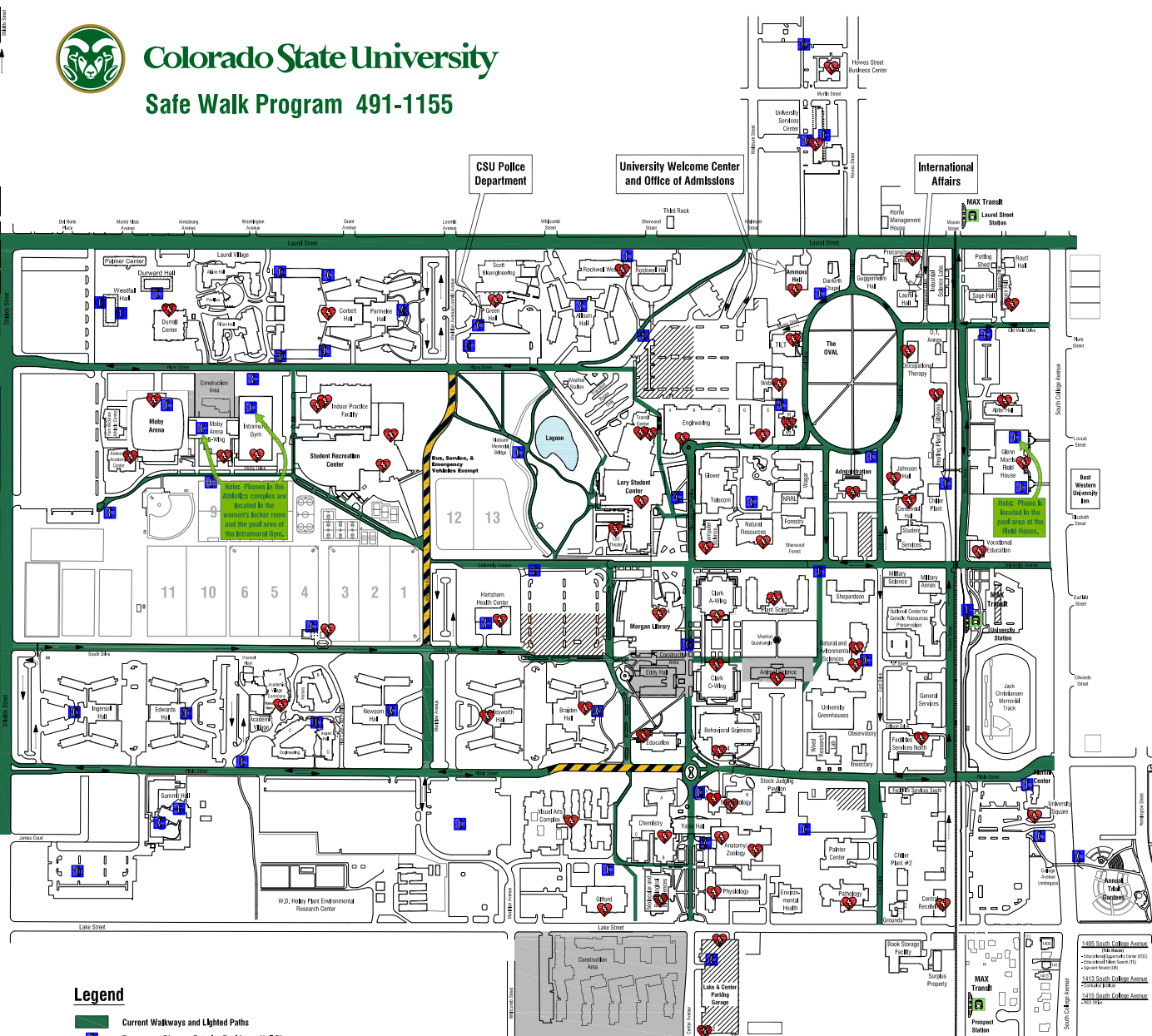


Colorado State University

Safe Walk Program 491-1155

Main Campus Directory

Academic Village South.....	D-10	Lake & Center Parking Garage.....	J-14
Administration.....	L-7	Laurel Hall.....	M-4
Aggie Village.....	H-13	(Laurel Village).....	C-4
Alder Hall.....	N-6	Lory Student Center.....	J-7
Alison Hall.....	H-4	Microbiology.....	J-11
Alumni Center.....	N-11	Military Annex.....	M-8
Ammons Hall.....	K-4	Military Sciences.....	M-8
Anatomy/Zoology.....	J-12	Moby Arena.....	B-6
Animal Sciences.....	K-10	Molecular and Radiological Sciences.....	L-13
Annual Trial Gardens.....	P-12	National Center for Genetic Resources Preservation.....	M-9
Athletic Training Center.....	B-7	Natural and Environmental Sciences.....	L-9
Aylesworth Hall.....	G-10	Natural Resources.....	J-8
Behavioral Sciences.....	J-10	Natural Resources Research Lab.....	K-7
Braden Hall.....	H-10	Newton Hall.....	E-10
Centennial Hall.....	M-7	Observatory.....	L-10
Central Receiving.....	M-12	Occupational Therapy.....	M-5
Chemistry.....	J-12	Occupational Therapy Annex.....	M-5
Clark.....	A-9	Palmer Center.....	B-4
Computer Science.....	J-8	Parmelee Hall.....	E-4
Conference Services.....	A-3	Pathology.....	L-13
Corbett Hall.....	D-4	Physiology.....	M-13
Danforth Chapel.....	L-4	Plant Science.....	K-9
Durrell Center.....	B-5	Preconstruction Center.....	M-4
Durward Hall.....	B-4	Rockwell Hall.....	J-4
Early Childhood Center.....	A-1	Rockwell West.....	H-4
Eddy Hall.....	L-10	Rollit Hall.....	N-4
Education.....	J-11	Sage Hall.....	N-4
Edwards Hall.....	B-10	Shepardson.....	L-8
Engineering.....	J-6	Statistics.....	K-6
Engineering II.....	G-4	Stock Judging Pavilion.....	K-11
Environmental Health.....	K-13	Student Recreation Center.....	E-7
Facilities Services Center N.....	M-10	Student Services.....	M-9
Facilities Services Center S.....	M-11	Summit Hall.....	B-11
Forestry.....	K-7	Surplus Property.....	M-13
Fun McDraw Athletic Center.....	A-8	The Institute for Learning and Teaching.....	K-5
General Services.....	M-10	University Center for the Arts.....	J-3
Gibbons.....	M-6	University Greenhouses.....	Q-10
Gifford.....	H-13	University Services Center.....	K-2
Glen Morris Field House.....	N-7	University Square.....	N-11
Glover.....	J-7	Visual Arts Complex.....	H-12
Green Hall.....	G-4	Vocational Education.....	N-8
Guggenheim Hall.....	L-4	Industrial Science Labs.....	M-4
Harrison Health Center.....	G-9	Ingersoll Hall.....	A-10
Healing Plant.....	M-6	Insectary.....	L-11
Holley Plant Environmental Research Center.....	E-13	Intramural Gym.....	C-6
Home Management House.....	L-3	Johnson Hall.....	M-7
Howes Street Business Center.....	L-1		
Indoor Practice Facility.....	E-6		
Industrial Science Labs.....	M-4		
Ingersoll Hall.....	A-10		
Insectary.....	L-11		
Intramural Gym.....	C-6		
Johnson Hall.....	M-7		



Legend

- Current Walkways and Lighted Paths
- Emergency Phones, Exterior Residence Hall Phones
- Automated External Defibrillator (AED) locations
- Vehicle Thoroughfares
- Meters, Pay-and-Display, Pay-by-Space Parking
- Streets closed to through traffic except buses, emergency and service vehicles

Aggie Village

Parking Services Office



500 ft./152.4 m.
500 ft. = approximately .1 mile/100m. = .1 km.

14
15
16

Security Policies and Programs

CSU Department of Public Safety, publicsafety.colostate.edu

CSU Police Department, (970) 491-6425, police.colostate.edu

CSU Police officers work closely with the various student advocacy and department offices on campus to maintain a “sense of community.” They work hard to identify safety and security needs and concerns of all our students and staff. This section of the handbook describes the CSU Police and programs related to security issues. You will find the answers to such questions as: How do you report an emergency? What should I do to keep my residence hall safe? How do I practice bicycle safety? What should I do if I’ve been sexually assaulted?

CSU Police Qualifications and Authority

CSU Police officers are armed and have full law enforcement authority on all property owned or controlled by Colorado State. Officers possess peace-officer commissions from the State of Colorado, Larimer County, and the City of Fort Collins. Colorado State University Police Department operates 24 hours a day, seven days a week.

Colorado State University police officers complete at least 860 hours of training in a state-certified police academy and field-training program in preparation for their jobs.

Colorado State University Police officers routinely patrol on foot all buildings on campus, and have street officers patrolling campus by bicycle, motorcycle, and other motor vehicles. In addition, the department has an Investigations Division with plain clothes detectives. Campus Safety Officers, student employees in “soft uniforms,” round out security and safety services by adding foot patrol and event management capabilities. These employees receive more than 50 hours of training relevant to their duties, with additional training as they take on specialized duties. Campus Safety Officers are trained civilian employees who provide additional presence on campus and provide the “Safe Walk Program.”

The CSU Police maintain a close working relationship with the Fort Collins Police Services, Poudre Fire Authority, the Larimer County Sheriff's Office, the Office of the District Attorney, and other state and federal law-enforcement agencies and investigation bureaus. CSU Police hold mutual aid agreements with the county and city to deal with contingencies such as natural disasters, civil disturbances, major crimes, and pursuits of serious offenders who travel across jurisdictional lines.



How to Report an Emergency or Crime

If you witness or experience a crime or emergency, you are encouraged to report it. The CSU Police Department (CSUPD) is located in Green Hall. CSUPD operates 24 hours a day. **Call 911 for emergencies and (970) 491-6425 for non-emergencies.** CSUPD serves as one of the five PSAP (Public Safety Answering Point) agencies in Larimer County handling emergency and nonemergency calls, monitoring the campus-wide alarm systems, and tracking all police incidents on a Computer Aided Dispatch (CAD) system. Each dispatcher completes a 400-hour, in-house training program and has special training in Emergency Medical Dispatching. This includes ongoing evaluation of medical emergency calls handled by dispatchers under the supervision of a medical doctor.

Promptly call 911 from any phone, and our enhanced ANI/ALI system will allow our dispatcher to see where you are calling from. Keep in mind, though, that the dispatcher will need to know the address of the emergency, not necessarily where the call is coming from. 911 calls made from wireless phones will be routed to Fort Collins Police Services. 911 calls are “enhanced,” meaning that the location and phone number from which the call comes to our Communications Center are displayed as the dispatcher answers the call. Colorado State University is equipped with

more than 60 emergency blue light phones located throughout the campus. The emergency phones ring directly into the CSU Police Department Dispatch Center when the headset is lifted or simply by pushing a button. Please refer to the map on Page 23 for exact locations.

CSU Police give priority to reports of incidents that threaten the life or safety of people, the security of property, or the peace of the community. They handle all reports of crimes and emergencies. Prompt reporting greatly improves campus security and safety.

In the First Two Minutes ...

A study of police response times and crime clearance rates showed that if police are able to arrive on the scene of a crime-in-progress within two minutes of a citizen report, there is a good chance a perpetrator can be apprehended. The odds quickly decrease as each minute passes.

To report an emergency or a crime in-progress dial 911. If you are the victim of a crime that occurred on campus you can call and file a report with an officer at (970) 491-6425, or you can file a crime report online at: police.colostate.edu under “Quick Links – Reporting a Crime.” See back cover of this booklet for additional resources.

Your police department needs you to report crimes and suspect activity. Don't let reporting a crime you've witnessed be an after-thought! Immediately go to a safe location and phone. Stay on the line and, as accurately as possible, tell the dispatcher everything you can remember about the suspect, the suspect's clothing, vehicle, and direction of travel.



Report a Crime Anonymously

To remain anonymous and report a crime to the CSU Police Department, go to the CSU Police Department website police.colostate.edu and click on Reporting a Crime or go directly to <http://police.colostate.edu/reportcrimeanonymous>.

The information you submit will be securely sent to the CSU Police Department without your identity being revealed. If the crime you are reporting is an emergency, please call 911.

What Happens When ...

You report a medical emergency?

CSU Police dispatchers are trained in emergency medical dispatching. If you are in a position to give first aid to someone or to relay information to another rescuer, the dispatcher is prepared to tell you what to do. Emergency medical personnel and police officers are dispatched to evaluate the patient's status.

You report a fire?

CSU Police will immediately notify fire and/or emergency medical personnel, then help with evacuation and manage traffic so that fire trucks and ambulances can access the scene. All campus fires should be reported to CSUPD immediately. **Call 911 for emergencies and (970) 491-6425 for non-emergencies.**

Building Security

At Colorado State, you can feel safe and comfortable in your surroundings, knowing that certain security procedures are in place that are sound and are constantly re-evaluated for their effectiveness.

Most campus buildings and facilities are accessible to members of the campus community, guests, and visitors during normal business hours Monday through Friday, excluding holidays. Certain facilities also may be open for designated hours on Saturdays.

Exterior doors on campus buildings are locked and secured each evening by personnel from Facilities Services. Buildings may be secured

at different times based on factors such as night classes, special events, or computer lab times.

We ask that you take the step of staying aware and avoid circumventing policies or rules that are meant to preserve your own safety and that of others.

- **Do not prop doors open or allow strangers into campus buildings that have been secured. “Tailgating” is prohibited!**
- **Do not lend keys or leave them unattended in your work or living space.**
- **Do not give codes to anyone you don’t know.**

Planning a Safe Environment

Colorado State considers security an important consideration in planning, maintaining, designing, and remodeling of facilities on campus. Exterior lighting is an important part of the University’s commitment to campus safety.

On a regular basis, problems with exterior lighting are reported by the CSU Police to Facilities Services repair crews. Once a year, a comprehensive survey of all exterior lighting, facility safety, and security is conducted by the CSU Police and Facilities Services. People are encouraged to call the CSU Police when they see a light out or any safety or security-related hazard. Light posts have numbers on them that help repair people find them. If possible, provide the number when reporting a light out. If you notice other safety concerns, please report them as well.

Facilities Services reports problems with door and security hardware daily. CSU Police officers also report defective locking mechanisms to Facilities Services as soon as they are discovered. Shrubbery, trees, and other vegetation on campus are trimmed on a regular basis. Fencing, roadway, and sidewalk repairs are reviewed and completed at least annually.

The CSU Public Safety Team (PST) coordinates and facilitates effective campus disaster preparedness, mitigation, response and recovery activities to minimize the impacts of emergencies on the campus community facilities and environment. Written plans are in place and exercises are regularly held to keep our staff and faculty prepared to handle major events. This team, made up of members from several campus departments, also coordinates efforts under Homeland Security for the University.



Motorcycle officer patrols campus

Residence Hall Security

Three layers of security exist in the residence halls:

- The lobby area is staffed 24 hours a day.
- Lobbies and common areas are open during dining center hours and then accessible only by residents of the building after hours via keycard access.
- Floors and rooms are only accessible by residents with keycard access. All common bathrooms on the floors are also secured.

Residents are asked not to allow strangers access to the building, either by propping doors, lending keys, or opening doors for anyone waiting outside the building. Visitors and delivery people may use a house phone located outside the main entrance to contact the appropriate host to gain access, once all entries to the building are locked.

All residence hall staff are trained on emergency response and have knowledge of evacuation and safety protocol in the event of an emergency. In the event of an emergency, all lobby doors and common areas can be locked down to permit access to residents of the building only. The option

of locking buildings down entirely to prevent any access into the building is also available.

The CSU Police Department has partnered with Housing and Dining Services to develop a Community-Oriented Policing Program. The goal of this program is to place full-time, certified police officers in residence halls regularly to enhance relationships with students and increase security and safety awareness among students and in their places of residence.

Sorority/Fraternity Security

Since Greek houses are located off campus, they are under the jurisdiction of Fort Collins Police Services. However, security in sorority and fraternity houses is managed by a variety of corporations. Students and parents who want the name of the management corporation for a particular house should call the Office of Greek Life at (970) 491-0966.

As a result of a verbal collaboration between the Fort Collins Police Services and CSU, CSU Conflict Resolution and Student Conduct Services receives reports of crimes that occur in fraternities and sororities that are recognized as student organizations by Colorado State University.

To find out about crime on campus, review:

- The *Fort Collins Coloradoan*, the community newspaper
- The *Rocky Mountain Collegian*, the student newspaper
- *Today @ Colorado State*, the online faculty and staff news website
- PublicSafety.colostate.edu, the public safety website
- KCSU and other local radio broadcasts
- Special alerts and activity reports circulated about the University
- Crime bulletins describing specific crimes or perpetrators

To obtain information about registered sex offenders:

Information about sex offenders currently registered at the University is available at the CSUPD Records Section during normal business hours. Information about offenders registered at Fort Collins Police Services or the Larimer County Sheriff's Office are available at those agencies. The State of Colorado convicted sex offender website is sor.state.co.us.

Fire Safety and Poudre Fire Authority

Housing and Food Services works very closely with Poudre Fire Authority (PFA) as well as CSU Police and our Environmental Health Services (EHS) to ensure a safe environment for residence hall and apartment life students and their families. Residence hall staff and other university health and safety officials will be involved in observing and monitoring all standards. Periodic inspections of student rooms help promote fire- and life-safety awareness, as well as identifying any noncompliance of safety standards.

In addition, PFA works with CSU in the areas of: public education to students and families living in CSU housing; assistance with scheduled fire drills at all residence halls each semester; cooperative participation between CSU Police and PFA arson investigators in fire situations; and fire code consultation (for building remodels and new construction) through EHS and Facilities Planning. PFA Community Safety and Service Personnel are active members to the Housing and Food Service Fire and Life Safety Core Group and the University Safety Committee.

Colorado State University has policies on the use of portable electrical appliances, smoking and open flames. For example, smoking, candles, and open flames are not allowed in residence halls and only safe, low wattage electrical appliances without open coils may be used. For more detailed information on these policies, please see the Residence Hall Handbook at housing.colostate.edu/halls/handbook or call Residence Life at (970) 491-4719.

Colorado State University residence halls are equipped with smoke and heat detectors, pull stations, fire sprinkler flow switches, and notification devices. Additional features include the networking of all the fire alarm panels to CSUPD that display a detailed graphic map which will pinpoint the exact location of the device in alarm or trouble in the building. Fire extinguishers and suppression systems are regularly tested. Fire evacuation drills are performed each semester in the residence halls, and residence hall staff receives annual fire safety training.

Fire safety education and training programs include evacuation drills conducted at University buildings annually and include identifying the location of safety devices (Fire alarm pull stations, AEDs, alternate exits and areas of refuge). Fire extinguisher training is available, upon request, to building proctors, Housing staff (RDs, ARDs, RAs), Faculty and Staff.

For more information regarding fire safety, education or training, please contact Ken Quintana, University Coordinator for Emergency Planning and Response, at Ken.Quintana@colostate.edu.

To Report a Fire

In order to report an active fire call 911. This will notify both police and fire to initiate an emergency response. To report a fire that has previously occurred you may contact:

- Colorado State University Police Department, (970) 491-6425
- Housing Assistant Safety Coordinator Veronica Olivas, (970) 567-1709
- University Coordinator for Emergency Planning and Response Ken Quintana, Ken.Quintana@colostate.edu

Evacuation Procedures

When a fire alarm is activated all residents, guests, and staff are to evacuate the building immediately. NO EXCEPTIONS!

In emergencies, panic can be your worst enemy. To reduce panic, plan ahead. Before an emergency arises, make sure you know the location of exits and your meeting area (check with your RA/Building Proctor). In a fire situation:

- Don't panic; stay as calm as possible. You will need to think clearly to make the right decisions.
- Feel the door knob with the back of your hand or palm to test for heat.
- If the door is cool, brace yourself against it, and open it slowly to check for flames and/or smoke.
- If there is smoke in the air, stay low and move quickly in a crouched position or crawl to the nearest exit. The most breathable air is always near the floor. If one exit is blocked, try the next nearest exit.

- Alert others by shouting or knocking on doors as you make your way to the stairs.
- Always escape via stairs – never use elevators.
- Once you evacuate, report to your meeting area, follow directions of fire and police personnel, and never re-enter the building until authorized.
- Failure to evacuate a building is taken very seriously by the Department of Housing & Dining Services and could result in disciplinary action.

There are fire extinguishers located on every floor as well as in the main office of each residence hall. Please take time to familiarize yourself with the locations of fire exits, fire extinguishers, and pull-alarm stations in your residence hall.

The procedure for Alpine Hall, Aspen Hall, Durward Hall, Engineering, Honors, International House, Piñon Hall, and Westfall Hall is full evacuation for any alarm in the buildings. Everyone will be evacuated upon the sounding of any alarm in the buildings.

The procedure for Allison Hall, Braiden Hall, Corbett Hall, Edwards Hall, Ingersoll Hall, Newsom Hall, Parmelee Hall, and Summit Hall is evacuation by individual wing. The wing in which an alarm is sounding will be evacuated immediately.

Tampering with fire extinguishers can leave you and others unprotected in case of a fire. Please remember, false alarms could reduce the response of residents when a fire occurs. If hall residents can't trust the legitimacy of the fire alarm, they may find themselves trapped by fire in a real emergency. Abuse of fire equipment, false alarms, and arson are serious crimes. Violators are subject to fines, University disciplinary procedures, and criminal prosecution.

2014 Residence Halls Fire Statistics/Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	2	0	0	4	Yes	No	Full	Throughout	Yes
Alpine	0	0	0	4	Yes	Full	Full	Throughout	No
AV Aspen	0	0	0	4	Yes	Full	Full	Throughout	No
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	1	0	0	4	Yes	Partial	Full	Throughout	Yes
Durward	0	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Partial	Full	Throughout	Yes
AV Engineering	0	0	0	4	Yes	Full	Full	Throughout	No
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	No
Ingersoll	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Intl. House	1	0	0	4	Yes	Full	Full	Throughout	No
Newsom	1	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Piñon	0	0	0	4	Yes	Full	Full	Throughout	No
Summit	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	0	0	0	0	No	No	Full	Throughout	No
University Village	1	0	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

Property Damage from Fires

Allison Hall, 551 W. Laurel St. – Two intentional fires - Arson: Two separate arsons with posters burned – damage amount \$0-\$99 each.

Corbett Hall, 801 W. Laurel St. – One intentional fire - Arson: Burned smoke detector – damage amount \$0-\$99.

International House, 1400 W. Elizabeth – One unintentional cooking fire. Damage amount \$0-\$99.

Newsom Hall, 700 W. Pitkin St. – One intentional fire - Arson: Burned note on bulletin board. Damage amount \$0-\$99.

Westfall Hall, 1009 W. Laurel St. – One intentional fire - Arson: Burned fire pull station. Damage amount \$0-\$99.

University Village, 1500/1600/1700 W. Plum St. – One unintentional cooking fire. Damage amount \$0-\$99.

2013 Residence Halls Fire Statistics/Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	3	0	0	4	Yes	No	Full	Throughout	Yes
AV Aspen	1	0	0	4	Yes	Full	Full	Throughout	No
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Durward	1	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Partial	Full	Throughout	Yes
AV Engineering	0	0	0	4	Yes	Full	Full	Throughout	No
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	No
Ingersoll	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Newsom	0	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	0	0	0	4	Yes	Partial	Full	Throughout	Yes
Summit	0	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	1	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	1	0	0	0	No	No	Full	Throughout	No
University Village	4	2	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

Property Damage from Fires

Allison Hall, 551 W. Laurel St. – Three intentional fires - Arson: Two notes burned on doors causing burn marks – damage amount \$100-\$999 each. One toilet burned – damage amount \$100-\$999.

AV Aspen Hall, 800 W. Pitkin St. – One intentional fire - Arson: Burned note on door – \$0-\$99 damage.

Durward Hall, 1001 W. Laurel St. – One intentional fire - Arson: Burned carpet. Damage amount \$100-\$999.

Westfall Hall, 1009 W. Laurel St. – One intentional fire - Arson: Burned toilet paper roll. Damage amount \$0-\$99.

Aggie Village, 500/501 W. Prospect Rd. – One unintentional cooking fire. Damage amount \$100-\$999.

University Village, 1500/1600/1700 W. Plum St. – Four unintentional cooking fires.

Damage amount for one cooking fire \$0-\$99.

Damage amount for two of the cooking fires \$100-\$999.

Damage amount for one fire \$1,000-\$9,999.

2012 Residence Halls Fire Statistics/Fire Safety Systems

Residence Hall	# Fires	# Injured	# Deaths	Fire Drills	Fire Alarm	Fire Sprinkler	Smoke Detection	Fire Extinguishers	Evacuation Maps
Allison	0	0	0	4	Yes	No	Full	Throughout	Yes
AV Aspen	0	0	0	4	Yes	Full	Full	Throughout	No
Braiden	0	0	0	4	Yes	Full	Full	Throughout	Yes
Corbett	1	0	0	4	Yes	Partial	Full	Throughout	Yes
Durward	2	0	0	4	Yes	Full	Full	Throughout	Yes
Edwards	0	0	0	4	Yes	Partial	Full	Throughout	Yes
AV Engineering	2	0	0	4	Yes	Full	Full	Throughout	No
AV Honors	0	0	0	4	Yes	Full	Full	Throughout	No
Ingersoll	1	0	0	4	Yes	Partial	Full	Throughout	Yes
International House	0	0	0	2	Yes	Full	Full	Throughout	No
Lory North	0	0	0	2	Yes	No	Full	Throughout	No
Lory South	0	0	0	2	Yes	No	Full	Throughout	No
Newsom	1	0	0	4	Yes	No	Full	Throughout	Yes
Parmelee	1	0	0	4	Yes	Partial	Full	Throughout	Yes
Summit	1	0	0	4	Yes	Full	Full	Throughout	Yes
Westfall	0	0	0	4	Yes	Full	Full	Throughout	Yes
Aggie	2	0	0	0	No	No	Full	Throughout	No
University Village	8	0	0	0	No	No	Full	Throughout	No

Partial is defined as having the systems in the individual rooms only.

Full is defined as having the systems in both the common areas and the individual rooms.

Property Damage from Fires

Corbett Hall, 801 W. Laurel St. – One unintentional electrical fire. Damage amount \$1,000-\$9,999.

Durward Hall, 1001 W. Laurel St. – Two intentional fires - Arson. Damage amounts \$0-\$99 each.

AV Engineering, 816 W. Pitkin St. – Two intentional fires - Arson. Damage amount \$0-\$99 each.

Ingersoll Hall, 1001 W. Pitkin St. – One undetermined cause fire. Damage amount \$1,000-\$9,999.

Newsom Hall, 700 W. Pitkin St. – One intentional fire - Arson. Damage amount \$0-\$99.

Parmelee Hall, 701 W. Laurel St. – One unintentional cooking fire. Damage amount \$0-\$99.

Summit Hall, 963 W. Pitkin St. – One intentional fire - Arson. Damage amount \$0-\$99.

Aggie Village, 500/501 W. Prospect Rd. – Two unintentional cooking fires. Damage amount \$0-\$99 each.

University Village, 1500/1600/1700 W. Plum St. – One unintentional electrical fire. Damage amount \$100-\$999. Seven unintentional cooking fires. Damage amount \$0-\$99 each.

Missing Student Policy and Official Notification Procedures

Pursuant to the Higher Education Opportunity Act of 2008, CSU has enacted a Missing Student Notification Policy and Official Notification Procedures that apply to Resident Students (CSU students who reside in campus housing). If a member of the University community has reason to believe a resident student is missing, he or she should immediately notify the CSU Police Department, (970) 491-6425, a residence hall advisor or director, or the Residence Life main office, telephone (970) 491-4719. When a resident student is reported missing, CSUPD will initiate an investigation to determine the validity of the report and determine if the resident student is missing.

Resident students may designate a confidential contact person to be notified no later than 24 hours after being determined to be missing. If no confidential contact is registered, the resident student's designated emergency contact person(s) will be contacted.

The confidential contact information provided by the student will be accessible only to authorized campus personnel, including law enforcement officials in connection with a missing person investigation.

If an unemancipated student under 18 years of age is determined missing, the student's custodial parent or guardian will be notified within 24 hours, in addition to the confidential contact person.

If resident students of any age are determined to be missing for more than 24 hours, Official Notification Procedures will be followed.

To view the full text of the Missing Student Notification Policy and Official Notification Procedures, official notification card and contact card forms, see the Clery Act Policy online at: policies.colostate.edu or contact the Housing & Dining Services, Residence Life office at (970) 491-4719.

Emergency Response and Evacuation

Colorado State University conducts several emergency response exercises each year, such as table top exercises, field exercises, and tests of the emergency notification systems on campus. These tests are designed to assess and evaluate the emergency plans and capabilities of Colorado State University. The University tests its notification systems at a minimum of once per semester. The testing of the notification systems helps the University as a whole to be prepared for emergency and/or dangerous situations. The Colorado State University Police Department and Public Safety Team have received training in Incident Command and responding to critical incidents on campus. When a serious incident occurs, the CSUPD is usually the first to respond to the incident. Depending on the nature of the incident, the CSUPD may be accompanied by Fort Collins Police Services, Larimer County Sheriff's Office, Poudre Fire Authority and/or Poudre Valley Hospital Emergency Medical Services. Along with the aforementioned agencies, the CSUPD could be accompanied by campus entities such as Environmental Health Services as well as federal agencies. CSU and CSUPD meet or communicate regularly with these agencies, which have allowed us to have a great working relationship and to help each other when responding to emergencies.

Evacuation drills are coordinated by Residence Life each semester for all residential facilities on the campus of Colorado State University. These drills are completed with collaboration with the CSUPD and Poudre Fire Authority. Each residence hall conducts a minimum of two drills per year with some conducting as many as four per year. The purpose of the drills is to prepare the building occupants for an organized evacuation in case of a fire or other emergency. During the drills, students learn the locations of the emergency exits in the buildings and are provided guidance about the direction to travel when exiting the building.

Timely Warnings and Emergency Notifications

Timely Warnings:

Under the Clery Act (20 U.S.C. § 1092) and its implementing regulations, Colorado State University (CSU), is responsible for issuing a "timely warning" if a crime has been reported and CSU determines there is a serious or continuing threat to the campus community. Students and

employees should report criminal offenses to the CSUPD for the purposes of evaluating whether a timely warning is warranted. Once the initial report of a crime has been received, the CSUPD will contact members of the University's Public Safety Team to share known information about the crime and any ongoing threat to safety that may exist in connection with the crime. If two or more members of the Public Safety Team agree that a timely warning should be issued, then it will be issued immediately. If CSUPD personnel are unable to contact two or more members of the Public Safety Team in a timely fashion, the Chief of the CSU Police Department, or an officer acting with the Chief's authorization, may issue the timely warning.

The issuance of a timely warning may depend on the nature of the crime, the continuing danger to the campus community, and possible risk of compromising law enforcement efforts. Clery reportable crimes: homicide, manslaughter, sex offenses, aggravated assaults, arson, robbery, burglary, motor vehicle theft, and hate crimes (including theft, simple assault, intimidation, destruction/vandalism of property, dating violence, domestic violence and stalking) are assessed for whether a serious or ongoing threat is present. Other crimes may also warrant a timely warning as deemed necessary for the safety of the campus community. CSU will timely consider the safety of the community, determine the content of the notification and initiate the emergency notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency. If a "timely warning" is deemed necessary, it will be issued through any reasonable means of communication to the campus community, but most commonly, through the CSU email system, the RAVE text alert system, by posting to the CSU Public Safety website, on one or more of the University's social media sites, and/or by posting notices in the Residence Halls. Students and employees are strongly encouraged to sign up for the University's emergency text notification system, or RAVE, and to periodically check to make sure that their mobile number in the system is correct. In order to sign up or check your mobile number, go online to: www.safety.colostate.edu/rave.aspx or contact the Department of Telecommunications at 970-491-5881. It only takes a few moments to sign up for RAVE alerts, and doing so may help save your life or the life of another.

Emergency Notifications

Whenever it is confirmed by the University that a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees is occurring on or nearby the campus (or other place where the Clery Act applies to CSU), the University will issue an emergency notification. The emergency notification is issued immediately upon confirmation that a dangerous situation or emergency exists or is threatened.

The decision to issue an emergency notification may be made by the Chief of CSU Police, an officer expressly authorized by the Chief of CSU Police, or by the Public Safety Team. Because of the urgent nature of these notices, the University's primary objective will be to confirm whether or not such emergency conditions exist as quickly as possible, determine the content of the notification, and issue the notification without delay.

Some examples of the kinds of situations in which an emergency notification would be issue include (but are not limited to):

- Outbreak of infectious disease such as meningitis, norovirus or other serious illness
- Approaching tornado, hurricane or other extreme weather conditions
- Earthquake
- Gas leak or chemical spill
- Terrorist incident
- Armed intruder/Active shooter
- Bomb threat
- Civil unrest, rioting or campus protest
- Explosion or large fire

The methods of issuing an emergency notification are the same as those listed for timely warnings, above. An emergency alert cable television system may also be used, and emergency messages can be displayed on digital signs. These emergency notification systems will be tested periodically (usually three times per year after student census), using test messages.

In all emergency notifications, the University will follow procedures to assure that the names of crime victims are not publicly disclosed, including a review by members of the Public Safety Team or the Chief of CSU Police of the content of the emergency notification before it is issued to be sure

that such names or other information from which a crime victim could reasonably be identified are omitted or redacted from the emergency notification.

In some cases of emergency conditions or dangerous situations, other emergency actions must be taken. These can include emergency evacuation procedures as prescribed in the University's Emergency Response Plan, <http://publicsafety.colostate.edu/emergency-response-plan.aspx>.

If You Think Someone Has Stolen Your Identity or Personal Information

- **ACT – Report the identity theft to your local police department.**
 - Many financial institutions will want a copy of the report before they will cooperate with the you.
- **UNLIKE YOUR FINGERPRINTS, which are unique to you and cannot be given to someone else for their use, your personal data can. You should guard your:**
 - Social Security number
 - bank account
 - credit card number
 - telephone calling card number
 - and other valuable identifying data
- **PROTECT YOURSELF**
 - Create a need-to-know approach to your personal information.
 - Banks need to know what?
 - Credit card companies need to know what?
 - Calls from strangers – Ask to have any prizes, credit card offers, etc., sent in writing. Otherwise hang up.
 - Check with the Better Business Bureau at www.bbb.com
- **WHAT TO DO**
 1. Call toll-free at **1-877-ID THEFT (877) 438-4338**
 2. By mail to Consumer Response Center, FTC,
600 Pennsylvania Avenue NW, Washington, DC 20580

Bicycle and Traffic Safety

Colorado State University bicycle regulations can be found at: police.colostate.edu; click on the “Campus Bicycle Regulations” link.

Bicyclists are expected to obey traffic laws the same as any other vehicle being driven. Bicycle rules and regulations are established by the City of Fort Collins and the University Bicycle Education and Enforcement Program. Some safety tips for riding your bicycle include:

- ALWAYS wear a helmet.
- Use a light at night.
- Bicyclists must use bicycle paths and lanes where provided.
- NEVER ride through crosswalks; drivers may not see you coming.
- Yield to pedestrians on sidewalks; they have the first “right-of-way.”
- Practice COURTESY while riding and enjoy riding safely.
- Register your bike with the CSU Police Department.



CSOs handling bicycle violation

Drivers must obey all Colorado and Fort Collins laws and ordinances and University TEEP (Traffic Education and Enforcement Program) regulations, which are enforced civilly here at CSU. TEEP violations do not affect points on the driver’s license.

It is NEVER a good idea to use a cell phone while driving, riding a bike, or walking in the traffic pattern or roadway. Dividing your attention could get you and/or someone else hurt, especially if someone else is doing the same and is distracted at the same time!

Crime Prevention Programs

Many members of Colorado State University are active in providing crime prevention and security presentations. These presentations occur most frequently in the residence halls, but are also hosted in academic and administrative buildings throughout the year. In addition to the CSU Police, crime prevention programs are presented by residence hall staff and the Women and Gender Advocacy Center. Popular topics include: fire safety, personal safety, sexual assault and interpersonal violence prevention, alcohol/drug awareness, computer crimes, and DUI enforcement. In 2014, the CSU Police Department delivered 155 projects/ presentations to 19,399 people, including students, parents, faculty, and staff. While programs can be scheduled by contacting the Police Department or Women and Gender Advocacy Center, many programs are hosted and publicized on a continual basis throughout the year. Programs can also be tailored to meet specific group needs.

Other security measures offered by the CSU Police Department include (but are not limited to):

- Residence Hall Patrols
- Security Surveys
- Officer Liaison Program
- Bicycle Education/Enforcement
- SafeWalk
- Personal Property Inventory

Visit the CSU Police Department website to learn more about:

- Campus Safety Information
- Campus Bicycling Regulations
- Campus Parking Regulations
- CSU Acronyms Used
- Employment Opportunities
- Authority/Jurisdiction
- Department Organization
- Campus SafeWalk Program
- Report a Crime On-Line
- Campus Watch Tip Form and more – police.colostate.edu

The campus environment continually improves through efforts to limit access to residence halls and academic buildings; through environmental design – better lighting, landscaping, and physical security in our facilities – and through the endeavors of the CSU Police Department, which devotes tremendous effort towards preventing crime. Remember ... in emergencies dial 911.

Interpersonal Violence Education and Response: Sexual Assault, Domestic Violence, Dating Violence and Stalking

Colorado State University is committed to providing a safe learning and working environment. In compliance with federal laws, policies and procedures have been adopted to prevent and respond to incidents of interpersonal violence, including sexual assault, domestic violence, dating violence, and stalking involving members of our campus community. Below is important information regarding interpersonal violence.

Sexual Assault:

Sexual assault means an actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- i. Involvement in any sexual contact when the victim is unable to consent.
- ii. Intentional and unwelcome touching of, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts (defined as genital area, groin, inner thigh, buttocks, or breast).
- iii. Sexual intercourse without consent, including acts commonly referred to as rape.

Domestic Violence and Dating Violence:

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Remember... in emergencies dial 911.



The campus environment continually improves through efforts to limit access to residence halls and academic buildings; through environmental design – better lighting, landscaping, and physical security in our facilities – and through the endeavors of the CSU Police Department, which devotes tremendous effort towards preventing crime.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the impacted party, and where the existence of such a relationship shall be determined based on a consideration of the following factors:

- the length of the relationship;
- the type of relationship;
- the frequency of interaction between the persons involved in the relationship.

Sadly, domestic and dating violence is a “modern reality” to which students in academic settings are not immune. In Colorado, two people involved in an intimate relationship (e.g., married, boyfriend and girlfriend, intimate partner, etc.), where an argument results in injury, crime, or damage to property, or where violation of a valid restraining order is evident, are in a situation where an arrest is mandated; officers have no discretion. Often, police receive calls from the victims, from friends, or from concerned neighbors who hear the noise of an argument or fight. When probable cause exists and officers believe that a crime occurred during a domestic situation, an arrest(s) will be made.

Stalking:

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for his or her safety or the safety of others, or (b) suffer substantial emotional distress. Examples of behaviors by a person stalking another are:

- Follow you and show up wherever you are.
- Send unwanted gifts, letters, cards, or e-mails.
- Damage your home, car, or other property.
- Monitor your phone calls or computer use.
- Use technology, like hidden cameras or global positioning systems (GPS) to track you.
- Drive by or hang out at your home, school, or work.
- Threaten to hurt you, your family, friends, or pets.
- Find out about you by using public records or online search services, hiring investigators, going through your garbage, or contacting friends, family, neighbors, or co-workers.
- Posting information or spreading rumors about you on the Internet, through social media, in a public place, or by word of mouth.
- Other actions that control, track, or frighten you.

Stalking is a crime in the state of Colorado and on the rise in many academic settings. In the criminal realm, it generally includes “willful, malicious, and repeated following and harassment combined with a credible threat intended to cause victims to be in fear for their safety.” Phases of stalking can include a number of behaviors. If you believe you are being stalked, let someone know. Document all activities related to the person who you believe may be stalking you and report the incident to the police. Don’t discount the situation and ignore the “red flags.” Trust your judgment. If a situation doesn’t feel right, ask for help!

Reporting Interpersonal Violence:

The University is committed to providing support and referrals to persons who have been the victims of interpersonal violence. Victims are not required to report to law enforcement to receive assistance. Victims of an incident of sexual assault, domestic violence, dating violence, or stalking should immediately report to one of the following:

Confidential Resources:

Sexual Assault Victim Assistance Team (970) 492-4242

Women and Gender Advocacy Center (970) 491-6384

Women's Clinic at CSU Health Network (970) 491-1754

Counseling Services (970) 491-6053

Additional Resources:

Deputy Title IX Coordinator/Director of Support and Safety Assessment
(970) 491-7407

Colorado State University Police Department (970) 491-6425

Director of Student Case Management & Referral Coordination
(970) 491-8051

Office of Equal Opportunity (970) 491-5836

In the case of an emergency or ongoing threat please get to a safe location and call 911.

Notification of Rights and Options

Any reported victim of an incident of sexual assault, domestic violence, dating violence, or stalking covered by University Policy, whether the incident occurred on or off campus, will receive notification of options and rights.

Procedures Victims Should Follow

If an incident of sexual assault, domestic violence, dating violence, or stalking occurs it is important to preserve evidence so that a successful criminal prosecution remains an option.

The victim of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam – which is important both to address any health issues that may arise and evidence collection. Any clothing removed should be placed in a paper, not plastic, bag.

Evidence of violence, such as bruising or other visible injuries, following an incident of domestic or dating violence should be documented by taking a photograph. Evidence of stalking including any communication, such as written notes, voice mail or other electronic communications should be saved and not altered in any way.

On & Off Campus Resources

Both Colorado State University and local community agencies offer important resources to the victims of sexual violence including medical treatment, counseling and advocacy they may wish to utilize. The Women and Gender Advocacy Center is available to assist any victim free of charge and will help them consider their options and navigate through any resources or recourse they elect to pursue. A victim does not need to make a formal report to law enforcement or Colorado State University to access the support resources, including:

Confidential Campus Resources:

Sexual Assault Victim Assistance Team (970) 492-4242

Women and Gender Advocacy Center (970) 491-6384

Women's Clinic at CSU Health Network (970) 491-1754

Counseling Services (970) 491-6053

Confidential Community Resources:

SAVA (Sexual Assault Victim Advocate Center) (970) 472-4204

Crossroads Safehouse (970) 530-2353

RAINN (Rape, Abuse & Incest National Network) 1-800-656-HOPE

Important Information from the Women and Gender Advocacy Center

The Women and Gender Advocacy Center trains and oversees the Victim Assistance Team. The primary purpose of the VAT is to provide confidential support for members of the campus community who have experienced sexual assault. Advocates receive special training in the physical, psychological, and legal ramifications of interpersonal violence. The VAT has team members on call 24 hours a day, every day of the year. An advocate may be requested by calling the Victim Assistance Team at

(970) 492-4242. This contact does not require the caller to make a police report. General information regarding the VAT can be obtained by calling the Women and Gender Advocacy Center at (970) 491-6384. 48 VAT advocates work closely with victims and campus and community law enforcement agencies. This includes assisting victims of sexual assault in reporting these crimes to the police if they choose to do so.

Crimes that are reported only to VAT are kept confidential, however those crimes that are Clery reportable must be included in campus crime statistics. Only the numbers and locations are shared with the CSU Police Department, not identifying information. In addition, advocates are informed on medical, law enforcement, legal procedure, and campus disciplinary options and can provide other referral sources to help ensure sexual assault victims receive the services they want or need, such as counseling.

Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict confidentiality. Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim's permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim. It is impossible for anyone to predict that a sexual assault will occur.

You can be alert for unhealthy dynamics in relationships. Avoid people who don't allow you to make decisions for yourself – who make you feel you “owe them” something. Because of the frequency of acquaintance sexual assaults in campus communities, it is best to be very explicit with dates about how intimate you expect the relationship to be. Don't assume that a person knows that you are comfortable with “going so far.” Unfortunately, some people believe that

*Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict **confidentiality**. Information gained as part of victim advocacy must be treated **confidentially** and cannot be released without the victim's permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.*

consent to any level of intimacy implies consent to sexual intercourse. This is not true – anyone can say “no” or “stop” at any time. Often, assailants target victims who have been using drugs or intoxicants because of their increased vulnerability. In Colorado, it is a criminal offense to have sexual contact or intercourse with someone who has been using drugs or other intoxicants to the extent that they are unable to indicate their consent or lack of consent. Assailants are no less guilty because they or a victim has been drinking.

In some instances, drugs are used that impair someone’s ability to know what is going on and to subsequently make them more vulnerable to sexual assault. Drugs like GHB or Rohypnol (“roofies”) can be secretly slipped into a beverage (nonalcoholic and alcoholic drinks alike). The drug has no smell or taste and generally no color. These drugs can be present at bars and clubs, but also at parties and intimate gatherings. The reality is that “date rape drugs” can be slipped into your drink at any social setting. Victims of sexual assault are not at fault for what has been done to them, whether drugs were used or not. The perpetrators of this crime are fully responsible for their illegal behavior. There are some things that can be done, however, to reduce the chance that you will unknowingly consume a substance like GHB, Rohypnol, or Ketamine:

- Always keep your beverage in sight. Don’t leave it while dancing or going elsewhere.
- At a bar or club, accept drinks only from the bartender or server.
- Avoid group drinks, punch bowls, or drinks being passed around.
- Open your own containers.

For information on “date rape drugs” like GHB, Rohypnol, or Ketamine, contact (970) 491-1702, Health Education and Prevention Services, or (970) 491-6384, Women and Gender Advocacy Center. Advocates receive special training in the physical, psychological, and legal ramifications of sexual assault. Advocates are bound by state statute to maintain strict confidentiality. Information gained as part of victim advocacy must be treated confidentially and cannot be released without the victim’s permission. Advocates will provide information about options related to crime reporting, but the final decision is up to the individual victim.

If you experience the following symptoms, tell someone immediately or go to the hospital (or CSU Health Network if during business hours):

- Dizziness, vomiting, extreme drowsiness, time that can't be accounted for and can't be attributed to anything else, or any other unexplained symptoms.
- Try to retain a sample of the beverage.

Accommodations

Whether or not a report is made to law enforcement or the victim wishes to pursue any formal action through CSU, if a report of an incident of sexual assault, domestic violence, dating violence, or stalking is received, CSU is committed to providing a safe learning or working environment. Upon request, CSU will make any reasonably available change to a victim's academic, living, transportation or working situation. Students may contact the Office of Support and Safety Assessment for assistance, and employees may contact the Office of Equal Opportunity for assistance.

If a report is made to law enforcement, police will refer students or employees to resources that may help with no-contact orders. CSU may also issue its own no contact order or otherwise work to enforce any no contact order issued by a criminal court, on all institutionally owned and controlled property.

How to reduce your risk:

- Always keep your beverage in sight. Don't leave it while dancing or going elsewhere.
- At a bar or club, accept drinks only from the bartender or server.
- Avoid group drinks, punch bowls, or drinks being passed around.
- Open your own containers.

If you experience the following symptoms, tell someone immediately or go to the hospital (or CSU Health Network if during business hours):

- Dizziness, vomiting, extreme drowsiness, time that can't be accounted for and can't be attributed to anything else, or any other unexplained symptoms.
- Try to retain a sample of the beverage.

Victim Confidentiality

CSU recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. CSU offers confidential resources and is also committed to protecting the privacy of any individual who makes a report to the extent possible, while also meeting any obligations related to the investigation and response to known reports to protect the victim, prevent a recurrence or protect campus safety. Information about reports will only be shared with institutional personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared to keep it to a minimum of detail, and only when deemed necessary. Reports made to medical professionals, licensed mental health counselors and VAT will not be shared with any third parties except in cases of imminent danger to the victim or a third party.

Education Programs

CSU is committed to increasing the awareness of and preventing interpersonal violence. All incoming students and new employees are provided with education regarding interpersonal violence. CSU distributes or makes available information regarding interpersonal violence in an effort to prevent sexual assault, domestic violence, dating violence, and stalking before it occurs through the changing of social norms and other approaches; that includes a clear statement that [name of institution] prohibits such acts, their definitions, the definition of consent, options for bystander intervention, information about risk reduction, and our policies and procedures for responding to these incidents. Ongoing prevention and awareness campaigns are also offered throughout the year. These programs generally include:

- HAVEN: Understanding Sexual Assault for all incoming students
- The Reframe Campaign regarding interpersonal violence, consent and intervention
- New employee orientation with interpersonal violence information and training
- A variety of poster campaigns and brochure distribution
- Advocacy programs including VAT, a 24-hour hotline for survivors of interpersonal violence (will also provide accompaniment to police or hospital).

- Women and Gender Advocacy Center, which provides ongoing advocacy for survivors of interpersonal violence. WGAC provides support around legal, medical, emotional, academic, and campus disciplinary options and concerns (will provide accompaniment to on campus or off campus services including to the police or hospital). Women and Gender Advocacy Center reports that in 2014, 136 programs reached 8,605 students.
- The Red Whistle Brigade – students who are trained to provide sexual assault education programs to their peers (course offered every fall and spring semester).

Conduct Proceedings

CSU strictly prohibits all acts of sexual assault, domestic violence, dating violence, and stalking through its Student Conduct Code and its Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation Policy. In addition to facing criminal investigation and prosecution, students, employees and other affiliates may also face disciplinary action. Individuals found responsible for having committed such a violation face discipline up to and including permanent expulsion, termination of employment, suspension, probation, education requirements, and related discipline. No contact orders may also be issued.

Investigations into incidents involving students are conducted within approximately sixty (60) days unless circumstances merit additional time to gather all relevant information. Both impacted and responding parties are provided periodic reports and updates regarding status of the investigation. Upon completion of the investigation, the report shall be reviewed by the Office of Conflict Resolution and Student Conduct Services for a determination of whether disciplinary proceedings shall be commenced.

All conduct proceedings, whether the conduct is reported to have occurred on or off campus, shall provide a prompt, fair and impartial investigation and resolution. All investigations and proceedings shall be conducted by officials who have received annual training on the nature of the types of cases they are handling, on how to conduct an investigation, and conduct a proceeding in a manner that protects the safety of victims and promotes accountability.

Determinations of responsibility under the Student Conduct Code are made by a hearing officer in the Office of Conflict Resolution and Student Conduct Services, using the preponderance of the evidence standard (which means that it is more likely than not that the alleged misconduct occurred).

In all proceedings, including any related meetings or hearings, both the impacted party and responding party are entitled to the same opportunities to have others present. This includes the right to be accompanied by an advisor of their choice. Both parties are informed in writing of the outcome of the proceeding, of procedures and timeframe, within [insert timeframe appeal is due], for appealing the results of the outcome, of any change to the results that occurs prior to the time that they become final, and when such results become final. Disclosure of the outcome shall be made to both parties unconditionally, and each shall be free to share or not share the details with any third parties.

For additional information about student conduct proceedings please consult the Student Conduct Code available at www.conflictresolution.colostate.edu. For additional information about employee conduct issues, please contact Human Resources at www.hrs.colostate.edu or (970) 491-6947.

RELATIONSHIP *Bill of Rights*

1 I have the right to be treated with dignity and respect.

3 I have the right to say no and not feel guilty.

4 I have the right to experience and express my feelings.

2 I have a right to follow my own values and standards.

5 I have the right to feel safe and be in relationships that are free from sexism, racism, homophobia, and other forms of identity-based oppression.

I have the right to take time for myself.

6

7

I have the right to change my mind.

8

I have the right to ask for what I want.

9 I have the right to act only in ways that will promote my dignity and self-respect.

10 I have the right to end a relationship.

11 I have the right not to be responsible for others' behaviors, actions, feelings, or problems.

I have the right to expect honesty from others.

12

I have the right to make my own decisions.

14

I have the right to make friends and be myself around people.

15

I have the right to be happy.

13

Victims' Rights

The University is committed to providing appropriate support and referrals to persons who have been the victims of any crime or violation of University policy. Persons who have been victimized by a Colorado State University student may choose to report the incident to the CSU Police or to the Conflict Resolution and Student Conduct Services Office to initiate criminal and/or disciplinary action. Victims also have the option to receive personal support from appropriate University resources.

When dealing with University agencies, the victim can expect:

- to be treated with respect;
- to have confidentiality maintained (within the bounds of the law and University policy);
- to have University or criminal proceedings fully explained;
- to receive assistance in relocation within or to campus housing if desired;
- to receive referral information for support services;
- at the victim's request, to receive University cooperation in using University procedures to deter harassment or retribution.

If University disciplinary action is initiated, the victim can expect:

- to be notified of scheduled disciplinary proceedings;
- to be apprised of potential hearing outcomes;
- to attend the disciplinary hearing, as a witness, if requested by the accused, hearing officer, or panel or if the victim desires to do so;
- to be accompanied by an adviser or support person at the hearing;
- to provide a victim impact statement for consideration by the Hearing Officer or panel;
- to be informed of the general outcome of the hearing;
- at the victim's request, to be informed (to the extent permitted by law) of the impending return of the perpetrator to campus, if the conditions of the suspension or dismissal were met prior to the victim's departure from campus.
- the institution will, upon written request, disclose to the alleged victim of a crime of violence or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the institution

against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Brochures detailing victim's rights in crimes, published by the Larimer County District Attorney, are available at all local law enforcement agencies.



What Do Crime Statistics Tell Us About a University?

A lot and, sometimes, not enough. On one hand, crime statistics tell us what has been reported to officials. On the other hand, it may or may not be representative of what is actually occurring. Crime, and specifically violent crime, is said to occur on most campuses in the United States. Colorado State University has been committed for decades to the safety, protection, education, and awareness of its students, faculty, staff, and community. Long before it was required by law, and certainly before it was popular to do so, Colorado State made crime statistics available through this publication and other campus and community media. In doing so, the University community has become aware of safety concerns and what is happening around them. In addition, Colorado State has made a commitment to offer and provide victims of crime with the best possible care and services. *The Chronicle of Higher Education* has noted that colleges and universities that have comprehensive resources and services experience an increase in crime reporting. The resources and services at Colorado State University include the CSU Police Department, the Sexual Assault Victim Assistance Team, and CSU Health Network, among others. These programs provide support and safe environments that encourages the reporting of crimes by students. Victims receiving counseling will be informed of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. CSU Police will investigate anonymous and/or confidential reports of crimes and can provide options for pursuing criminal, civil charges, or University discipline against the assailant. Further, through close working relationships with area law enforcement, including Fort Collins Police Services, CSU is informed and responds to incidents involving students in the community, including any criminal activity by students at non-campus locations of student organizations officially recognized by the institution, including student organizations with non-campus housing facilities.

The following pages contain disciplinary and crime statistics for Colorado State University. The Conflict Resolution and Student Conduct Summary Report is a compilation of the total number of disciplinary referrals the office sees that may have resulted in arrests, as well as referrals to university disciplinary administrators in the categories of (a) weapons possession, (b) violations of drug law, and (c) violations of alcohol/liquor law. The arrests made by CSU Police for Weapons violations, Alcohol

citations, and Drug use violations are reflected in the crime statistics on page 60. The numbers published are compiled from reports made to “Campus Security Authorities” including CSU Health Network, Human Resources, the Women and Gender Advocacy Center, the Office of Support and Safety Assessment, and others. The information included in this report is being provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, the Drug Free Work Place Act, the Drug Free Schools and Communities Act of 1989, and the Higher Education Amendments of 1998. This publication is intended to provide a general description of campus security arrangements and not to serve as a contractual agreement between the University and the recipient. Security procedures are subject to change without notice. Victim’s Assistance Team, Conflict Resolution and Student Conduct Services, Athletics, CSU Police Department, Fort Collins Police Services, and the Larimer County Sheriff’s Department. Crime and violent crime is a national problem. Statistics are often misunderstood. Please take the time to consider crime information and related statistics carefully. Statistics for adjacent law enforcement jurisdictions, Fort Collins Police Services, and Larimer County Sheriff’s Department, can be found in the most recent edition of the Federal Bureau of Investigation Uniform Crime Reports at your public library, or by request to those agencies.

The information included in this report is being provided in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, the Drug-Free Work Place Act, the Drug Free Schools and Communities Act of 1989, and the Higher Education Amendments of 1998. This publication is intended to provide a general description of campus security arrangements and not to serve as a contractual agreement between the University and the recipient. Security procedures are subject to change without notice.

Police Crime Statistics

	CSU On-Campus Property			CSU Residence Halls Only			CSU Non-Campus Property			CSU Fraternities/Sororities			Public Property		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Murder, Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses															
Forcible Rape/Sodomy/With Object	10	12	17	9	9	16	0	5	0	0	1	0	0	1	0
Forcible Fondling	2	7	11	1	7	9	1	0	1	1	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Forcible Sex Offenses															
Dating Violence		5	4		4	0		1	2		0	2		0	2
Domestic Violence		5	7		4	5		1	1		0	0		0	0
Stalking		12	17		7	5		1	2		0	0		0	0
Robbery	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	2	1	2	0	0	0	0	0	0	0	0	0	0	1	0
Arson	7	13	5	6	6	5	2	0	0	0	0	0	0	0	0
Burglary	23	11	17	13	6	5	8	2	2	2	0	0	0	0	0
Motor Vehicle Theft	1	4	4	0	0	0	1	1	3	0	0	1	0	1	0
Hate Crimes	3	3	1	1	1	1	0	0	0	0	0	0	0	0	0
Arrests and Referrals															
Arrests for Liquor Law Violations	151	101	41	102	77	17	29	6	65	0	0	0	35	28	22
Alcohol Disciplinary Referrals	1266	817	963	1239	761	927	17	5	30	2	0	0	14	16	23
Arrests for Drug Abuse Violations	78	58	31	45	31	14	0	0	1	0	0	0	11	10	7
Drug Disciplinary Referrals	553	316	355	518	288	316	3	4	0	0	0	0	2	0	16
Arrests for Weapons Possession	2	0	2	1	0	0	0	0	0	0	0	0	0	0	1
Weapons Disciplinary Referrals	10	3	0	9	0	0	0	0	0	0	0	0	0	0	0

The numbers shown occurring in CSU Residence Halls are the portion broken out from the total which occurred on the CSU campus.

Dating violence, domestic violence, and stalking are new categories being reported as of 2013.

These categories report individuals arrested or referred, not number of incidents:

Liquor law violations, drug law violations, and illegal weapons possession.
Illegal weapons possession includes fireworks violations.

Fraternities and sororities are privately owned and are reported under the category of non-campus properties.

A separate unique column also breaks out the crimes unique to those locations.

CSU Non-Campus Property includes:

ARDEC	Loveland classroom
Colorado Visitor Center	University Village and Intl. House
CSU Extension offices statewide	Pingree Park
Energy Conversion Plant	Hughes Stadium
Environmental Learning Center	Foothills Campus
Veterinary Teaching Hospital	Denver Classroom

Hate Crime information

- > 2012 hate crimes were anti-Jewish intimidation in residence hall.
- > 2013 hate crimes were anti-black harassment in residence hall, anti-Protestant harassment on campus, anti-black menacing on campus, and anti-Asian simple assault on campus.
- > 2014 hate crime was anti-Hispanic harassment in residence hall.

SAFE WALK

**SEVEN DAYS A WEEK,
FROM DUSK UNTIL DAWN**

CSUPD provides a safe escort
from any point on campus
to another campus location
or anywhere within a
three block radius.

(970) 491-1155

Colorado State University Thor Guard Lightning Prediction System Procedures

At Colorado State University, the University Safety Committee and Environmental Health Services partnered with five departments – Athletics, Campus Recreation, Conference Services, Facilities Services, and Health and Exercise Science – to purchase the Thor Guard Lightning Prediction and Warning System for a majority of the Main Campus (Intramural Fields, Jack Christensen Track, and the Ropes Course), as well as Hughes Stadium.

While the system is not infallible, and good judgment should still be followed, the system will be an important tool for enhancing safety of University sanctioned activities involving students, employees, and visitors. All of the partners are confident that this system – if its warnings are responsibly heeded – will substantially reduce the chances of a lightning-related tragedy occurring at these sites.

The sensor constantly monitors atmospheric conditions within a two-mile radius of the sensor that can cause lightning and sends a signal to the horn assemblies when a danger threshold is passed. The horn assemblies then sound a “red alert” alarm – a strobe light on the assembly begins intermittently flashing, and one 15-second-long blast from the horns is sounded in all directions that can be heard approximately 700 yards away – to warn people at the sites to seek appropriate shelter for the duration of the red alert period. All

outdoor activities must cease during red alert periods to protect all users of these sites. Appropriate shelter includes surrounding buildings, automobiles/trucks, and, when one of those is not available, dense woods or low-lying areas. However, if the conditions appear unsafe and a red alert alarm has not sounded, good judgment should be your guide, and activities should still cease despite the absence of a Thor Guard warning.

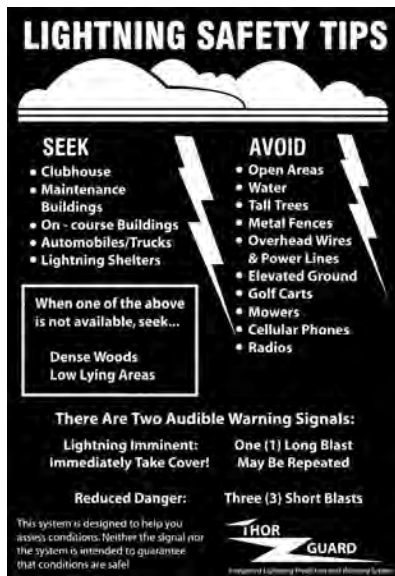
When the danger has passed (a

minimum of 10 minutes after the original alarm), it will send the all-clear signal to the horn assemblies – the strobe light will stop flashing, and three separate, five-seconds-long blasts from the horns will sound. After the all-clear signal has sounded, it is safe, according to the Thor Guard system, to resume outdoor activities. However, good judgment should still govern, and if the conditions do not appear to be safe to resume activity, it is

best to wait until the weather circumstances change regardless of an all-clear from Thor Guard.

If you have any questions or would like to learn more about the Thor Guard system please send an e-mail to **Ken.Quintana@colostate.edu** or call (970) 491-4749.

*** Please note that the Thor Guard system's horns and strobe lights will be tested the first Tuesday of every month at about 9 a.m.*



LIGHTNING SAFETY TIPS

SEEK

- Clubhouse
- Maintenance Buildings
- On - course Buildings
- Automobiles/Trucks
- Lightning Shelters

When one of the above is not available, seek...

Dense Woods
Low Lying Areas

AVOID

- Open Areas
- Water
- Tall Trees
- Metal Fences
- Overhead Wires & Power Lines
- Elevated Ground
- Golf Carts
- Mowers
- Cellular Phones
- Radios

There Are Two Audible Warning Signals:

Lightning Imminent: One (1) Long Blast
Immediately Take Cover! May Be Repeated

Reduced Danger: Three (3) Short Blasts

This system is designed to help you assess conditions. Neither the signal nor the system is intended to guarantee that conditions are safe!

THOR GUARD
Integrated Lightning Alert Area and Warning System

Important Phone Numbers (970 Area Code)

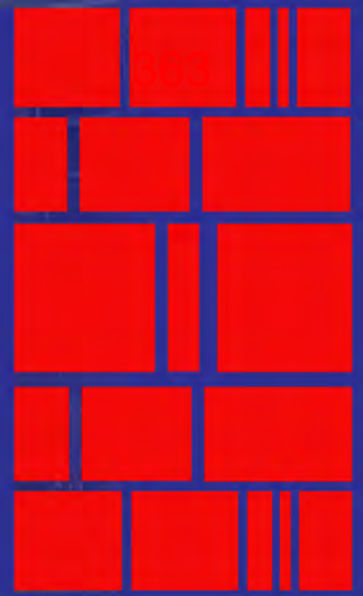
CSU Police	491-6425.....	police.colostate.edu
County Court	498-6100	
Crisis Center	482-3502	
Detention Center	498-5200	
District Attorney	498-7200	
District Court	498-6100	
Domestic Abuse Response Team/Crossroads.....	482-3502	
Fort Collins Police.....	221-6540	
Larimer County Sheriff's Office	498-5100	
Municipal Court.....	221-6800	

Colorado State University Resources (970 Area Code)

Conflict Resolution and Student Conduct Services	491-7165	conflictrresolution.colostate.edu
CSU Health Network:		health.colostate.edu
Medical Services	491-7121	
Counseling Services	491-6053	
Health Education and Prevention Services	491-1702	
Employee Assistance Program (EAP)	491-5900.....	ombudsandep.colostate.edu
Environmental Health Services	491-6745.....	ehs.colostate.edu
Equal Opportunity, Office of	491-5836.....	oeo.colostate.edu
Greek Life Advisor	491-0966.....	csugreeks.com
Housing & Dining Services	491-6511.....	housing.colostate.edu
Human Resource Services	491-5793.....	hrs.colostate.edu
Mental Health Counseling	491-1702.....	health.colostate.edu
Parking Services	491-7041.....	parking.colostate.edu
Provost Office	491-6614.....	provost.colostate.edu
Risk Management	491-1432.....	ehs.colostate.edu
Safe Walk Program	491-1155.....	police.colostate.edu
Student Legal Services	491-1482.....	sls.colostate.edu
Victim Assistance	492-4242.....	wgac.colostate.edu
Women and Gender Advocacy Center.....	491-6384.....	wgac.colostate.edu

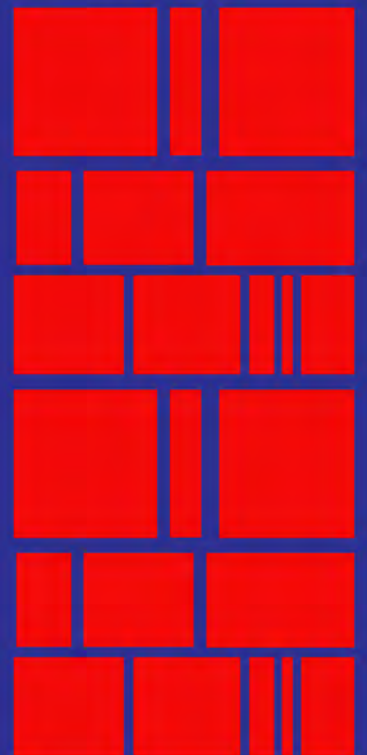


publicsafety.colostate.edu
police.colostate.edu



2015

Colorado State University-Pueblo Fire Safety & Security Report



September 18, 2015

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Message From The CSU–Pueblo President

The 2015 Fire Safety and Security Report contains important information about our campus environment as part of our University’s commitment to meet the standards and requirements established by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. All colleges and universities that participate in federal financial aid programs are required to keep and disclose crime statistics per the Clery Act, enacted in 1990. The annual report tracks the following offenses: homicides, sexual assaults, robberies, aggravated assaults, burglaries, arsons, motor-vehicle thefts, liquor-law and drug violations, and illegal weapons possessions. Due to the changing dynamics of society and university campuses, this year’s report includes a new requirement of statistics and campus programming for domestic violence, dating violence, and stalking.

During the 2013 Fall Semester, the University hired Roosevelt Wilson, a seasoned Equal Opportunity and Title IX professional, enhancing our coordinated oversight and ensuring compliance with all such reporting requirements.

CSU-Pueblo’s reputation as a safe and caring, low-crime campus was verified by a 10-year study of crime statistics at Colorado higher education institutions by the *Durango Herald* in 2012. CSU-Pueblo ranked lowest in 6 of 7 categories in the study that compared 10 colleges across Colorado using reports that are available online through the U.S. Department of Education.

For more than a decade, the Pueblo County Sheriff’s Office (PSCO) has provided law enforcement services as well as community-oriented prevention and education activities that help to reinforce safety to students, faculty, staff, and campus visitors. This annual report serves as a resource of safety information as well as policies and procedures that we hope will help secure a safe environment in which to teach, learn, and work.

Lesley Di Mare
President

EMERGENCY DIAL 911

ON-CAMPUS

CSU-Pueblo Sheriff's Office
Lower Level of Administration Building
(719) 549-2373

OFF-CAMPUS

City of Pueblo Police Department
(719) 553-2502
Dispatch for Reporting

CAMPUS EMERGENCY CALL BOXES

These boxes are strategically located on campus and are available to students, staff, or visitors who would like to seek safety assistance or report any crime in progress. Once the call is activated, it will connect directly to the Pueblo County Sheriff's Office Dispatch Center.

SEE CALL BOX MAP on Page 30

Stay Informed – Daily Crime Log

The Pueblo County Sheriff's Office at Colorado State University-Pueblo Crime Log contains information on recent crimes and incidents that have occurred on the Colorado State University-Pueblo Campus.

<http://www.csupueblo.edu/CampusSafety/sheriffsoffice/2015CrimeLogs/Pages/default.aspx>



MESSAGE FROM THE PUEBLO COUNTY SHERIFF

The Pueblo County Sheriff's Office is proud to serve as the law enforcement agency at CSU-Pueblo. Our goal is to provide the students, faculty, staff, and guests with the highest level of safety and security through interaction, education, and response.

Our deputies serve in a way that fosters trust, cooperation, and compliance while still demonstrating the utmost respect and compassion for CSU-Pueblo students and their guests.

The Pueblo County Sheriff's Office at CSU-Pueblo strives to protect life and property in an attempt to create a safe environment conducive to learning.

If you have questions or concerns about campus safety, do not hesitate to contact Lt. Bill Brown at our CSU-Pueblo Campus Sheriff's Office at 719-549-2373. For further information regarding the Pueblo County Sheriff's Office, visit: www.sheriff.co.pueblo.co.us

**Kirk Taylor
Sheriff**

SAFETY



INTRODUCTION

The information in this report is provided to educate current students, prospective students, faculty, and staff about safety and security policies, procedures, and statistics for Colorado State University–Pueblo (“University” or “CSU-Pueblo”). The University believes that a well-informed campus community is better prepared to deal with crime and emergency situations. The University encourages campus community members to become actively involved with the safety and security of students, faculty, and staff.

In 1990, the Higher Education Act of 1965 (HEA) was amended to include the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101- 542). This amendment required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. In 1998, the act was renamed the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act in memory of Jeanne Clery, a university student who was killed in her dorm room in 1986. More commonly known as the Clery Act, this law requires colleges and universities to:

- Collect, classify, and count crime reports and statistics
- Issue campus alerts
- Publish an annual security report
- Submit crime statistics to the Department of Education
- Maintain a daily crime log
- Disclose missing student notification procedures
- Provide fire safety information

PREPARING THE ANNUAL REPORT

This report is compiled by the CSU-Pueblo Safety Team that is comprised of campus law enforcement, administrators, and staff members who are responsible for and/or directly involved with safety and security of the campus:

- Associate Vice President of Facilities Management
- Pueblo County Sheriff’s Office at CSU-Pueblo
- Dean of Student Life
- CSU System Deputy General Counsel
- Executive Director of External Affairs

The Pueblo County Sheriff’s Office at CSU-Pueblo prepares this annual disclosure of crime statistics report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is prepared in cooperation with the Division of Student Life including the Office of Residence Life and Housing and the Office of Student Conduct. Campus fire, crime, arrest, and disciplinary referral statistics include those reported to the Pueblo County Sheriff’s Office at CSU-Pueblo and to University Campus Security Authorities.

LAW ENFORCEMENT QUALIFICATIONS & AUTHORITY

Law enforcement services at CSU-Pueblo are provided by the Pueblo County Sheriff's Office. The Sheriff's Office is staffed with experienced State-Certified peace officers who are current in Colorado Peace Officer Standards and Training (P.O.S.T.) procedures. All of these officers have the authority to make an arrest. Additionally, the Pueblo County Sheriff's Office provides law enforcement and emergency services to unincorporated Pueblo County. This connection to the community means that campus law enforcement is up to date with developments in the community allowing them to better serve the campus. Deputies assigned to CSU-Pueblo actively monitor off-campus crime as it relates to the campus, students, faculty, and staff.

LAW ENFORCEMENT PARTNERSHIPS

CSU-Pueblo has a contractual and collaborative agreement with the Pueblo County Sheriff's Office to provide all law enforcement services on campus. This partnership allows CSU-Pueblo to have access to all services that are available to the larger community, including emergency management, search and rescue teams, investigations unit, high-tech crimes unit, and SWAT teams. Because CSU-Pueblo is adjacent to State of Colorado Highway property and City of Pueblo residential and commercial property, the Sheriff's Office and CSU-Pueblo work closely with the Colorado State Patrol (CSP) and the Pueblo City Police Department (PPD) to address any issues, emergencies, or community service needs that may involve both CSU-Pueblo and CSP and/or PPD geographical areas of jurisdiction.



***This report is posted on the
CSU-Pueblo website
<http://www.csupueblo.edu/campussafety/Pages/Default.aspx>***

***Copies of the report are retained in the offices
of
Admissions
External Affairs
Human Resources
Facilities Management
Dean of Students
CSU System Deputy General Counsel***

Take Safety Precautions

Students, faculty, and staff should take the following precautions to prevent circumventing policies designed to protect the safety of self and others:

- ✓ Do not prop doors open or allow strangers into campus buildings that have been secured.
- ✓ Do not lend keys or leave them unattended.
- ✓ Do not give codes to anyone.
- ✓ Keep your valuables secured and out of sight.
- ✓ Notify the Sheriff's Office of any suspicious activities or individuals.

REPORTING A CRIME

In the event of any crime, fire, or emergency on campus, students and employees should immediately notify the Pueblo County Sheriff's Office (PCSO), located at CSU-Pueblo. They will respond to all reports and make appropriate referrals to the Pueblo County District Attorney's Office, appropriate University Administrators, and/or the CSU-Pueblo Office of Student Conduct. The PCSO at CSU-Pueblo is housed in Administration 118. Students also may call (719) 549-2373 for general safety and security information or to contact individual Sheriff's Office staff.

For all off-campus emergencies, calls should be directed to the local law enforcement agency. Students enrolled in any CSU-Pueblo classes held in Colorado Springs should contact the Colorado Springs Police Department or the El Paso County Sheriff's Office to report a crime. If attending classes at Ft. Carson Army Base, contact the appropriate Ft. Carson law enforcement authorities to report a crime. Students who reside in the City of Pueblo should direct their emergency calls to 911 or to the Pueblo City Police Department (719) 553-2502.

CONFIDENTIAL CRIME REPORTING

A witness of a crime who wishes to remain anonymous may call the CSU-Pueblo Tip Line at (719) 549-2376. The Tip Line is a voice message system only; and therefore, immediate action will not be taken. Witnesses of crimes also may report to Pueblo Crime Stoppers at (719) 542-7867.

REPORTING A CRIME TO A CAMPUS SECURITY AUTHORITY (CSA)

For the purpose of a timely warning, the University encourages students and employees to promptly report any fire or criminal activity directly to the Pueblo Sheriff's Office at CSU-Pueblo. However, students and employees also may report a fire or crime to a Campus Security Authority (CSA) who is responsible for forwarding non-identifying information to the CSU-Pueblo Sheriff's Office for inclusion in the annual Security Report, regardless of whether the victim chooses to file a report with law enforcement.

Who Is A Campus Security Authority?

Sheriff's Office at CSU-Pueblo
 Parking Management
 Dean of Student Life
 Vice President for Student Services and Enrollment
 Director of Diversity
 Director of Student Engagement and Leadership
 Office of Student Engagement and Leadership
 Director of Student Judicial Affairs
 Director of Resident Life and Housing
 Resident Assistants
 Senior Resident Assistants
 Directors of Athletics
 Associate Directors of Athletics
 Head Coaches
 Assistant Coaches
 Site Manager at University Tower
 Site Manager at Fort Carson
 Student Organization Advisors
 Director of Center for Academic Excellence
 Coordinator of Disability Resource Center
 Director of Student Recreation Center
 Associate Director of Student Recreation Center
 Student Recreation Center Front Desk Staff
 Director of Student Support Services
 Associate Vice President for Facilities
 Director of Auxiliary Services
 Area Coordinators for Resident Life
 Director of Career Center
 Director of Student Academic Services
 Director of Student Financial Services
 Director for International Programs
 Director of English Language Institute
 Hasan School of Business Academic Advisors
 Continuing Education Student Advisor
 Coordinator of CAMP Program
 Undeclared Academic Advisor
 Academic Improvement Program Coordinator
 Financial Aid Counselors
 Director of Athletic Training
 First-Year Advisors
 Coordinator of Alcohol and Other Drug Prevention
 Writing Room and General Education Coordinator
 Director of Honors Program
 Director of President's Leadership Program
 Director of PROPEL Center
 Assistant Director of Student Recreation
 Education Development Specialist in Student Support Services (SSS)

Exemption from Reporting

Licensed professional mental health counselors and pastoral counselors (employed by religious organizations to provide confidential counseling) who are working within the scope of their license or religious assignment at the time they receive the crime report are exempt from reporting under the Clery Act.

SECURE ACCESS TO CAMPUS FACILITIES

Preserving a safe and secure environment is the responsibility of everyone on campus. Employees have the responsibility to secure their work area, and students have the responsibility to lock their residence hall rooms and apartments as well as secure their personal property.

Most campus buildings and facilities are accessible to the public during normal business hours Monday through Friday, excluding holidays. Certain facilities may be opened by facilities personnel for designated hours on weekends and evenings. Buildings may be secured at different times based upon class schedule, special events, and computer lab hours.

SECURE ACCESS TO RESIDENTIAL FACILITIES

All residence halls are secured using a card access system. Residence halls are accessible to the campus community and visitors from 8 a.m. to 5 p.m. Monday through Friday. Residence Halls have restricted access on weekends from 5 p.m. on Friday to 8 a.m. on Monday. During those hours, any visitors must be accompanied by a hall resident, and the resident must provide proper identification and access card. Visitors must sign in at the front desk. Access to the residence halls after business hours may be made available for campus programming. Campus apartments are secured by lock and key and are not available for community access at any time.

SECURITY CONSIDERATIONS IN BUILDING MAINTENANCE

Although maintenance requests are prioritized based upon need, budget, and emerging conditions, safety and security issues that are observed may be cause for quicker response and handling. If a student, faculty, staff, or visitor notices a potentially dangerous or hazardous condition concerning maintenance, they should immediately contact the University Physical Plant at (719) 549-2211. The university conducts a semi-annual nighttime review of outdoor lighting and responds by installing or repairing lighting as needed.

The University requires all contractors who work in campus-owned residences to agree to and follow the policies and procedures set forth in the *Special Contract Conditions for Construction Projects in Occupied Student Housing Facilities at Colorado State University-Pueblo*. Contractors are required to adhere to special contract conditions for projects that involve construction within or adjacent to student housing facilities, defined as residence halls and apartments. The contractor, all workers, subcontractors, deliverymen, and anyone else coming on to the work site must be informed of the requirements to respect the students' privacy and enjoyment of their residences. The work must be done in a manner that maintains the security of the students' residences, limits contact with the residents, provides advance notice of any work that may affect the residents, and limits communications about the project to those persons designated by Colorado State University-Pueblo.

TIMELY WARNING & EMERGENCY NOTIFICATION

Timely Warning

Under the *Clery Act* (20 U.S.C. state § 1092), Colorado State University-Pueblo, through designated personnel, is responsible for issuing a “timely warning” if a crime has been reported and CSU-Pueblo determines there is a serious or continuing threat to the campus community. In addition, CSU-Pueblo is required to send an “emergency notification” if there is an immediate threat to the health or safety of students or employees occurring on campus.

The decision to issue a timely warning or an emergency notification:

- Will be decided on a case-by-case basis in compliance with the *Clery Act* and after consideration of available facts.
- May depend on the nature of the crime, the continuing danger to the campus community, and the possible risk of compromising law enforcement efforts.
- Will depend upon the particular health or safety threat. CSU-Pueblo will, without delay, take into account the safety of the community, determine the content of the notification, and will determine whether to initiate the notification system.

Emergency Notification

The emergency notification system will be immediately activated when University-authorized representatives become aware of and confirm a critical incident or other emergency situation that potentially affects the health and/or safety of the campus community.

Law enforcement and University officials will assist those preparing the emergency notification with determining what segment or segments of the campus community should receive the notification. Generally, campus community members in the immediate area of the dangerous situation (i.e. the building, adjacent buildings, or surrounding area) will receive the emergency notification first. The University may issue subsequent notifications to a wider group of community members. In addition to the emergency notification that may be issued via the University mass notification system, the University also will post applicable messages about the dangerous condition on the University web site and social media outlets to help ensure the rest of the campus is aware of the situation and the steps they should take to maintain personal and campus safety. The university will not disclose the identity of any victim related to the situation prompting the notice.

If the emergency affects a significant portion of or the entire campus, University officials will distribute the notification to the entire campus community. With the assistance of the Pueblo County Sheriff’s Office, the University will determine the content of the notification. The University has developed a wide range of template messages addressing several different emergency situations. The communications officers (or others issuing the alert) will select the template message most appropriate to the on-going situation and modify it to address the specifics of the present incident.

HOW TO SIGN UP FOR THE EMERGENCY ALERT SYSTEM

HOW DO I REGISTER FOR EMERGENCY ALERTS? Enrollment is not automatic, and participation in this program is voluntary. Students must register for the service and will be responsible for updating their personal cell phone numbers in the event their contact information changes. It may take up to 72 hours for a cell phone number to become active in the Emergency Notification System.

- Sign on to your PAWS Account
- Click the “Emergency Text” Tab
- Respond to prompts each time you register

HOW DOES THE SYSTEM WORK? In the event of an emergency, a scheduled testing of the emergency system, or an unexpected closing of the University, a text message will be sent to all enrolled cell phones.

Each text message will begin with the message “*CSU-Pueblo ALERT!*” and will follow with the nature of the alert and any additional information. The text message will be brief, and you will be instructed to check the main CSU-Pueblo website or other media outlets for more information. You will receive messages within a few minutes of their transmission as long as your cell phone is turned on. The University will test the system each semester by sending a test message.

DOES IT COST? The service is free, but you may be charged your cellular service provider's standard rates. If you have verified the registered cell phone number is correct and you do not receive the once-a-semester test message, you will need to check with your carrier to make sure your number is not blocked from receiving subscription text messaging from short codes.

FACULTY AND STAFF REGISTER THROUGH THE FACULTY & STAFF PORTAL
csupueblo.edu/CampusSafety/CSU-PuebloALERT



CRIME PREVENTION

Throughout the year, campus personnel and Sheriff's Deputies participate in programs aimed at crime prevention and the community policing philosophy to provide information that pertains to crime prevention, alcohol use, and illegal drugs. Educational programs are provided to students, faculty, and staff that include New Student Orientation and Parent Orientation Safety sessions, Alcohol and Drug Awareness, Active Shooter Awareness, Student-Athlete Safety Training, Orientation, Residence Life and Housing Safety Training, DUI Awareness, Sexual Assault Awareness, Bystander Intervention, Dating Violence Awareness, Domestic Violence Awareness, Stalking Awareness, Fire Safety Education, and other training as needed for students, faculty, and staff.

CRIME PREVENTION SERVICES

- ➔ **CAMPUS SERVICE OFFICERS (CSOs):** CSU-Pueblo student employees who provide additional foot patrol, building security, and parking enforcement. Call (719) 549-2373.
- ➔ **CAMPUS SAFE WALK:** Available to any campus member who wants to have the added security of being escorted from one location to another. Call (719) 549-2373 for assistance.
- ➔ **RESIDENCE HALL AND BUILDING PATROL:** Patrols include Sheriff's Deputies and CSOs patrolling in and around campus buildings.
- ➔ **EMERGENCY CALL BOXES:** Call boxes are found in 15 locations around campus. Call box maps and pictures are located at the end of this document.
- ➔ **LIGHTING SURVEY:** Facilities personnel regularly survey outdoor lighting and address any concerns. Call (719) 549-2211 to report lighting issues.
- ➔ **INDIVIDUAL OR DEPARTMENTAL SAFETY CONSULTATION:** Campus members are encouraged to contact a Deputy with any safety or security concerns by visiting the Pueblo County Sheriff's Office at CSU-Pueblo Administration 118 or dialing (719) 549-2373.
- ➔ **SEX OFFENDER REGISTRY:** Information about registered sex offenders enrolled, working, or volunteering at Colorado State University-Pueblo may be obtained from the Pueblo County Sheriff's Office at CSU-Pueblo in Administration 118 or (719) 549-2373. Additionally, information about registered sex offenders residing in Pueblo County is available at the Pueblo County Sheriff's Office Annex, 920 N. Main St., Pueblo, CO 81003 (719) 583-6400, or online at www.sotar.us. A list of registered sex offenders residing in the City of Pueblo can be found at the Pueblo Police Department's website, <http://police.pueblo.us/p2c/sexoffenders.aspx>. These lists include only those persons who have been required by law to register and who are in compliance with the sex offender registration laws.
- ➔ **OPERATION ID:** Allows students, faculty, or staff to register valuable items with the Pueblo County Sheriff's Office at Colorado State University-Pueblo. The Sheriff's Office will keep the record on file to be used for identification purposes should the items be stolen. Items can be registered by obtaining a form from the Campus Sheriff's Office or online at csupueblo.edu/CampusSafety/sheriffsoffice/Pages/OperationID.aspx

Additional information regarding crime prevention services can be found in the CSU-Pueblo Student Handbook, csupueblo.edu/StudentLife/Pages/CSU-Pueblo-Student-Handbook.aspx

SEXUAL MISCONDUCT

Sexual misconduct includes any behavior of a sexual nature that infringes upon the rights of any individual to pursue their educational goals in an environment free from violence, intimidation, and/or harassment. This includes but is not limited to, sexual assault, rape, and other forms of non-consensual sexual contact, sexual harassment, and sexual exploitation. CSU-Pueblo prohibits the crimes of dating violence, domestic violence, sexual assault and stalking.

SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING

WHAT IS SEXUAL ASSAULT:

Sexual Assault - Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Rape - The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling - The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory Rape - Sexual intercourse with a person who is under the statutory age of consent.

Colorado Law defines consent as: cooperation in act or attitude pursuant to an exercise of free will and with the knowledge of the nature of the act. A current or previous relationship shall not be sufficient to constitute consent. Submission under the influence of fear shall not constitute consent.

WHAT IS DATING VIOLENCE:

Dating violence means violence committed by a person:

1. who is or has been in a social relationship of a romantic or intimate nature with the impacted party; and
2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a. the length of the relationship;
 - b. the type of relationship;
 - c. the frequency of interaction between the persons involved in the relationship.

WHAT IS DOMESTIC VIOLENCE:

Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Colorado or other jurisdiction in which this policy applies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

WHAT IS STALKING:

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a. fear for his or her safety or the safety of others;
- b. repeated conduct which reasonably and subjectively causes another person to fear for his/her safety or the safety of another;
- c. repeated conduct which causes a person to alter his/her activities in response to the repeated conduct.

Such conduct may include but is not limited to any of the following:

- a. following or approaching a person with whom that person has or has had a continuing relationship, or a member of that person's family or household;
- b. contacting a person with whom that person has or has had a continuing relationship, or a member of that person's family or household whether or not conversation ensues;
- c. placing a person with whom that person has or has had a continuing relationship, or a member of that person's family or household under surveillance.

WHAT TO DO IF THIS HAS OCCURRED TO YOU:

A student or employee has the right to choose whether or not to report the incident to law enforcement. If the student or employee chooses to report the incident then they should report the incident to the appropriate law enforcement authorities that include CSU-Pueblo Campus Sheriff's Office, (719) 549-2373, or the appropriate law enforcement agency where the incident occurred as soon as possible. The CSU-Pueblo Title IX Coordinator will assist the student with reporting, if the student requests assistance.

It is important to preserve evidence if a student or employee has been a victim of any of these crimes. The preservation of evidence will help prove the crime occurred and also may help obtain a restraining order from the Courts, if necessary. He or she should follow the directions listed below if a sexual assault has occurred to preserve evidence. If the student or employee is a victim of domestic violence, dating violence, or stalking, they should preserve any text messages, pictures, voice messages, call logs, clothing, or other items that may have been involved in the crimes. All items should be given to law enforcement.

The student or employee may choose not to report the incident to law enforcement but may still report the incident to the Title IX Coordinator.

If a student or employee contacts the Pueblo Rape Crisis Center, the Center also will assist with reporting the crime. The Pueblo Rape Crisis Center, (719) 549-0549, will provide an advocate to accompany the student or employee to the hospital and also will inform them of additional resources. The Rape Crisis Center operates a 24-hour hotline for services.

WHAT THE UNIVERSITY WILL DO

The University will provide the student or employee with resources within the university and within the community in the event that they are a victim of sexual assault, dating violence, domestic violence, stalking, or any other crime, The university will provide the student or employee with written notification regarding student counseling services, employee assistance programs, health services, mental health services, and victim advocacy. The university also will provide the student or employee with written notification of where to obtain assistance with visa and immigration issues and student financial aid.

The university will provide a victim written notification about options for and available assistance in and how to request changes to their academic, living, transportation and working situations. The University also will provide information on how to obtain a protective order through the courts. University Officials may issue an administrative no-contact order, enforceable via the Student Code of Conduct. Accommodations requested and protective measures will be provided to the alleged victim regardless of whether they report the incident to law enforcement.

The student will be referred to the Student Code of Conduct for a written description of the procedure for any disciplinary actions, sanctions, appeals and the student's rights. An employee will be referred to Human Resources for written notification of their rights and resources.



Important Tips to Preserve Evidence

The hospital staff will collect evidence, check for injuries, and address the possibility of exposure to sexually-transmitted infections. If clothing has been changed since the assault, the clothing worn at the time of the assault should be brought to the hospital in a clean, sanitary container such as a clean paper grocery bag or wrapped in a clean sheet (plastic containers do not breathe and may render evidence useless). Otherwise, a change of clothing should be brought to the hospital, as the clothing being worn may be kept as evidence. The area where the assault occurred should remain undisturbed—leave all sheets, towels, etc. that may bear evidence for law enforcement to collect.

The Pueblo County Sheriff's Office can provide transportation, if needed, and an advocate from the University, the community, or another support person, can accompany victims to the hospital and remain throughout any exam. Take steps to ensure the student or employee is safe and then seek medical assistance, if necessary. Parkview Medical Center in Pueblo provides Sexual Assault Nurse Examiners (SANE) who can conduct the appropriate and necessary examination to preserve evidence and provide medical assistance.

CONFIDENTIALITY

The University will do everything it can do protect the confidentiality of the student who is an alleged victim of a crime. The University will collect crime statistics without providing the personally identifiable information of the alleged victim or the accused. Any publicly available information will not contain personally identifiable information of the alleged victim or the accused. Accommodations for an alleged victim will remain as confidential as possible and to the greatest extent possible while still making the accommodation. Accommodations for living arrangements, class modifications, employment duties, and other situations will be discussed only with necessary personnel at the university and with the goal of maintaining as confidential a situation as possible given the circumstances.

UNIVERSITY TITLE IX COORDINATOR

The University has designated Roosevelt Wilson, Title IX Coordinator, as the Sexual Assault Response Coordinator, who responds to students or employees who have been sexually assaulted, sexually harassed, or have experienced any other sexual misconduct.

Students are advised that there are some instances in which the University has a responsibility to act even if the student requests that no action be taken, particularly if other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.

The Sexual Assault Response Coordinator will work with the student and will:

1. Take steps to ensure a safe environment for the student;
2. Provide support, information, and guidance;
3. Provide information regarding community and campus resources;
4. Coordinate services available to the victim;
5. Serve as an ongoing point of contact for the student;
6. Work with the student to make any necessary housing arrangement changes, adjustments to class schedules, contact with professors, and any other issues that may arise for the student;
7. Assist the student with notifying the authorities.

Important Numbers to Report and/or Receive Services Related to Sexual Assault

Emergency

911

On-Campus Services

Pueblo County Sheriff's Office	(719) 549-2373
CSU-Pueblo Title IX Coordinator	(719) 549-2210
University Student Counseling Center	(719) 549-2830
University Student Health Center	(719) 549-2830

Off-Campus Services

Pueblo Police Department	(719) 553-2502
Pueblo Rape Crisis Center	(719) 549-0549
Parkview Medical Center	(719) 584-4400
National Sexual Assault Hotline	(800) 656-4673
YWCA – Pueblo	(719) 542-6904

DISCIPLINARY ACTION PROCEDURES

A student alleged to have engaged in sexual misconduct can be disciplined under the Code of Student Conduct and/or prosecuted under Colorado statutes. The Code of Student Conduct provides procedures for campus discipline. Students accused of sexual misconduct are entitled to the hearing process set forth in the Code of Student Conduct in order to determine whether they violated University policies, and if so, what sanctions should be imposed. However, the University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct, domestic violence, dating violence, and/or stalking in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and/or reporting to appropriate law enforcement.

Both the alleged victim and accused are entitled to the same opportunities to have others present during a disciplinary hearing, and both are informed of the outcome of any disciplinary actions and sanctions, particularly those incidents that involve sexual misconduct. If the alleged victim is deceased, the next of kin of such victim shall be treated as the alleged victim for purposes of this disclosure. These procedures also apply to students who are victims of crimes of violence.

Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the University may impose differing sanctions including – but not limited to - warning, probation, and/or removal from housing, or expulsion, depending upon the nature of the offense. The Code of Student Conduct may be accessed at:

<http://www.csupueblo.edu/StudentLife/StudentConduct/Pages/default.aspx>

SEXUAL MISCONDUCT POLICY

All members of the University community, and their guests, have the right to be free from unwanted sexual contact, coercion, abuse, violence, threats of violence, and harassment. Students are expected to conduct themselves in a manner that does not infringe upon the rights of others.

When an allegation of sexual misconduct is brought forward, the University has a duty to investigate the matter and take appropriate action. Anyone found to have committed sexual misconduct will face immediate and appropriate disciplinary action, up to and including expulsion from the University. This CSU-Pueblo Sexual Misconduct Policy affirms these principles and provides recourse for those individuals who have been victims of sexual misconduct. The Sexual Misconduct Policy is available at http://www.csupueblo.edu/HR/SexualHarassment/Documents/CSU-P_Sexual_Misconduct_Policy.pdf Questions about the Sexual Misconduct Policy may be directed to the Title IX Coordinator at (719) 549-2210.

SEXUAL HARASSMENT

Any member of the University community who believes he or she has been subjected to sexual harassment should contact the Director of EEO/AA and Title IX Coordinator, (719) 549-2210, to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the full extent permitted by law. The University is obligated to investigate allegations of sexual harassment. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken, particularly if other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.

EDUCATIONAL PROGRAMS FOR SEXUAL ASSAULT AWARENESS

Freshman Students are required to attend orientation, which includes a required sexual assault awareness program that is presented to all students. In collaboration with the Health Education and Prevention Coordinator, the Title IX Coordinator for CSU-Pueblo ensures all incoming freshman students receive coverage regarding the following:

- An overview of Title IX and Campus SaVE Act and why they exist in “student friendly” language
- What is meant by sex discrimination, sexual harassment, sexual violence, and hostile environment
- Understanding issues around stalking and intimate partner violence
- Definitions of “consent” and “welcomeness”
- How alcohol and drugs are used by perpetrators
- How sexual violence impacts victims
- How to apply bystander intervention best practices
- How to report incidents, and how Title IX protects against retaliation
- Possible sanctions and remedies

Each student receives a brochure during training that summarizes University policy, tips regarding sexual violence, information for on- and off-campus resources and services (both confidential and non-confidential).

In-coming International Students: The Title IX Coordinator provides the following training for all incoming international students:

- An overview of Title IX and Campus SaVE Act and why they exist in language that the students understand
- What is meant by sex discrimination, sexual harassment, sexual violence, and hostile environments as it relates to these terms
- Diversity/cultural issues in Title IX and women issues (status)
- How sexual violence impacts victims
- Definitions of “consent” and “welcomeness”
- How alcohol and drugs are used by perpetrators to facilitate sexual violence
- How to report incidents, and how Title IX protects against retaliation
- Possible sanctions and remedies

Each student receives a brochure during training that summarizes University policy, tips regarding sexual violence, information for on- and off-campus resources and services (both confidential and non-confidential).

All Student-Athletes and CSU-Pueblo Marching Band members are required to attend separate training sessions that address sexual assault, date rape, dating safety, and the process for reporting any type of sexual assault without the fear of retaliation. All coaching staff must attend a separate sexual assault awareness program. In collaboration with the Health Education and Prevention Coordinator, The Title IX Coordinator ensures that all student athletes receive the above mentioned training, to include: How to apply bystander intervention best practices; How alcohol and drugs are used by perpetrators to facilitate sexual violence; Definitions of “consent” and “welcomeness”; An overview of Title IX and Campus SaVE Act and why they exist in language that is “student friendly”; What is meant by sex discrimination, sexual harassment, sexual violence, and hostile environment; How sexual violence impacts victims; Issues around stalking and intimate partner violence; Possible sanctions and remedies.

The Title IX Coordinator conducted all of the above mentioned training for Marching Band Members, to include: How to apply bystander intervention best practices; How alcohol and drugs are used by perpetrators to facilitate sexual violence; Definitions of “consent” and “welcomeness”; An overview of Title IX and Campus SaVE Act and why they exist in language that is “student friendly”; What is meant by sex discrimination, sexual harassment, sexual violence, and hostile environment; How sexual violence impacts victims; Issues around stalking and intimate partner violence; possible sanctions and remedies.

Orientation Leaders, Resident Assistants, and Residence Hall Desk Assistants are provided with information on how to report a sexual assault, are introduced to the CSU-Pueblo Title IX Coordinator, and are provided with contact information.

Faculty & Staff are provided sexual assault awareness training and educational programs that focus on how to respond to reports of sexual assault.

Sexual Assault Awareness information cards are made available to all students. The cards provide students with contact information to report an assault and identify services and resources.

Posters are placed on campus with specific contact information for on-campus and off-campus services, law enforcement agencies, and contacts for medical and counseling services.

Educational programs on preventing and responding to sexual assault are presented in the residence halls, and educational programs and information tables are available throughout the year in various campus locations.

Bystander Intervention Training is provided throughout the year in varied formats. Topics include general information and definitions, scenarios, questions, action steps, and available resources. Students are provided with examples of when and how to intervene in various situations.

Sexual harassment training programs are provided to faculty, staff, and students on a regular basis. More specific training is provided for resident assistants, coaches, and orientation leaders.

Pre-matriculation Survey is given to all incoming students and transfer students.

Pueblo Rape Crisis Center is invited to campus several times per year to share information about their services

Other Educational/Training Programming Around Sexual Violence Awareness and Prevention this reporting cycle (from Oct. 2014 onwards):

- Don McPherson spoke on the subject of Sexual Violence Awareness and Prevention as it relates to Higher Education Campuses for all of our athletes (600+), coaches, to include a specific lunchtime presentation for faculty and staff participation. Don McPherson is a prior Syracuse University All-American quarterback and National Football League veteran, who became a nationally renowned educator/activist regarding sexual violence and equality/equity issues.

Sexual Assault Awareness Month (SAAM) Programming:

- Partnership between the Title Coordinator and other on/off-campus agencies such as: The Sheriff's Dept., Pueblo Rape Crisis Services; Sexual Assault Nurse Examiner (SANE) Coordinator (Park View Medical Center); CSU-Pueblo Health Education and Prevention Coordinator; and Student Counseling Center Representative. Information tables were available to bring about awareness to students, staff, faculty, and other community affiliates. Additionally, the Title IX Coordinator in collaboration with the Diversity Resource Center, conducted an evening seminar on the subject of sexual violence and shared information regarding resources and reporting options.
- **Take Back The Night (TBTN):** This sexual violence "Speak Out" event was the first of its kind here at CSU-Pueblo and provided a safe space for those who have experience sexual violence or knows someone who has and their advocates. This forum provided a safe space for all to collaborate and bring about awareness and prevention measures around the subjects of sexual and intimate partner violence.
 - Participants included: Title IX Coordinator; Diversity Resource Center; various registered student groups; Pueblo Rape Crisis Services; Park View Sexual Assault Nurse Examiner Coordinator team; Health Education and Prevention Coordinator; Associated Student Government
 - Guest Speaker: Stephanie Tanny. Ms. Tanny is a certified DreamBuilder coach, fierce activist, and visual and spoken artist. Ms. Tanny has been spotlighted as a leader by The White House Project, and she was chosen in 2011 as one of 15 top Women Leaders by National Asian Pacific-American Women's Forum.
 - The Title IX Coordinator delivered "The Call to Action" during this event, and several participants shared "their stories" in a safe space that evening (April 15).

ALCOHOL AND OTHER DRUG POLICY

PURPOSE

Colorado State University-Pueblo recognizes the dangers and effects that alcohol and other drugs have on the success of students and believes that the health and safety of our students are fundamental to developing and sustaining an environment that furthers academic and student development.

This Policy applies to all students, student organizations, Greek organizations, athletic and club sports teams, and to their visitors at CSU-Pueblo. In addition, students, student organizations, Greek organizations, and athletic and club sports teams at CSU-Pueblo are held to the standards of this Policy whether on or off campus.

POLICY

CSU-Pueblo students, student organizations, Greek organizations, athletic and club sports teams, and their visitors must comply with all local, state, and federal laws concerning alcohol and other drugs. CSU-Pueblo will not tolerate the excessive, inappropriate, or illegal use or abuse of alcohol or other drugs.

A. Alcohol

1. Underage Possession or Consumption

If you are under age 21, you cannot purchase, possess, or consume alcohol.

2. Providing Alcohol to Minors

No student, regardless of age, shall provide alcohol to anyone under age 21.

3. Public Intoxication

Being intoxicated by alcohol in a public space and being a danger to yourself or others is prohibited.

4. Severe Intoxication

Being intoxicated by alcohol to a level that requires, or appears to require, medical attention or supervision by others, is prohibited.

5. Drinking Games and Paraphernalia

The possession or use of drinking devices that dispense alcohol, such as funnels, luges, keg taps, etc. are prohibited. The promotion, possession, or playing of alcohol drinking games, such as beer pong, are prohibited.

6. Alcohol in the Residence Halls

Possession or consumption of alcoholic beverages or the possession of alcohol containers (including empty alcohol containers) are prohibited in the Belmont, Crestone, Culebra, and Greenhorn residence halls, regardless of age.

7. Alcohol in Other University Housing

Students and guests age 21 and older are permitted to possess and consume alcohol inside their private apartments in University Village at Walking Stick Apartments provided that the legal consumption of alcohol does not violate any University policy. Any group or organization that meets in University Village at Walking Stick Apartments also must comply with regulations as provided by the Office of Student Engagement and Leadership.

8. Irresponsible Serving of Alcohol

When providing alcohol to those of the legal age to drink, students must practice responsible serving procedures. Irresponsible serving procedures include, but are not limited to: providing

alcohol to intoxicated individuals, providing alcohol to minors, allowing such individuals to drive, or creating environments of binge drinking.

9. Driving While Ability Impaired or Driving Under the Influence

Students are required to follow the laws of the State of Colorado regarding alcohol and/or drugs and driving. Students receiving citations for DWAI or DUI also may be sanctioned by the University.

B. Other Drugs

1. Possession, Use, or Sale of Marijuana

Pursuant to Federal law, possession, use, or sale of marijuana are prohibited on campus. Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off-campus.

2. Medical Marijuana

Students and guests who have been issued a Medical Marijuana Identification Card by the State of Colorado, or have a license from another state, may not possess, use, or sell marijuana on University property, including in University housing areas. Medical Marijuana possession, use, or sale also are prohibited at University-sponsored events, even if held off-campus.

3. Illicit Substances

Possession, use, or sale of illicit substances are prohibited. Illicit substances include scheduled amphetamines, anabolic steroids, cocaine, hallucinogens, heroin, inhalants, marijuana, methamphetamines, tranquilizers, etc. Unscheduled substances also are prohibited (e.g. street drugs).

4. Prescription Medication

Students or guests who have been prescribed medications (including scheduled drugs) may only use those medications as prescribed. Any other use or unauthorized sale is prohibited.

C. Medical Amnesty & Emergencies

1. Medical Amnesty

CSU-Pueblo encourages all students to call for help when any sign of alcohol poisoning or drug overdose is observed. Students who call for help to assist a friend or themselves may be eligible for medical amnesty. Students who are provided medical amnesty may not be subject to disciplinary sanctions; however, educational sanctions may be applied. Receipt of medical amnesty is at the discretion of the Director of Student Judicial Affairs.

2. Failure to Respond to an Alcohol or Drug-Related Emergency

Students who fail to call for medical assistance in an alcohol or drug-related emergency may be subject to disciplinary action and may receive enhanced sanctions.

PROCEDURE

Violations of this Alcohol and Other Drug Policy shall be adjudicated in accordance with the Code of Student Conduct & Adjudication. The University may adjudicate violations of standards that occurred off-campus and have, or may have threatened, to cause an impact on the University's activities, or on the health, safety, or security of the University, its members, or the community. The decision whether to adjudicate a specific off-campus incident shall be made at the discretion of the Director of Student Judicial Affairs.

DEFINITIONS

Alcohol, Alcoholic Beverages, and Alcohol Containers

- Alcohol is any substance with ethyl alcohol or ethanol designed for the purpose of human consumption.
- An alcoholic beverage is defined as any liquid containing at least 3.2% ethanol (or pure alcohol). A standard size drink of alcohol is one 12 oz. beer, one 5 oz. glass of wine, one

1.5 oz. shot of an 80-proof liquor, one 12 oz. wine cooler, or any beverage with an equivalent ethanol (or pure alcohol) content of approximately 0.5-0.6 oz.

- An alcohol container is any container (glass, aluminum can, etc.) in which alcohol is or was contained. This includes retail containers, thermoses, kegs, etc.

Medical Amnesty

- An exception or pardon from disciplinary sanctions when a student calls for medical help for themselves or others.

THE ALCOHOL AND OTHER DRUG POLICY IS AVAILABLE AT:

csupueblo.edu/StudentLife/StudentJudicialAffairs/AlcoholAndOtherDrugPolicy/Pages/AlcoholAndOtherDrugPolicy.aspx

All employees must follow the Drug Free Workplace Policy. Violation of this policy will result in disciplinary sanctions, which may include termination.

ALCOHOL AND OTHER DRUG PREVENTION PROGRAMS

Colorado State University – Pueblo is dedicated to providing a safe and healthy environment for students to complete their educational goals without the burden of problematic or illegal use of alcohol or other drugs. The Alcohol and Other Drug Prevention Program works with individual students, small groups, and the campus and surrounding community to provide individually tailored, evidence-based prevention education and behavioral interventions. The Alcohol and Other Drug Policy is enforced by the Pueblo County Sheriff's Office and the Division of Student Life.

The program also provides individual assessment and wellness services that help the student address alcohol and other drug use and/or abuse. Individuals can receive a free assessment, access to free education/behavioral intervention, and referral to additional options on campus and off campus.

Some students may be mandated to complete an assessment and educational intervention track with the AOD Prevention Coordinator as a result of violating the Alcohol and Other Drug Policy. More information about the University's drug and alcohol education programs (pre-matriculation survey, parent orientation, "Even Zombies Know," etc.) can be found in the 2012 Drug Free Schools and Communities Act Biennial Review notification at csupueblo.edu/CounselingCenter/AlcoholandOtherDrugs/Pages/DFSCA.aspx

Call (719) 549-2121 to schedule an appointment with the Health, Education, and Prevention Coordinator

PURSUANT TO FEDERAL LAW, THE POSSESSION, USE, OR SALE OF MARIJUANA ARE PROHIBITED ON CAMPUS. ALTHOUGH COLORADO LAW ALLOWS THE USE OF MARIJUANA, NO STUDENT MAY USE OR POSSESS MARIJUANA ON CAMPUS PROPERTY. POSSESSING A MEDICAL MARIJUANA CARD/LICENSE DOES NOT CREATE AN EXCEPTION.

MISSING STUDENT POLICY

The following policy has been established to address missing student notification for CSU-Pueblo students living in CSU-Pueblo owned or leased housing and to identify procedures that CSU-Pueblo will follow if any of those students is determined to be missing for 24 hours.

All concerns of a possible missing student should be immediately reported to ANY of the following:

- The Pueblo County Sheriff's Office at CSU-Pueblo at (719) 549-2373
- The Dean of Students and Residence Life at (719) 549-2687
- The Residence Life Area Coordinator on-call at (719) 289-8914

Upon receiving a report of a missing student, the aforementioned individual must immediately notify the Pueblo County Sheriff's Office at CSU-Pueblo by calling (719) 549-2373.

Every student who resides in on-campus housing shall have the option to identify an individual to be contacted by the University in the event that the student is determined missing. This contact information will be kept confidential and accessible only to authorized campus officials. The University may only disclose this confidential contact information to law enforcement officials for the purpose of a missing student investigation. If a missing student is under the age of 18 and is not emancipated, the University also must notify the student's parent or guardian.

Upon receiving information that a student cannot be located and may be missing, the Pueblo County Sheriff's Office at CSU-Pueblo will begin an investigation to determine whether the student is missing and may contact the student's confidential contact person as part of the investigation.

Once it has been determined that a student living in University owned or leased housing has been missing for 24 hours, the University will notify the student's confidential contact person within 24 hours; however, the University may act sooner. If the missing student is under the age of 18 and is not an emancipated individual, the University also will notify the custodial parent or legal guardian.

This policy was revised June 2012.



Fire Safety



FIRE SAFETY

REPORTING A FIRE

If a student sees a fire in progress, the student should immediately call 911. If a student is aware of a fire that occurred anywhere on campus, the student should report the incident to the Pueblo County Sheriff's Office at CSU-Pueblo, (719) 549-2373.

EVACUATION PROCEDURES

When an alarm sounds, students should immediately begin to evacuate the building and take the following measures:

1. Leave the room immediately.
2. Close the room door.
3. Walk quietly and quickly to the nearest exit. Do not use the elevators.
4. Remain outside until the signal is given to return to their room.

Students are required to obey all fire regulations. A student who fails to evacuate a residence hall when an alarm sounds will be subject to disciplinary action. Residence Hall staff, CSU-Pueblo Sheriff's staff, and the Pueblo Fire Department reserve the right to enter student rooms to locate the source of any potential fire or smoke hazard and to ensure that everyone has evacuated the building.

FIRE PROTECTION SERVICES

Fire protection for the Colorado State University-Pueblo campus is provided by the Pueblo City Fire Department. All Pueblo City Firefighters carry a minimum of an EMT-Basic and Firefighter 1 designations. Additionally, at least one member of each engine company is certified as an EMT-Paramedic. More information on the Pueblo Fire Department may be accessed at:

<http://www.pueblo.us/index.aspx?NID=235>

FIRE SUPPRESSION AND DETECTION SYSTEMS

A fire alarm system is available in each on-campus residence hall that includes Belmont, Crestone, Culebra, and Greenhorn halls. Each building and its corresponding fire alarm system contains a Siemens' main control panel and initiating and notification devices. Examples of initiating devices are: smoke detectors, heat detectors, pull stations, and fire sprinkler control valves. Examples of notification devices are: horns, strobes, and speakers. In addition to monitoring the status of these devices, it also monitors the status of field wiring, annunciators, back-up batteries, and internal operations. When a condition occurs from any one of these devices or a problem is detected within the control panel itself, the main control panel transmits a signal—alarm, trouble, or supervisory—to a Digital Alarm Communicator Transmitter located at the Heating Plant.

In addition, all of CSU-Pueblo's fire alarm systems serve the purpose of voice evacuation. Each individual building is equipped with a control panel that can be used to initiate building-wide voice commands. Global (campus wide) voice commands can be initiated from one of two designated buildings—the campus Sheriff's Office and the Physical Plant building. The control panel located in the Sheriff's Office serves as the master page panel, and the control panel located in the Physical Plant Building serves as a slave panel to the master page panel. Both have the ability to initiate campus wide voice commands in the event of an emergency.

Smoke alarms are located in individual living quarters in Belmont, Crestone, Culebra, and Greenhorn halls. Belmont Hall utilizes battery-powered smoke alarms while Crestone, Culebra, and Greenhorn halls utilize 120VAC hardwired units with battery back-up. As noted above, these are used only for local evacuation purposes within the room and are not connected to the building fire alarm system.

EVACUATION PROCEDURES

csupueblo.edu/EHS/FireSafety/Pages/default.aspx

FIRE EXTINGUISHER PROCEDURES

csupueblo.edu/EHS/FireSafety/UsingFireExtinguishers/Pages/default.aspx

FIRE EMERGENCY

Call 911

Fire Suppression and Detection Systems

Building	Fire Alarm	Room Detection	Room Detection Reporting	Central Station Reporting	Automatic Sprinkler System	Stand Pipes
Belmont Hall	Yes	Yes	No	Yes	Partial	Yes
Culebra Hall	Yes	Yes	No	Yes	Yes	Yes
Crestone Hall	Yes	Yes	No	Yes	Yes	Yes
Greenhorn Hall	Yes	Yes	No	Yes	Yes	Yes
Walking Stick Apartments	Yes	Yes	No	Yes	No	No

Fire Drills Conducted

Belmont Hall	2
Culebra Hall	2
Crestone Hall	2
Greenhorn Hall	2
Walking Stick Apartments	0

Tampering with Fire and Safety Equipment

Tampering with fire and safety equipment in the residence halls or in any campus building is prohibited. Tampering includes pulling false fire alarms, discharging fire extinguishers, removing exit signs, and interfering with smoke detectors. Violators will be assessed for all damages that occur as a result of tampering with fire and/or safety equipment. In addition, all violators are subject to judicial action and possible criminal prosecution.

ELECTRICAL APPLIANCES, SMOKING, AND OPEN FLAME POLICIES

To help ensure a safe living environment, only the following appliances are permitted in the residence halls: microwave ovens (less than 700 watts), refrigerators (no more than 4 cubic feet), coffee pots, air popcorn poppers, pop-up toasters, hair dryers, electric shavers, radios, TVs, stereos, and irons. Microwave ovens are the only cooking appliances permitted for use in student rooms. No homemade electrical appliance will be permitted. Students who plan to operate appliances in their room must provide an UL-approved power strip with a self-contained circuit breaker. Octopus plugs are not permitted. Additionally, residents must be present when using any cooking appliance or iron in student rooms or in hall kitchens.

Items NOT allowed include but are not limited to: electric heaters, oil popcorn poppers, hotplates, toaster ovens, "George Foreman" or similar type grills, open coiled or open flame appliances, deep fryers, convection ovens, and any appliances with an open heating element and torchiere lamps and neon lights. Only those halogen lights with guards will be permitted.

Candles used with a candle warmer are allowed in the residence hall. Any candles with wicks that have been burned will be confiscated. Incense and any item with an open flame or exposed heat source are potential fire hazards and are prohibited.

The use of tobacco products and smoking are prohibited in the residence halls. The use of tobacco products is prohibited within 25 feet of any such building intake duct, window, or entrance or entryway, including ramps, walkways, pathways, and any such similar means of entry, unless a University designated tobacco use shelter is provided. Tobacco products must be used in the designated areas. Persons who wish to use tobacco products outside of the residence hall shall do so in a manner that minimizes an accumulation of smoke and tobacco waste. Individuals who use tobacco products are responsible for the proper disposal of such in designated receptacles.

Gasoline, kerosene, ether, oil, and any other flammable liquids are prohibited in residence halls.

FIRE SAFETY EDUCATION

Additionally, the following steps are taken in regards to fire safety education:

- ✓ Residence hall students are informed of evacuation procedures at the beginning of the academic year at floor meetings.
- ✓ Fire drills involving evacuation are held every semester in the residence halls.
- ✓ Residence hall advisors and staff members are trained on evacuation procedures and fire extinguisher use.



FIRE STATISTICS

Fire Statistics												
Building	Fires			Fire-related Fatalities			Fire-related Injuries			Value of Property Damages		
Year	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Belmont Hall	0	0	0	0	0	0	0	0	0	0	0	0
Culebra Hall	0	1*	0	0	0	0	0	0	0	0	\$81k	0
Crestone Hall	0	0	0	0	0	0	0	0	0	0	0	0
Greenhorn Hall	0	0	0	0	0	0	0	0	0	0	0	0
Walking Stick Apartment	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: Walking Stick Apartments were acquired by the University in June of 2012.

*The 2013 fire in Culebra Hall was intentional and is classified as arson.



Campus Crime Statistics

COLORADO STATE UNIVERSITY – PUEBLO CRIME STATISTICS

CATEGORIES OF CRIME STATISTICS AS REQUIRED BY CLERY ACT

1. **TYPES OF OFFENSE:**
 - a. Murder and non-negligent homicide
 - b. Negligent manslaughter
 - c. Forcible Sex Offenses
 - d. Non-forcible Sex Offenses
 - e. Robbery
 - f. Aggravated Assault
 - g. Burglary
 - h. Motor Vehicle Theft
 - i. Arson
 - j. Dating Violence
 - k. Domestic Violence
 - l. Stalking
 - m. Hate Crimes (Disclose whether any of the above-mentioned offenses, or any other crimes involving bodily injury were hate crimes.)

2. **HATE CRIMES – REPORTED BY CATEGORY OF PREJUDICE**
 - a. Theft
 - b. Simple Assault
 - c. Intimidation
 - d. Criminal Mischief/Property damage
 - e. Any other crime involving bodily injury

Hate crime categories of prejudice include race, gender, religion, national origin, sexual orientation, gender identity, ethnicity or disability

3. **ARRESTS OR REFERRALS FOR DISCIPLINARY ACTION -** For illegal weapons possession and violation of drug and liquor laws.

4. **UNFOUNDED CRIMES –** a reported crime withheld from the statistics due to an full investigation and examination of evidence by law enforcement, which determines that the crime is false or baseless.

DEFINITIONS OF STATISTICS

ON-CAMPUS CRIME STATISTICS:

On-campus crime statistics reflect crimes committed anywhere on the CSU-Pueblo campus. This includes the residence halls and Walking Stick Apartments.

RESIDENCE HALL CRIME STATISTICS:

The residence hall data is a subset of the on-campus data. This data represents only reportable criminal activity that occurred in on-campus housing.

NON-CAMPUS BUILDING CRIME

STATISTICS: This data represents crime in non-campus buildings that are being used by the University.

PUBLIC PROPERTY CRIME

STATISTICS: This data represents reported crimes that occurred on public property. Public property as defined by the *Clery Act* is all public property that is within the same reasonably contiguous geographic area of the institution to include public streets and sidewalks.

CSU-Pueblo Clery Crime Statistics	On Campus			Campus Housing			Non Campus			Public Property		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Criminal Offenses												
Murder and Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	4	3		4	3		0	0		0	0	
Rape			6			6			0			0
Fondling			1			0			0			0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	11	9	9	8	4	6	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	1	0	0	1	0	0	0	0	0	0	0
Arrest or Summons												
Illegal weapons	0	1	0	0	0	0	0	0	0	0	0	0
Violations of Drug Laws	6	13	5	6	11	4	0	0	0	0	2	1
Violation of Liquor Laws	67	60	14	66	47	12	0	1	0	6	13	0
Referrals for Disciplinary Actions Only												
Illegal Weapons	0	0	0	0	0	0	0	0	0	0	0	0
Drug Violations	41	35	52	41	34	52	0	0	0	0	0	0
Liquor Violations	54	60	71	52	60	71	0	0	0	0	0	0
Hate Crimes												
Murder / Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Non-forcible Sex Offense	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Larceny / Theft	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0	0	0	0
Destruction / Damage / Vandalism of Property	0	0	0	0	0	0	0	0	0	0	0	0
Violence Against Women on Campus												
Domestic Violence		3	1		3	1		0	0		0	0
Dating Violence		0	2		0	0		0	0		0	0
Stalking		1	0		0	0		0	0		0	0
Unfounded												
Unfounded Crimes			1*			1*			0			0

Forcible Sex Offenses include:

(A) Rape – The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim

(B) Fondling --The touching of private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity

Non-Forcible Sex Offenses include:

(A) Incest – Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

(B) Statutory Rape –Sexual intercourse with a person who is under the statutory age of consent

Colorado Law Defines Consent as: Cooperation in act or attitude pursuant to an exercise of free will and with knowledge of the nature of the act

Hate Crimes include any of the listed criminal offenses which are motivated by the following biases:

Race, gender, religion, national origin, sexual orientation, gender identity, ethnicity or disability

The following three types of incidents must be reported if they result in an arrest or summons:

1. Liquor Law Violations; 2. Drug Law Violations; and 3. Illegal Weapons Possession

Non-Campus Property: CSU-Pueblo Extended Studies sites (Fort Carson, Citadel, and Tower Campuses)

Public Property: The portions of Walking Stick Blvd. and Desert Flower Blvd. which run through and/or adjacent to campus

Domestic Violence, Dating Violence, Stalking: New reporting categories beginning Jan. 2013

Categorizing Forcible Sex Offenses as Rape or Fondling: New reporting requirement beginning Jan. 2014

Unfounded Crimes: New reporting category beginning Jan. 2014

*Unfounded crime in 2014 was originally reported as a forcible sex offense – rape. The conclusion of the investigation resulted in false reporting charges being filed by the District Attorney.

Section 16

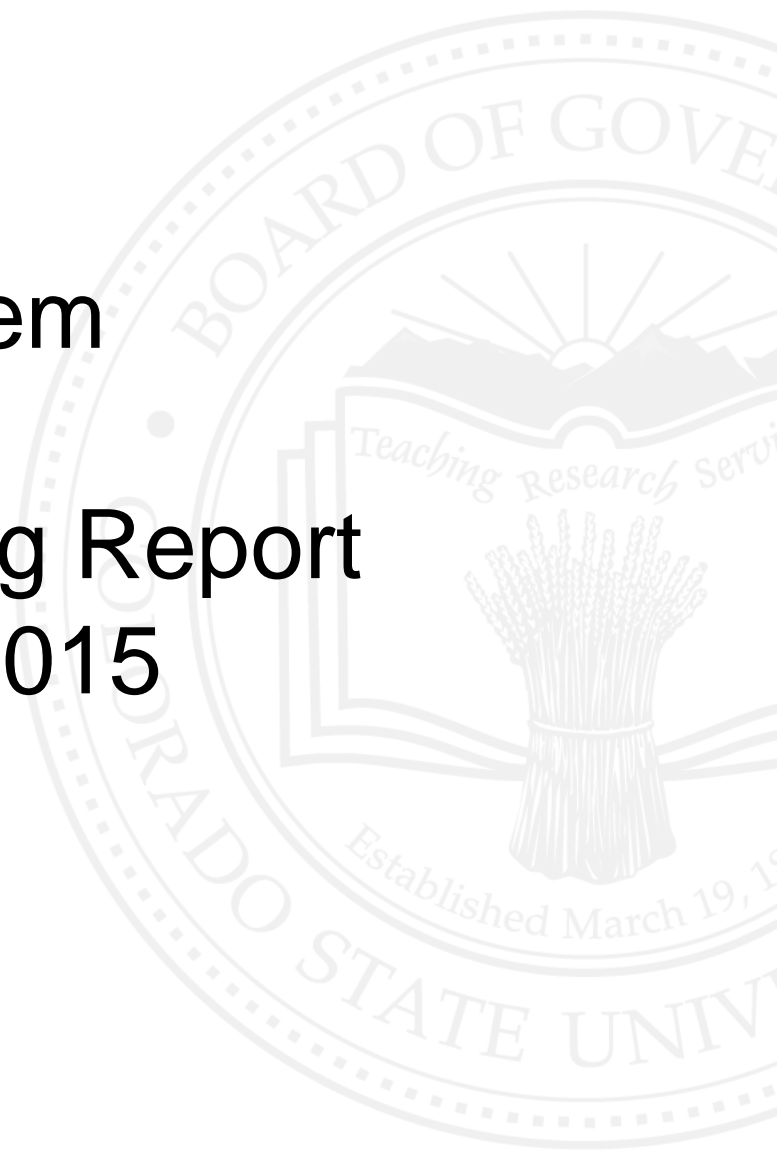
Strategic Mapping Update

CSU System

Strategic Mapping Report

October 2, 2015

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



Road Map Ahead

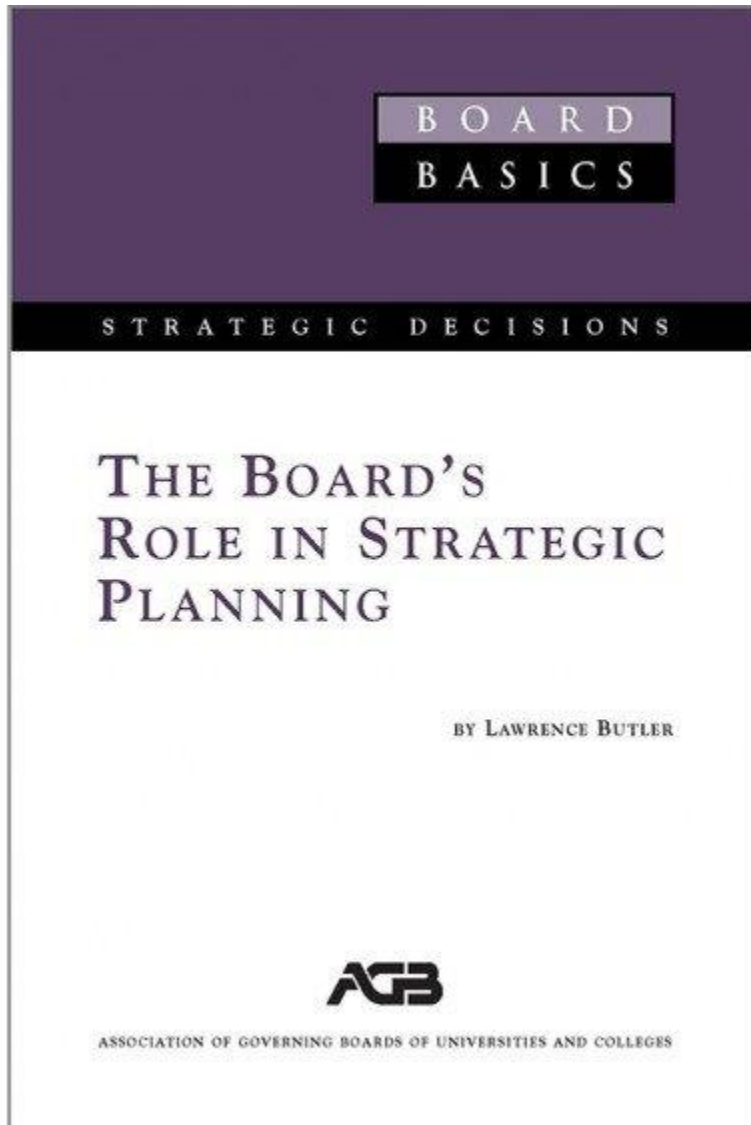


June Retreat

Review and Update the System strategic plan
 Discuss and plan for the 10 year outlook and beyond

October

- Funding/Cost Shifting
- CSU's strategic plan
- Update on System strategic plan



“For the board to empower strategic planning and for strategic planning to truly empower institutional success, it must inform and be informed by strategic thinking. And strategic thinking must permeate the life of the institution every day and everywhere – including the boardroom.”

ASSOCIATION
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UNIVERSITIES
AND COLLEGES

AGB
Board
Essentials
Series

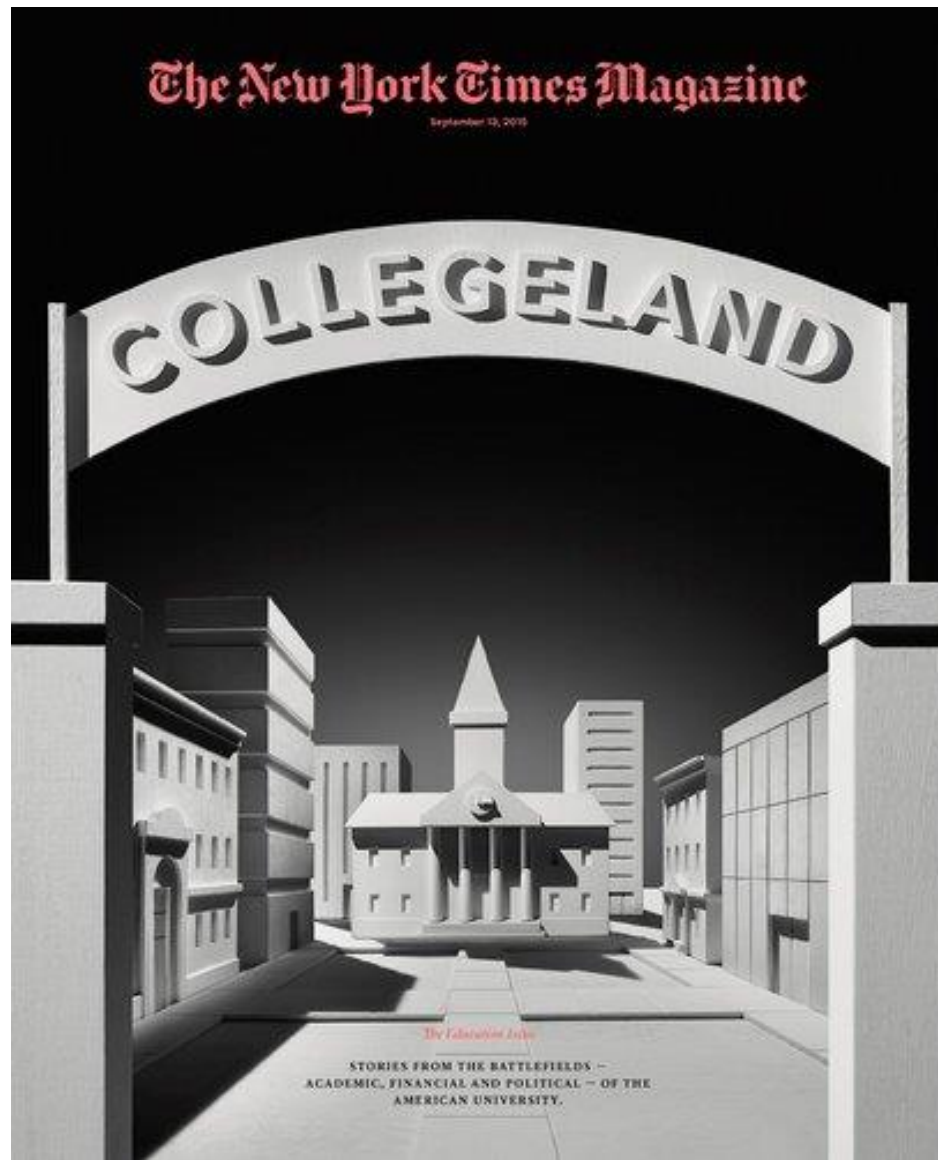
The Board's Role in Financial Oversight

By Natalie Krawitz



“Flat or declining state support in real terms, lower investment returns in some years, shifts in federal support, and pressure to control tuition costs have forced institutions to find more efficient and effective ways to operate without compromising quality. Understanding the financial context in which colleges and universities operate is critical to a board’s ability to carry out its fiduciary responsibilities.”

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM



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my predictions 2015: Who should win and who likely will

my predictions 2015: Who should win and who likely will



Witness in Henthorn murder trial shows suspicious footprint on car



Coors Field host Colorado Rockies

Home Opinion

OPINION

Guest Commentary: CSU system is focused on providing value

By Dorothy Horrell

POSTED: 05/19/2015 02:38:01 PM MDT
UPDATED: 05/19/2015 02:43:29 PM MDT

Having spent much of my career in higher education — first with the Colorado community colleges and most recently as chair of the Board of Governors of the Colorado State University System — I worry a great deal about the cost of higher education for today's students.

This spring, colleges and universities across Colorado are weighing how tuition increases will impact the balance between student access and institutional quality, a delicate equilibrium that is and must continue to be — one of our most

ADD A COMMENT

OPINION

Perception not matter

By Tony Frank
Guest Commentary

POSTED: 07/27/2014 05

One trillion dollars driven by reckless

On the surface, a simplistic narrative that those simplistic

Multiple culprits and must continue to be — one of our most



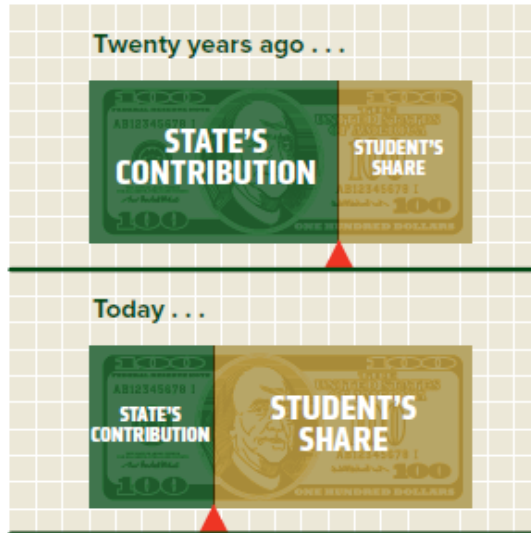
GOVERNORS of the COLORADO STATE UNIVERSITY SYSTEM

Over the last two years, the governor and legislature have increased funding support for higher education at universities.

THE SHIFTING BURDEN

for Public Higher Education

406



- 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.

BOARD OF GOVERNORS *of the*
COLORADO STATE UNIVERSITY SYSTEM

Mission: Be the most effective, nimble, and impactful educational system of higher education in the US by delivering high quality resources and results to a broad marketplace to drive human, social, ecological, and technological advances throughout Colorado and the world.



Capabilities

Rapidly Respond to the Market through Innovation and Research	Provide Comprehensive Array of Diverse Points of Access and Experiences to a Broad Marketplace	Leverage and Integrate Human and Infrastructure Resources Across All Institutions
---	--	---

Key Performance Indicators

Meet the demand for Agriculture programs at CSU-Pueblo by leveraging CSU assets	Create points of integration in the admissions process between CSU and CSU-Pueblo to maximize the freshman enrollment of all qualified students into the System	Further integrate administrative functions, including purchasing programs, among all three institutions to drive down overall cost of goods and services
Metrics: Creation of new programs and methodologies to deliver Ag education and enrollment of students by Fall of 2016	Metrics: Creation of the system for sharing in FY16 and track number of students referred and enrolled for Fall 2016	Metrics: Accomplish multiple joint RFPs and identify at least 2 other points of administrative shared services
Facilitate credit transfer between CSUGC and CSU-Pueblo with an emphasis on CSU-Pueblo's BS in Construction Management degree program	Extend student benefits and privileges across each institution	Host System-wide meetings in areas such as Veteran's Affairs, and Sustainability to share best practices and identify areas for collaboration
Metrics: Completion of articulation of Gen Ed and 300-level courses.	Metrics: Establish a set of optional fee-based programs for CSU-Global students. Identify cross-privileges for fee-paying students at CSU-Pueblo and CSU	Metrics: Host at least two sessions in FY16 in each topical area

Continued

Capabilities

Key Performance Indicators

Rapidly Respond to the Market through Innovation and Research

Provide Comprehensive Array of Diverse Points of Access and Experiences to a Broad Marketplace

Leverage and Integrate Human and Infrastructure Resources Across All Institutions

Launch Extension-Hub in Pueblo to extend and provide access to programs from all three institutions to the communities of southern Colorado

Facilitate the exchange of information among the System institutions on students who leave before graduation so that they may become enrolled and graduate from another CSUS institution that better suits their needs

Examine policies and compliance requirements at all three institutions and leverage the assets at each to ensure consistency where appropriate and provide support for meeting all legal and regulatory requirements, and best practices

Metrics: Acquisition of space and hiring of staff in FY16, launching of inaugural programs and developing success metrics for FY17 and beyond

Metrics: Establish a “back-up” or re-engagement program driven by CSU-Global for students who did not complete their RN to BSN or their BS in Construction Management degrees from CSU or CSU-Pueblo

Metrics: Host at least two sessions in FY16 with policy leaders from the institutions and the System to share best practices and resources

Facilitate faculty exchanges among all three institutions

Expand the Ascend Program to capture the assets of all three institutions and increase engagement with organizations across the state

Utilize various CSU off-site locations such as the Mountain Campus, Todos Santos, and NWC for the benefit of educational programs, staff and faculty retreats from CSU-Pueblo and CSU-Global

Metrics: Accomplish multiple short term exchanges in FY16 and a plan for both short and long-term dual faculty appointments for FY17

Metrics: Include 2-3 CSU-Global and CSU-Pueblo assets in the offerings of the program

Metrics: Identify multiple opportunities for each institution to engage with the off-site locations and for cross-collaboration of programs

CSU Will Be the Best Place to Learn, Work, and Discover

We will champion student success.

Strategic Plan Goal 1: Inclusive access
 Strategic Plan Goal 2: High-quality academic and co-curricular programs
 Strategic Plan Goal 3: Student learning success

2015-16 Major Initiatives:

Improve graduation, retention, persistence, and placement rates while eliminating success gaps. Goal: graduation rate of 80% for Fall 2019 cohort.
 High impact practices.
 Agriculture 2+2 programs around the state of Colorado and beyond.
 Course redesign, learning analytics, hybrid/online experiences, Unizin/Canvas

We will make a global impact and translate discoveries into products of knowledge, creative artistry, and innovation.

Strategic Plan Goal 4: Research and Discovery

2015-16 Major Initiatives:

Translational Research
 Internationalization on and off campus including Semester at Sea, Todos Santos

CSU will engage with people and communities to solve problems, share knowledge, and support progress.

Strategic Plan Goal 5: Engagement
 Strategic Plan Goal 6: Public Interaction/Strategic Partnerships

2015-16 Major Initiatives:

National Western Center Partnership
 Engagement Hubs
 Anhui Province relationship

CSU will be a rewarding, inspiring, productive, and inclusive community for all employees – and enhance faculty as its foundation.

Strategic Plan Goal 7: Excellence in Hiring, Professional Development, Employee Engagement
 Strategic Plan Goal 8: Diversity, Equity, Campus Climate

2015-16 Major Initiatives:

Non-tenure-track faculty status
 Continued focus on regular faculty hiring, cluster hiring where appropriate, with salary equity
 Review of shared governance principles and implementation
 Women's Initiative
 Diversity Office buildout, campus climate issues, mentoring program

CSU will be accountable, sustainable, and responsible.

Strategic Plan Goal 9: Financial Resources
 Strategic Plan Goal 10: Physical Resources
 Strategic Plan Goal 11: Information Management

2015-16 Major Initiatives:

Capital campaign
 Facilities and infrastructure improvements; medical center
 Building a sustainable financial model to enhance quality

CSU Will Be the Best Place to Learn, Work, and Discover

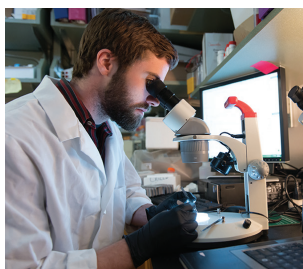
We Will Champion Student Success



An outstanding university education prepares students to participate fully in society, the economy and our world. To deliver on this, we will work to ensure that all students with the talent and motivation to earn a CSU degree have inclusive access to that education – and the support they need to persist and graduate. We will uphold faculty as the foundation of academic excellence. We will promote excellent undergraduate and graduate learning experiences, in the classroom and beyond, that inspire deep learning and knowledge retention. We commit

to delivering high-quality academic and co-curricular programs consistent with our land-grant mission, the expertise of our faculty and staff, and the needs of our global society.

We Will Make a Global Impact and Translate Discoveries into Products of Knowledge, Creative Artistry and Innovation



Our academic environment will nurture growth and excellence in research, creative artistry, and scholarly accomplishment – to inspire discoveries with global impact. We will sustain a research workforce that embraces inclusion and diversity and provides facilities and supporting infrastructure to realize our goals. We will engage the social sciences, humanities, and artistry in major research initiatives, and we will amplify the impact of our discoveries through innovative approaches to intellectual property, technology transfer, and partnerships with industry and organizations.

CSU Will Engage with People and Communities to Solve Problems, Share Knowledge, and Support Progress



As a land-grant university, we will be a resource for people and communities to foster community and economic development, promote civic engagement, and advance our quality of life. We collaborate with stakeholders – locally, regionally, nationally, and globally – to exchange knowledge, serve as a resource, and share the intellectual and cultural life of the university through arts, athletics, engagement, and service. We work in partnership to address key global challenges and promote social, economic, and community development.

CSU Will Be a Rewarding, Inspiring, Productive and Inclusive Community for All Employees – and Enhance Faculty as Its Foundation



We will hire and retain the most qualified faculty, administrative professionals, state classified personnel, and student employees to meet the needs of our programs and represent the diversity of our society. We will respect faculty as the foundation of academic excellence, and we will provide all employees with a positive campus climate, professional and personal development opportunities, competitive compensation/benefits, and a community that distinguishes CSU as one of the nation's best employers. We will ensure all employees are represented and have

opportunities to contribute to planning and decision-making. Healthy work/life balance is a CSU priority, and we will consider the impact of our decisions on employee health, wellness, safety, and security. We will recognize and reward outstanding performance. We embrace a definition of diversity that is intentionally broad, affirming the interdependence of excellence and inclusion – and recognize that inclusion is the responsibility of all members of the campus community. In this light, CSU will commit to promote and advocate for inclusive policies, equitable treatment, and embedding inclusive best-practices in the organizational culture. And as an institution that prizes education, we will provide opportunities for people to further develop awareness, knowledge, and skills in diversity and equity.

CSU Will Be Accountable, Sustainable, and Responsible



CSU will continuously improve resource and operations management, infrastructure development, communications, safe and ethic organizational behaviors, safety, and efficiency in a responsive and sustainable manner. To support high-quality programs and operations, we will enhance revenue resources through enrollment management, private fundraising, and grants, contracts, and auxiliary operations. We will be a model institution for master planning, construction, beautification, and sustainability of buildings, grounds, and operations. We will implement,

operate, and maintain robust information management systems and processes to meet campus needs for security, flexibility, and efficiency – and capture data to measure institutional and program effectiveness to support continuous improvement.

Section 17

Board Meeting Evaluation

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APPENDICES

- Appendix I: Correspondence
- Appendix II: Construction Status Reports
- Appendix III: Higher Education Readings

Appendix I

Board Correspondence

CSUS Board of Governors Correspondence Received 8/8/15 - 9/24/15				
<u>Date Received</u>	<u>Email/Letter</u>	<u>From</u>	<u>Subject</u>	<u>Response</u>
8/16/2015	email	Bob Vangermeersch	Athletics	8/17/2015
8/19/2015	email	Sara DeGroot	Online Plus	8/19/2015

Teufel, Sharon

From: CSUS Board
Sent: Monday, August 17, 2015 3:55 PM
To: bobvangermeersch@aol.com
Subject: RE: letter to the Board of Governors

Good afternoon, Mr. Vangermeersch:

This acknowledges receipt of your email of August 16th regarding CSU Athletics. 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
(303) 534-6290

From: bobvangermeersch@aol.com [mailto:bobvangermeersch@aol.com]
Sent: Sunday, August 16, 2015 9:02 PM
To: CSUS Board <csus_board@Mail.Colostate.edu>
Subject: letter to the Board of Governors

Hi Sharon

I trust you have a good week end. I will paste in a letter to each member of the board.
Would you please confirm that this letter is indeed forwarded to each of the 15 members.

Thanks

Bob Vangermeersch

Robert H Vangermeersch

4405 Upham CT.

Fort Collins CO. 80526 8-17-2015

CSUS Board of Governors

Denver Colorado

Dear Governors

Who's guarding the hen house?

Do you wonder how much money it takes to keep the CSU Athletics Department above sea level? There appear to be two (2) possible answers, as outlined below:

A. The CSU Athletics Department needs a modest subsidy and that the loss is made up by the national exposure the athletics teams receive.

B. The CSU Athletics Department is a chronic and habitual loser of tens of millions of dollars per year

I would refer you to the Fort Collins newspaper (Coloradoan) for Sunday the 16th. Dr. Steve Shulman (CSU Economics Dept.) published a "viewpoint."

The article states that:

"According to the NCAA, CSU subsidized its athletics program an astonishing \$20 Million in 2014."

Let's examine what CSU President, Dr. Tony Frank, has said in the past:

"The argument that we spend too much on athletics falls flat with me when our \$9.4 Million university subsidy includes a repayment of \$7.4 Million back to us in the form of tuition from scholarships. A net of \$2.5 million for the visibility and campus life of our athletics programs does not, to me, approach the line of excess."

What are the facts that Dr. Frank is using in the above quote?

There are several factors that Dr. Frank has misconstrued:

1. The statement is pure and unadulterated self-serving **POPPYCOCK!**
2. Somehow, maybe through "creative accounting" Dr. Frank is turning a \$7.4 Million expense into a \$7.4 Million revenue.

Quite an accomplishment.

3. Going from an expense (- minus) to a revenue (+ plus) is an almost \$15 million swing in the budget. That is a total athletics loss of over \$17.5 million.

In order to check my reasoning I contacted Dr. Richard Vedder, distinguished professor of economics at Ohio University. In his email back to he stated the following:

"How can you count an outlay of funds as REVENUE? No one does that I know.""

" It appears to me particularly egregious faulty accounting."

I appears to me and should to you that the obvious answer to the question is unequivocally "**B**". The CSU athletics is hemorrhaging large amounts of cash every year.

The new football stadium will only add more loses to this situation.

I do believe that the Governors are being **BAMBOOZLED** by the CSU administration.

I would, once again, suggest you consult with a trusted sports economist before it is too late.

I would be pleased to present my data to all or any of the Governors.

Sincerely

Bob Vangermeersch

President Office president_office@Mail.Colostate.edu
Fri 9/4/2015 3:05 PM

Hi Sarah,

Thank you for your email. Because your issue lies with the operations of a division within Colorado State University's academic programs, please allow my response on behalf of the CSU System and the President's Office here at CSU. I forwarded your email to the leadership team in the Online program and I understand they have responded to you regarding an exception for proctoring. Please let me know if you feel this issue has been resolved, and do not hesitate to contact myself or the staff of OnlinePlus directly if you need any further assistance regarding your student experience with CSU.

Best regards,
Nik Olsen

Nik Olsen
Assistant Director for Administrative Communications
Office of the President
Colorado State University



Hello,

I haven't heard a response from the Board so I wanted to follow-up on my concerns and bring an additional concern to your attention. I was told today that I will need to have a new proctor for my class this semester. This proctor must be at an accredited college or university testing center. There are 3 within a reasonable driving distance, which I have defined as 1 hour not in rush hour, of where I live and work. The cheapest testing center costs \$75 per test and is only open from 10am to 2pm. None of the testing centers are open before 9am or after 5pm or on weekends. The class that I am taking this semester has 3 required exams, including the final exam. This means that CSU is requiring me to pay an additional \$225 and take at minimum 6 hours of vacation time in the middle of the work day (assuming I go to the closest testing center and my final is only an hour long).

I work for a local government, I do not make extravagant amounts of money and pay for school entirely on my own. This unexpected cost is going to be difficult to find in my budget. Additionally, it will be difficult to request at least 6 hours of time off in the middle of the work day at short notice given the nature of my job.

The front page of the OnlinePlus website links to this blog article: <http://blog.online.colostate.edu/blog/online-education/more-adult-learners-and-technology-spell-a-new-era-for-higher-education/>

It's an interesting look at what the "new" students are, and specifically mentions how 75% of college students juggle family, work, and school. If CSU is clearly aware of the new type of students and actively seeks to attract them, why then would the University implement this new proctoring requirement? All this requirement does is make a student's life more challenging. Had this requirement been in place when I was applying to CSU I would not have started school here.

Given that the University has offered many different options for proctoring exams in the past 3 years, I believe that another option can and should be made available for students now.

Thank you,
Sara DeGroot, P.E., CFM
Masters of Engineering Candidate
[303-475-8154](tel:303-475-8154)

From: Woods,Scott
Sent: Wednesday, August 19, 2015 4:05 PM
To: sara.degroot@gmail.com
Subject: CIVE 576

Hi Sara,

I learned of your frustration with course availability from Dr. Franks office. I do understand how difficult it can be to plan your schedule and degree completion with courses canceling. We have been adding a number of new students each semester and I thought the low enrollment problems were behind us. Apparently this is not the case and I am sorry. I am optimistic that moving forward the enrollment issues will continue to decline and that you will be able to complete your degree with the area of focus you desire.

I spoke to the department to explore options for this course and unfortunately we can not offer it this term. I do understand that the department recommended some other options to you and I hope that these will work out for you this term.

Please don't hesitate to contact me in the future with questions or concerns.

Best regards,
Scott

Scott M. Woods, MBA, Ph.D.
Director of Programs
Colorado State University
Division of Continuing Education
1040 Campus Delivery/Drake Hall, Fort Collins, CO 80523-1040
(970) 492-4741

Wed 8/19/2015 1:54 PM

Got it

Anthony A. Frank, President
Colorado State University

From: CSUS Board
Sent: Wednesday, August 19, 2015 1:11 PM
To: Frank, Tony
Subject: FW: Fall 2015 Classes for M.E. OnlinePlus Candidate

Tony: Per Mike, the following is being forwarded to you for response.

Thanks,
Sharon

Sharon Teufel
Executive Assistant to the General Counsel
and Board of Governors
Colorado State University System
475 17th Street, Suite 1550
Denver, CO 80202
(303) 534-6290

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From: Sara DeGroot [<mailto:sara.degroot@gmail.com>]
Sent: Wednesday, August 19, 2015 9:17 AM
To: CSUS Board <csus_board@mail.colostate.edu>
Subject: Fall 2015 Classes for M.E. OnlinePlus Candidate

Mr. Mosher and Ms. Horrell,

I am student in the Masters of Engineering in Civil Engineering with a concentration in Water Resources Engineering program at CSU through OnlinePlus. Over the past year I have encountered several issues trying to find classes to take through OnlinePlus that also apply to my degree program. These issues came to a head yesterday when the class I was registered for was cancelled due to low enrollment. I was informed of this cancellation less than a week before classes are due to start and after registration had closed and after I had already received my bill for the fall 2015 semester. Thankfully, I hadn't yet purchased the textbook for the cancelled class.

I have been trying to enroll in another class for the fall semester, but unfortunately, the only classes available are ones that I have already taken, are full, or are not part of my degree program. I tried for several hours yesterday to receive an answer on what I should do from both

the OnlinePlus department, the finance department, the civil engineering department, and the office of the president, but received no definitive answers. This morning I just received an email warning me that since I am no longer registered for a class my student status will become inactive, despite all of my best efforts to enroll in a class for my degree program, and less than 24-hours after being notified that my class was canceled.

This is not the type of student experience I expected when I applied to and enrolled at CSU. I started my stint as a part-time graduate student at the University in 2012 and have steadily watched the OnlinePlus program degrade into the experience I am having now. Considering that I am paying close to \$3,000 per class I take through OnlinePlus I expect to be able to take courses that pertain to my degree program without having to spend hours on hold with several departments and without having to pull teeth to determine which classes will actually be offered.



I am extraordinarily disappointed with my student experience thus far, and I do not want to be forced to become inactive this semester due to the incompetence of the CSU staff. I have tried every other channel I can think of, and now hope that the Board of Governors can help determine why it is so difficult for OnlinePlus to offer the types of classes that I was promised when I became a student here 3 years ago.




Thank you,
Sara DeGroot, P.E., CFM
Masters of Engineering Candidate
303-475-8154



Appendix II




Construction Status Reports

CSU FORT COLLINS-CONSTRUCTION STATUS OF BOND FUNDED PROJECTS

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/15
<p>Aggie Village North</p> <p>Total Budget: \$112,265,000</p>	<p>\$112,265,000</p> <p>Housing and Dining Services</p>		<p>Aug 2016</p>	<p>This project is a redevelopment from the low density Aggie Village married student housing to high density undergraduate and international student apartments.</p> <p>Construction is approximately 60% complete. Anticipate phased occupancy May, June and July of 2016 with complete occupancy by August 2016.</p>
<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>Construction documents are in progress. Fence is up and parking lot milling is complete. Utility work underway. Official groundbreaking Sept 12, 2015. Main excavation to start early Oct. 2015.</p>

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/15
Stadium Alumni and Academic Space Total Budget: \$18,500,000	\$18,500,000 General Fund and Alumni		August 2017	Design documents in progress. Construction to be concurrent with the Stadium project.
Plant Environmental Research Center Relocation Total Budget: \$7,500,000	\$7,500,000 General fund		Aug 2015	Headhouse and greenhouses are substantially complete and occupied. Research plots and landscaping in progress, scheduled for completion in late Fall 2015.
Research Drive Parking Lot Total Budget: \$4,100,000	\$4,100,000 Parking and Transportation Services		Aug 2015	Project is substantially complete and open for parking. Additional turn lane on Research Drive is in progress as well as landscaping. This should be completed in early Fall 2015.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/15
South College Avenue Garage Total Budget: \$16,800,000	\$16,800,000 Parking and Transportation Services		June 2016	Design Build team has been selected and project is in budget. Site utilities underway.
Medical Center Total Budget: \$59,000,000	\$49,000,000 Hartshorn Health Center with donations from Columbine Center for Healthy Aging and UC Health		May 2017	Design Build team has been selected and project is in budget. SPAR process with City of Fort Collins to be completed mid-Oct 2015.

Project	Bond \$	Bond Project Status Picture	Occupancy	Status as of 9/15
<p>Biology Building</p> <p>Total Budget: \$70,000,000</p>	<p>\$70,000,000</p> <p>Student Facility Fee, General Fund and Donations</p>		<p>July 2017</p>	<p>Design Build team has been selected and project is in budget. Construction documents in progress.</p> <p>Groundbreaking expected in October 2015.</p>
<p>Prospect Road Underpass</p> <p>Total Budget: \$6,000,000</p>	<p>\$6,000,000</p> <p>Parking and Transportation Services</p>		<p>August 2016</p>	<p>Design Build team has been selected and project is in budget. Contracting in process.</p>
<p>Chemistry Building</p> <p>Total Budget: \$56,566,618</p>	<p><u>State funding:</u> First 2 phases \$38,694,678 Pending phase 3 (\$12,471,940)</p> <p><u>CSU Match:</u> \$5,400,000</p>		<p>July 2017</p>	<p>Project has received two of three phases of funding. Chemistry utilities designed and in construction with first phase of funding. Building design documents in progress, with anticipated bid date of Dec 2015.</p> <p>Final phase of state funding has been submitted for FY 16-17 approval.</p>

COLORADO STATE UNIVERSITY - PUEBLO					
CONSTRUCTION PROJECT STATUS REPORT					
Project	Total Budget & Funding Source	Construction Start	Scheduled Completion	STATUS as of 9/18/2015	Description
Corridor Extension @Student Recreation Center	<u>\$856,260</u> Student Rec. Ctr. Fee			Construction Completed January 2012	
South Campus Entry Drive, Parking Addition, Foyer addition, Internal Renovation @ Buell Communication Center Building	<u>\$1,062,500</u> Student Fee-- <u>\$300,000</u> Parking funds--- <u>\$301,000</u> Building Repair/Replacement-- <u>\$462,500</u>			Construction Completed February 2012	
Occhiato University Center Renovation and Addition	<u>\$30,000,000</u> Debt to be repaid with student fee facility fees & cash funds from donations			Occhiato University Center Schematic Design complete . Design-Build Team of Nunn Construction / Slaterpaul Architects. Project completion estimated 12 / 2017.	
Exterior Door Security Access Control at all Academic Buildings.Phase II	<u>\$998,351</u> State Controlled Maintenance funds	11/2014	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 General Contractor and to CBORD for Electronic Access Control.
New General Classroom Building	<u>\$16,000,000</u> State Capital Construction Funds		Construction Start 06/14 Completion 07/15	Construction complete and building open for Fall 2015 classes. Project was on time and on budget. G.H. Phipps Construction Co., General Contractor	
Soccer/Lacrosse Complex	<u>\$3,100,000</u> cash funded project from grants and donations		Construction began 3/2014, Completion Phase1 field by June 2014, Phase 2 Building and Bleachers by December 2015	Phase 2 Building Construction to be completed November 2015. Phase I Synthetic turf field substantially complete and in use. H. W. Houston is the General Contractor	

Appendix III

Higher Education Readings

NATIONAL PICTURE

[College Concerns and Financial Strategies: a Survey of College Business Officers](#)

Inside Higher Ed and Gallup conducted their fifth survey of College and University Business Officers and discovered that approximately 1 in 5 were concerned about the futures of their institutions. Among other responses, 64% of business officers responded that their institution's financial model was sustainable over the next five years, but that percentage dropped to 42% over 10 years. Business owners at private non-profits were twice as likely to fear for the shuttering of their institution as their public university counterparts.

[In Praise of Federal Loans for College](#)

James L Doti, President of Chapman University, makes the argument for federal loans in the Chronicle of Higher Education. According to Doti's numbers, while average student debt levels increased 26% from 2007-2013, net tuition at private non-profit colleges only increased 10.6%. Doti argues that, instead of taking on more debt to pay ever higher rates of tuition, the rise in student debt levels is more reflective of the 2008 recession and slow recovery, noting that for that same 2007-2013 window median family income only grew 5.2%. Doti concludes that through a retirement age of 67, a college degree results in a lifetime earnings premium of \$830,800 over non-graduates and that indicates there is still a high rate of return for student borrowers and the nation as a whole, despite the increased debt levels we are seeing today.

[Coping with Cuts](#)

A new analysis released by the APLU looks at revenue and spending on a per-student basis at 621 public, four year institutions between 2007 and 2013. Contrary to the public perception that universities are simply raising tuition rates to avoid increasing efficiency, the analysis discovered that in 2013 these public institutions spent more per student on educational expenses than they received in state funding and tuition dollars combined; in contrast, that balance was reversed in 2007. After adjusting for inflation the study concluded that these universities experienced an average of \$2,370 in cuts per student, while tuition and fee revenues increased by \$1,940 per student. Enrollment increased during this period by 9%, yet coupled with the decline in per-student state funding these institutions increased educational and related expenditures by approximately \$528 per student and students do end up bearing the brunt of this increased burden, a fact that APLU president Peter McPherson describes as "unsustainable".

[New Data Gives Clearer Picture of Student Debt](#)

A recent analysis of student debt by two researchers – Adam Looney of the Treasury Department and Constantine Yannelis of Stanford University – has shined a light on which groups of students borrow money, how much each group borrows on average, which schools these various groups attend, and what they earn both before and after college. Looney and Yannelis conclude that many of our perceptions have been incorrect, and that high priced private institutions and moderate to high priced public institutions are not where the majority of student debt and default is coming from. Instead, smaller loans taken out to attend for-profit colleges (and community colleges to a lesser extent) account for 75% of the student loan default increase from 2004 to 2011. The researchers explain that while graduates from selective and semi-selective colleges typically make enough to pay back their loans, but

that the median salary on \$22,000 (in 2010) for those graduating from for-profits and community colleges makes it much harder to make payments on loans.

LOCAL PICTURE

[Perception of Public Higher Ed Does Not Match Facts](#)

Tony Frank's op ed in the Denver Post takes a look at some of the national trends and perceptions surrounding student loan debt and focuses our attention on how this plays out in Colorado. At CSU, the cost of education per student has remained steady for 20 years after adjusting for inflation, and students at CSU have lower average debt and among the lowest rates of loan default in the country. It is true that as state funding has decreased, student borrowing rates have increased in order to pay tuition, the burden of which has increasingly shifted onto the shoulders of families and off of the state budget. However, college graduates still earn an average \$1M more in their working lives than their non-graduate counterparts and the Brookings Institute puts the ROI on a college loan at 15% annually. In Colorado, college graduates on average pay back the public investment in their education in just three years. When the state legislature proposes tuition caps and restrictions on tuition that only affects public institutions, it misses the fact that public institutions like CSU and CU aren't the problem and in fact have the most arguable case for cost increases, given their known return on investment.

[Guest commentary: CSU System is focused on providing value](#)

Dorothy Horrell makes the case in the Denver Post for continued investment in higher education and a renewed commitment to students, both present and future, that anyone who has the drive can and should benefit from an education no matter their financial standing or background. CSU in particular is committed to these ideals where need-based financial aid in Fort Collins has increased 158% in the last 5 years and 77% of students who graduate do so in 4.5 years. At CSU Global tuition hasn't increased in 4 years in order to remain affordable to working professionals, and, as an online campus, there are no student fees. At CSU Pueblo 80% of students receive financial aid, as well as special assistance in navigating debt and financial management.

REGIONAL PICTURE

[Struggling to Stay True to Wisconsin's Ideals](#)

The University of Wisconsin-Eau Claire is a regional campus that educates about 10,700 students, and this year, as part of Governor Scott Walker's \$250M university system budget cuts they will lose a quarter of their state funds and about 13.5% of their operating budget. While these cuts affect all schools in the University of Wisconsin system, Eau Claire doesn't have the same endowments or gifts that are accessible if not overly prevalent at the system's flagship schools. In order to cope with the cuts, Eau Claire has been implementing changes to university structure. It plans to cut about 11% of its staff – mainly from administrative positions – and consolidate many services like financial aid, registration, and parking, or administrative services like expenses and purchasing into one streamlined center. Many vacant faculty positions are also not being filled, resulting in slightly larger class sizes and fewer options for students and their schedules. While Eau Claire's Chancellor James Schmidt recognizes the

drawbacks, he hopes the changes will keep the fallout from the budget cuts from coming down entirely on the student population.

ADDITIONAL READING

[Forging Effective Relationships Between University and Foundation Boards](#)

A good, working relationship between the two most important boards for a university are in everyone's best interests and are built on mutual respect, frequent positive interactions, healthy communication, and a solid understanding of each board's respective roles.

[Governing and Foundation Board Relationships](#)

Further reading on the importance of a solid relationship between governing and foundation boards and how to best achieve this within the university system.

CLOSURE CONCERNS AND FINANCIAL STRATEGIES: A SURVEY OF COLLEGE BUSINESS OFFICERS

Nearly one in five college and university chief business officers are worried their institutions are at risk of shutting down in the foreseeable future, and skepticism over the financial model of their institutions continues from last year, according to a survey by *Inside Higher Ed* and Gallup.

But are institutions doing enough to navigate an era of financial difficulty?

The 2015 [Survey of College and University Business Officers](#), *Inside Higher Ed* and Gallup's fifth such study, reveals that as institutions deal with financial concerns, they are using some strategies, like increasing enrollment, more widely than more unpopular methods of trimming the budget. And that's not necessarily to the benefit of struggling colleges, analysts interviewed for this article say.

In the survey, 64 percent of business officers this year strongly agreed or agreed that their financial model is sustainable over the next five years, compared to 62 percent [last year](#). That confidence drops to 42 percent over 10 years, roughly similar to last year's response of 40 percent.

More institutions are moving toward cost-saving measures like [shared services](#), an approach that centralizes administrative services formerly scattered across departments and schools: 43 percent reported their institutions use some type of shared services and another 23 percent said their institutions were considering adopting a shared services model.

The vast majority of CFOs said their institutions have placed a primary emphasis over the past five years on increasing enrollment (88 percent) and net tuition revenue (74 percent).

Fewer have increased their focus on measures like the cost of providing health care (67 percent) and retirement benefits (50 percent), the profitability of their academic programs (65 percent), the return on endowment investments (52 percent), the cost of athletic programs (52 percent), and increasing the faculty teaching load (44 percent).

Yet higher education analysts and experts say colleges will have to look beyond enrollment increases if they plan to solve deep-rooted financial issues in the sector.

"All of the signals are that this is a sector that is in trouble," said Jane Wellman, a higher education finance expert with the College Futures Foundation. "Yet the kind of things that would better position institutions for the long haul probably aren't happening. They're still at the edges, and solving this more symptomatically than strategically."

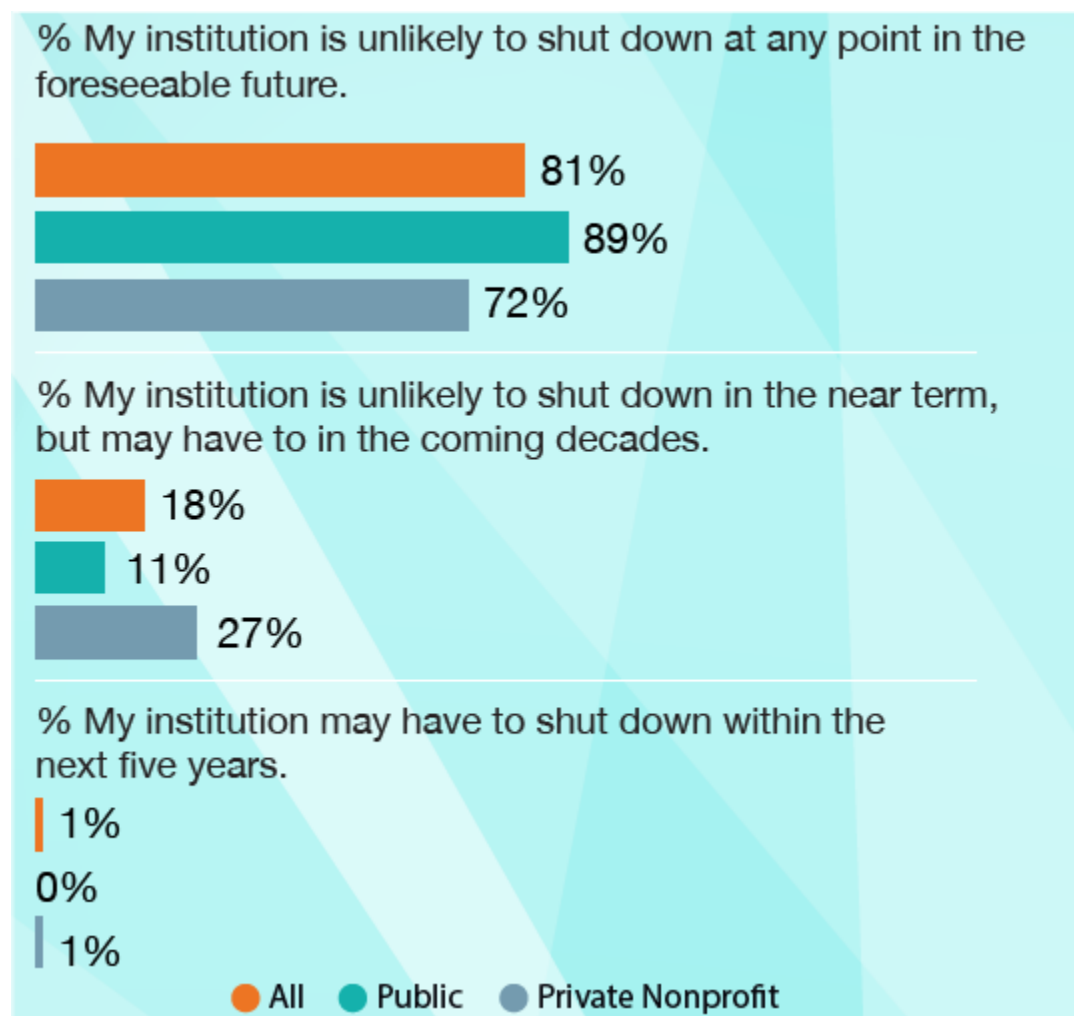
Increasing enrollment and net tuition revenue, as a financial strategy, "can only go so far," said David Wheaton, the chief business officer at Macalester College, a liberal arts college in Minnesota. "Most of us are limited in how much capacity we have on our campuses," he continued. "You can't do that year after year after year."

The survey, released in conjunction with the annual meeting of the National Association of College and University Business Officers in Nashville, Tenn., beginning this weekend, is based on the responses of chief financial officers at 403 public and private colleges and universities. Just under 3,000 CFOs were asked to participate in the survey. A copy of the survey report can be [downloaded here](#).

Public vs. Private

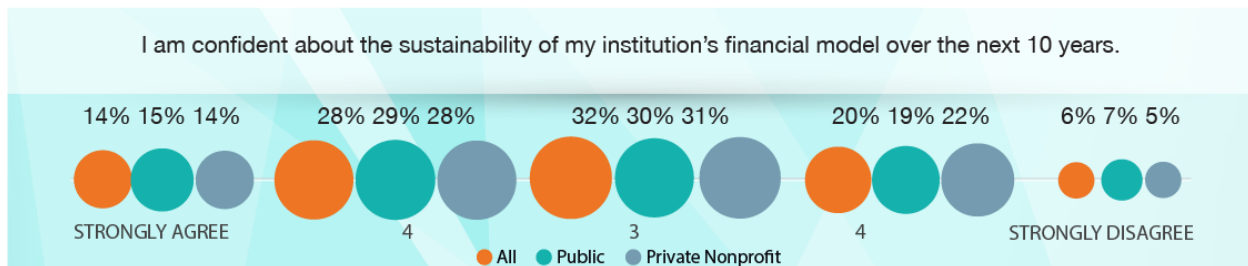
When Sweet Briar College announced its pending closure in March -- a [controversial decision](#) that has since been abandoned after alumnae, faculty members and students fought to keep the college alive -- the news caused a ripple of concern throughout many in higher education, including business officers: Were their institutions -- many of which struggle with similar concerns of large discount rates and lowering enrollment -- also at risk of closure?

The survey, distributed before Sweet Briar's decision to shutter was reversed, found that concerns about closing aren't as rare as one might think. Nearly one in five business officers said their institutions are likely to shut down in the coming decades. Of that 19 percent, just 1 percent feared a shuttering would occur in the next five years.



“This is a sector that's in a lot of transition and it's quite unstable. The majority of the people who are responsible for money think that it's manageable in the short term, but not long-term,” Wellman said.

CFOs at private nonprofit institutions were twice as likely (27 percent) to fear closing as were their public university counterparts (11 percent), with 38 percent of baccalaureate private college business officers reporting their institutions might have to shut down in the foreseeable future.



The disparity in the number of private and public institutions concerned about shutting down was noted by several of the analysts asked to review the survey.

“That really jumped out at you,” said Richard Staisloff, a former business officer at the College of Notre Dame, whose RPK Group now consults with colleges. He says public colleges aren’t immune to the forces that contributed to the since-abandoned decision to close Sweet Briar College, a private women’s institution in Virginia.

“Demographic trends, reductions in certain revenue sources, a lack of efficiencies, a lack of response to market demand -- there are a lot of public institutions that have similar challenges,” he said.

Susan Fitzgerald, a senior vice president at Moody’s and leader of the credit agency’s higher education team, says CFOs’ responses are on par with Moody’s own analysis of the sector, which has found that about 20 percent of universities continue to confront material revenue growth pressures.

Fitzgerald says it’s rare for public institutions to shut down because their partnership with the state or a municipality kicks in during times of trouble.

“Public systems, by their nature, often have support from the state that comes in where there's trouble,” she said. “They have that state backstop that either makes it more unlikely that they’ll close or more likely that they’ll merge.”

Public colleges are also harder to close because of the political implications of a shuttering. Many institutions are the economic driver of their towns, and in times of financial difficulty legislators tend to stymie closures.

Thirty-three percent of CFOs agree that their tuition discount rate is unsustainable -- a feeling more prevalent among CFOs at private institutions (39 percent) than at public ones (27 percent).

And while 61 percent of CFOs believe new spending at their institution will be funded by reallocating resources, rather than increasing net revenue, this feeling is somewhat less prevalent among CFOs at private institutions (57 percent) than their public peers (64 percent).

Urgency?

In the coming year, the most prevalent strategy institutions plan to focus on is increasing enrollment (82 percent), while runners-up include launching new revenue-generating academic programs (70 percent) and academic collaborations with other institutions (62 percent).

Less prevalent strategies include administrative collaborations with other colleges (39 percent), eliminating underperforming academic programs (38 percent), reducing administrative positions (38 percent) and increasing faculty teaching loads (26 percent).

The least prevalent strategies are revising tenure (14 percent), cutting athletic spending (15 percent) and outsourcing academic programs (4 percent).

“I still don't see the urgency that I would think should be there around the business model in higher education,” Staisloff said.

“There are some shifts that we see in terms of thinking differently about the business model, but not the bigger things that are necessary in my opinion to really create a robust sustainable business model for the future in higher education,” he continued. “We have to push toward more innovation and more return on investment, and that doesn't seem to be evident in the responses.”

Staisloff said CFOs and colleges, based on the survey's results, appear to be focusing more on enrollment growth and tuition gains, but should instead be focusing on items like program profitability and “increasing efficiencies and productivity within the academic portfolio.”

Of the 43 percent of institutions using a shared services model, the most common areas affected are payroll, information technology, accounts payable and accounts receivable. Human resources, risk management and procurement were also common targets. Fewer institutions used the model for grants, academic support or secretarial work.

“Shared services should be easy,” Wellman said. “Those are no-brainers.”

But shared services alone is not enough to tackle financial difficulties, she continued: “Until they tackle employee benefits and the cost structures of health care costs and start getting their academic program aligned to where student demands are, they haven't gotten to the tough stuff.”

Just 27 percent of business officers believe that they can make significant spending cuts without hurting quality.

Many institutions don't have the data CFOs say they need to make tough decisions: 42 percent of CFOs say they have enough data to know which academic programs should be eliminated or enhanced, while 37 percent feel they have enough data to evaluate the efficacy of specific

programs and majors. Thirty-five percent say they have enough data to evaluate the performance of administrative units.

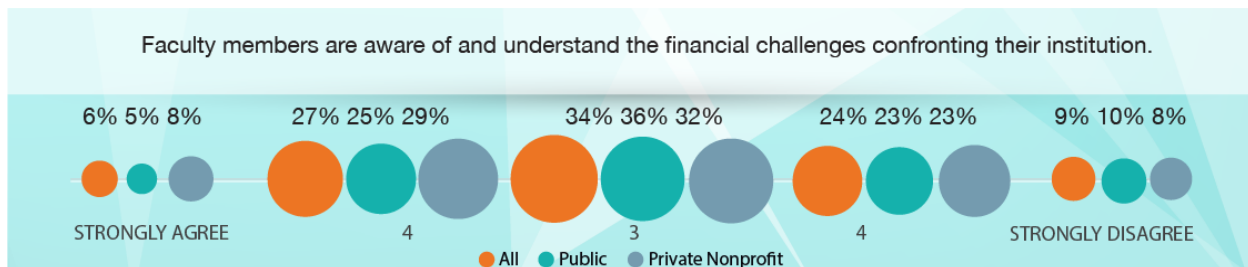
A large swath of institutions aren't doing anything to evolve their budget model to a new era in higher education: 39 percent of CFOs reported that their institutions haven't changed their budget model in the last four years or plan to change their model in the near future.

About 24 percent of respondents use a responsibility-centered management budget model, a practice that recently contributed to deficits at arts and sciences colleges at Ohio State University and Indiana University.

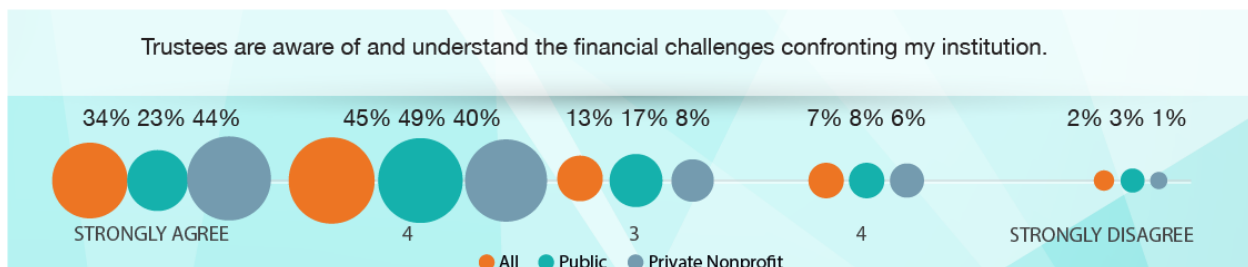
Views

CFOs have [little confidence](#) in their faculty's knowledge of the financial issues facing their institutions, with just 32 percent agreeing that faculty members are aware of and understand financial challenges and 33 percent agreeing that faculty members have been supportive of efforts to address those challenges.

“Business officers need to own that and do something about it,” Wellman said. “Sitting around and complaining that the faculty don't understand is like saying, ‘It's not my problem.’ ”



Business officers are much more confident in the understanding their fellow senior administrators (88 percent) and trustees (79 percent) have of financial challenges, and 59 percent feel that greater transparency in decision making leads to better financial decisions.



Meanwhile, 44 percent of CFOs feel that media reports suggesting higher education is in the midst of a financial crisis are inaccurate.

IN PRAISE OF FEDERAL LOANS FOR COLLEGE

The outcry over the growing burden of Stafford student loans is loud and getting louder. A recent *Wall Street Journal* article characterized it as "a hot issue in the 2016 presidential race as contenders float proposals that rethink what college should cost and who should foot the bill."

Those proposals are likely to involve recommended legislative changes in Stafford-loan policies and federal guidelines on tuition pricing. As mentioned in the *Journal* article, "Republicans, who generally point to easy access to federal student loans as the culprit inflating the price of education, are focusing on driving down tuition prices and creating alternative pathways to degrees."

The argument goes like this: The federal government makes it easier and less expensive for college students to borrow. As a result, students are able to use more-generous federal-loan subsidies to fund more-onerous tuition charges. If, as the argument suggests, government weren't so accommodating on the loan side, then colleges wouldn't be able to increase tuition so exorbitantly.

For this argument to pass muster, two things must be happening. First, student-loan policies must be becoming more liberal. Second, college tuition must be increasing at a rapid rate.

Looking initially at guidelines on federal Stafford loans, I did an analysis of the maximum level of borrowing for which a graduating senior could qualify. It turns out that the maximum was \$35,125 from 1995 to 2007. But after that, as a result of the Ensuring Continued Access to Student Loans Act of 2008, there were significant increases in the unsubsidized Stafford-loan limit for undergraduates.

My calculations suggest that graduating seniors taking full advantage of the higher limit could increase their Stafford loans from the previous \$35,125 maximum to \$40,000 in 2008; to \$45,875 in 2009; to \$51,625 in 2010; and to \$56,500 from 2011 to the present.

As the loan maximum increased, so did student borrowing. From 2007 to 2013, average student debt (federal and private loans) for graduating seniors who had taken on debt at private, nonprofit colleges increased from \$27,700 to \$34,900, an increase of 26 percent. While the increase is significantly lower than that in the maximum level of Stafford loans, it was still substantial enough to attract the attention of policy makers concerned about the encumbrance that such debt levels impose on graduates.

But those policy makers who also argue that the more-liberal Stafford-loan regulations led colleges to ramp up tuition are wrong. In fact, net tuition (tuition less college-funded discounts) at private, nonprofit colleges from 2007 to 2013 increased only 10.6 percent, from \$15,694 to \$17,363. That increase in tuition over the six-year period was much lower than the 26-percent increase in average student-debt levels. Not only that, but it was lower than the 12.4-percent increase in the Consumer Price Index, indicating that inflation-adjusted net tuition actually declined during those years.

These findings raise the question of why students are increasing their debt far more rapidly than the increase in tuition would suggest. What, indeed, are students doing with all that borrowed money?

Most likely it is being used to make up for the loss in family financial support over that period, a loss related to the effects of the recent recession and its aftermath. From 2007 to 2013, median family income grew from \$61,347 to \$64,544, an increase of only 5.2 percent over the six-year period.

Because of this slow growth in median family income, families found it increasingly difficult to fund tuition payments. As a result, some students needed to borrow more to cover the potential shortfall in parental contributions. If median family income had simply kept pace with inflation, as measured by the CPI, this additional borrowing in Stafford loans would not have been required.

For example, if median family income had just kept pace with the 12.4-percent increase in inflation instead of its actual increase of 5.2 percent, median family income in 2013 would have been \$68,954, well above the actual \$64,544. And if a family that year had put the same 25.6 percent of its income toward tuition that it did in 2007, the sum would have been \$17,652 — more than enough to cover the \$17,363 average tuition charged in 2013 without need for additional borrowing.

These empirical results indicate that the increases in Stafford loans, accommodated by more-liberal federal borrowing standards, were not used to cover excessive tuition increases at nonprofit colleges. Rather, they were used to make up for the slow growth in family income brought about by weak economic growth.

In fact, the Ensuring Continued Access to Student Loans Act did just that — ensured continued access. Rather than questioning its efficacy, lawmakers should be celebrating this legislation, which was crucially important in ameliorating the financial effects of the recession on college access.

The Federal Reserve Board of San Francisco [concluded](#) a year ago that the annual earnings premium of college over high school graduates is \$28,650. Through a retirement age of 67, this average annual premium results in a lifetime earnings premium of \$830,800 for college graduates. The fact that Stafford loans made it possible for many students to have access to college and earn such a premium points to the fact that these loans resulted in high rates of return to student borrowers and our nation as well.

COPING WITH CUTS

Four-year public colleges and universities have increased their education-related spending even as overall funding has declined.

The revenue declines are due to lowering state contributions. And while public universities have raised tuition rates to make up for large state funding losses, they have not fully offset the difference with tuition hikes.

Those are the findings from a new [analysis](#) the Association of Public & Land-grant Universities (APLU) has released. The report looked at revenue and spending on a per-student basis at 621 public four-year institutions between 2007 and 2013, including at 193 APLU member universities. The association's members include public research universities, land-grant institutions and state university systems.

Public universities are showing restraint with their spending, said Christine Keller, APLU's vice president for research and policy analysis.

“Institutions are trying not to pass along all of the lost revenue from the state appropriations cuts,” she said. “They understand that increasing costs are putting a burden on students and families.”

The 621 public institutions in fiscal 2013 spent more per student on educational expenses than they received in state funding and tuition dollars combined, according to the report, which was prepared by Postsecondary Analytics, a higher education research firm. Six years earlier, in fiscal 2007, the balance was different: publics received more appropriation and tuition funding than they spent on students.

This shift runs counter to the popular narrative that public institutions are "raising tuition over and over and over again without regard to the impact on students and that they're not thinking about how they can become more efficient," Keller said.

Per-student revenue from state appropriations and tuition and fees was \$15,931 in 2013, down from \$16,361 in 2007. Yet during the same period per-student education-related spending increased to \$16,304, up from \$15,776.

After adjusting for inflation, four-year public universities experienced state funding cuts of \$2,370 per student during those six years, while tuition and fee revenues increased by \$1,940 per student -- resulting in a net loss of \$430 per full-time student.

The decrease in state funding has occurred during a time of growing enrollment for the 621 institutions -- which in 2013 was 6.3 million, up 9 percent from 2007.

Yet despite this uptick, and coupled with the decline in per-student state funding, public institutions increased educational and related expenditures by \$528 per student.

And while universities didn't shift the entire burden of state divestment onto students, students did bear the brunt of it. Universities on average reported a 27 percent hike in tuition revenues over six years and a 26 percent decrease in revenues from appropriations.

Among the institutions surveyed, average state and local appropriations per full-time student dropped from \$9,250 to \$6,880. Meanwhile, tuition revenues per student rose from \$7,111 to \$9,051.

Students at public universities with very high research activity (63 of 621 institutions surveyed) saw the largest increase in per-student educational spending, at 7 percent, compared to a 1 percent increase for all other institutions. The overall increase for the sector was 3 percent.

Yet per-student tuition revenues increased by 33 percent at those very-high-research universities, significantly steeper than the tuition hikes of their peers, which reported average per-student increases of 23 percent (high-research institutions) and 22 percent (other colleges and universities).

Public institutions are now more reliant on tuition dollars than on state funding, a trend that's been noted by several recent studies. Advocates of public higher education, including APLU, have been encouraging states to increase their public funding, with increasing urgency.

In 2007, state and local funding accounted for 27 percent of revenue at the surveyed institutions. In 2013 it accounted for 23 percent. And tuition dollars that year made up 30 percent of colleges' revenue, up from 21 percent in 2007.

Peter McPherson, APLU's president, said it's "unsustainable" for students to bear the brunt of state divestment.

"Despite steep state budget cuts, universities have devoted more educational resources per student and are choosing to make cuts elsewhere," he said in a statement. "States need to restore funding for public universities instead of viewing students and their families as alternative funding streams that can make their budgets look whole."

Institutions	Indicators	2006-07	2012-13	Difference (06-07 to 12-13)	Growth % (06-07 to 12-13)
Public Institutions, Very High Research	State & Local Appropriations	\$11,865	\$8,405	-\$3,460	-29%
	Tuition Revenues	\$9,575	\$12,758	\$3,183	33%
	State Appropriations & Tuition Revenues	\$21,440	\$21,163	-\$277	-1%
	Total Revenues (Less Hospital and Independent Operation)	\$54,609	\$44,079	-\$10,529	-19%
	State and Local Appropriations as a % of Total Revenues	22%	19%	-3%	
	Tuition Revenues as a % of Total Revenues	18%	29%	11%	
	State, Local Approps, Tuition Revenues as a % of Total Revenues	39%	48%	9%	
Public Institutions, High Research	State & Local Appropriations	\$8,433	\$6,443	-\$1,989	-24%
	Tuition Revenues	\$7,507	\$9,264	\$1,758	23%
	State Appropriations & Tuition Revenues	\$15,940	\$15,708	-\$232	-1%
	Total Revenues (Less Hospital and Independent Operation)	\$28,755	\$28,509	-\$246	-1%
	State and Local Appropriations as a % of Total Revenues	29%	23%	-7%	
	Tuition Revenues as a % of Total Revenues	26%	32%	6%	
	State, Local Approps, Tuition Revenues as a % of Total Revenues	55%	55%	0%	
Public Institutions, Other 4-yr	State & Local Appropriations	\$7,947	\$6,093	-\$1,854	-23%
	Tuition Revenues	\$5,385	\$6,573	\$1,188	22%
	State Appropriations & Tuition Revenues	\$13,332	\$12,666	-\$666	-5%
	Total Revenues (Less Hospital and Independent Operation)	\$23,348	\$22,515	-\$834	-4%
	State and Local Appropriations as a % of Total Revenues	34%	27%	-7%	
	Tuition Revenues as a % of Total Revenues	23%	29%	6%	
	State, Local Approps, Tuition Revenues as a % of Total Revenues	57%	56%	-1%	
Public Institutions, 4-yr Total	State & Local Appropriations	\$9,250	\$6,880	-\$2,370	-26%
	Tuition Revenues	\$7,111	\$9,051	\$1,940	27%
	State Appropriations & Tuition Revenues	\$16,361	\$15,931	-\$430	-3%
	Total Revenues (Less Hospital and Independent Operation)	\$34,063	\$30,435	-\$3,629	-11%
	State and Local Appropriations as a % of Total Revenues	27%	23%	-5%	
	Tuition Revenues as a % of Total Revenues	21%	30%	9%	
	State, Local Approps, Tuition Revenues as a % of Total Revenues	48%	52%	4%	
APLU Institutions	State & Local Appropriations	\$9,957	\$7,239	-\$2,718	-27%
	Tuition Revenues	\$8,388	\$10,786	\$2,398	29%
	State Appropriations & Tuition Revenues	\$18,346	\$18,025	-\$320	-2%
	Total Revenues (Less Hospital and Independent Operation)	\$42,303	\$36,450	-\$5,852	-14%
	State and Local Appropriations as a % of Total Revenues	24%	20%	-4%	
	Tuition Revenues as a % of Total Revenues	20%	30%	10%	
	State, Local Approps, Tuition Revenues as a % of Total Revenues	43%	49%	6%	

Source: Postsecondary Analytics using IPEDS data

NEW DATA GIVES CLEARER PICTURE OF STUDENT DEBT

An air of mystery has long surrounded student debt. We know the total number of borrowers and their combined debt — 40 million people owe \$1.2 trillion — but beyond these headline numbers, the data has been frustratingly thin. Who borrows? Who defaults? Why are so many borrowers in distress? The answers have been unclear, leaving analysts and policy makers to prescribe remedies without an accurate diagnosis of the disease.

But now the picture has become significantly sharper.

On Thursday, two researchers — Adam Looney of the Treasury Department and Constantine Yannelis of Stanford University — [released an analysis](#) of a new database that offers much more detail. It matches records on federal student borrowing with the borrowers' earnings from tax records (with identifying details removed, to preserve privacy). The data contains information about who borrows and how much; what college borrowers attended; their repayment and default; and their earnings both before and after college.

And the data suggests that many popular perceptions of student debt are incorrect. The huge run-up in loans and the subsequent spike in defaults have not been driven by \$100,000 debts incurred by students at expensive private colleges like N.Y.U.

They are driven by \$8,000 loans at [for-profit colleges](#) and, to a lesser extent, community colleges. Borrowing for both of these has become far more common in recent years. Mr. Looney and Mr. Yannelis estimate that 75 percent of the increase in default between 2004 and 2011 can be explained by the surge in the number of borrowers at those institutions.

It's not hard to see why. The traditional borrowers from four-year colleges tend to earn good salaries out of college and pay back their loans, even during the recent years of economic weakness. The typical borrower who left a less selective four-year college in 2010 earned \$35,000. For those leaving more selective colleges, the figure was \$49,000. Those salaries obviously aren't lavish, but they're high enough to let most people meet their initial loan payments — and they tend to lead to bigger salaries in later years.

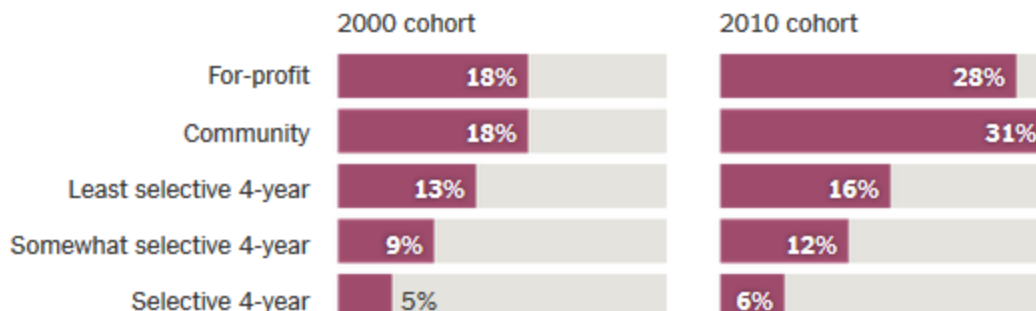
Borrowers at for-profit and community colleges, by contrast, earn low salaries — a median of about \$22,000 for those exiting school in 2010 — and have had difficulty paying their loans.

The new findings are consistent with earlier data — such as statistics showing that default rates are [actually lower](#) among borrowers with large loans than among borrowers with small loans.

But the new data, which goes back two decades, shows how much the landscape of borrowing has changed. Today, most borrowers are older and have attended a for-profit or community college. A decade ago, the typical borrower was a traditional student at a four-year college.

Student-Loan Defaults, by Type of College

Students at for-profit and community colleges are much more likely to default on their loans than students at four-year colleges, and the gap has grown.



Selectivity categories come from College Board. Default rates are based on first three years after initial payment is due; a loan is in default if a payment is more than 270 days overdue.

Source: National Student Loan Data System, 4 percent sample, as analyzed by Looney and Yannelis

Why did the face of borrowing change so rapidly in just a few years? During the recession, millions of students poured out of a weak labor market and into college to improve their skills. Historically, these students would have gone to community colleges. But with state tax revenues taking a nose-dive, community colleges were starved for funds and unable to expand capacity to absorb all of the new students. Students took their Pell Grants and loans to for-profit colleges. Enrollments at these schools spiked, and so did borrowing.

For-profit students represented half of the increase in borrowers between 2003 and 2013. Part of the reason is that for-profit borrowers make the transition from being a student to being a worker trying to repay a loan much faster than four-year students. The for-profit programs are short (six months, in some cases), and students tend to drop out before completing their programs.

The sudden increase in such borrowers sharply increased the riskiness of the [student loan](#) portfolio.

The data is important because so much of the discussion of student loans — and the angst over them — has focused on graduates of four-year colleges. But most of those graduates are doing just fine. Their unemployment rate was 2.7 percent last month, [according to](#) the Bureau of Labor Statistics. The new data shows that for the small minority of borrowers with \$100,000 in debt, average earnings are \$80,000.

The situation is quite different, and grimmer, for the vast majority of borrowers. They have less debt, yes, but they also lack a four-year degree, are much more likely to be unemployed and have lower incomes. For borrowers with \$10,000 or less in debt, including workers who have been in the work force for years, typical income is only about \$40,000.

Any proposed solution that does not focus on borrowers at for-profit colleges and community colleges will not address the core of the problem.

PERCEPTION OF PUBLIC HIGHER ED DOES NOT MATCH FACTS

One trillion dollars. We've heard the statistic and the conventional wisdom: Student loan debt, driven by recklessly out-of-control tuition, will stifle our economic future.

On the surface, it rings true. But as a scientist, I have a penchant for data, and have found that simplistic narratives are often, well, overly simplistic. This can become a real problem when we use those simplistic narratives to drive public policy decisions.

Multiple culprits have driven student loan debt to current levels: the recession, fewer families saving for college, rising graduate school expenses, the surge of for-profit education providers, and rising enrollment. The debt has also been driven by tuition increases, but at public universities, these increases correlate — nearly dollar for dollar — with cuts in per-student state funding. In fact, at my university, if we adjust for inflation, we have held the cost of education per student steady for two decades.

While the level of national debt is real, the picture for the average student is less bleak. Seventy percent of students who borrow to fund their undergraduate education owe less than \$25,000 at graduation — 40 percent owe less than \$10,000. Two-thirds of Americans still enroll at state colleges and universities, and those students carry a smaller individual share of the \$1 trillion debt than their peers at private for-profit colleges.

At Colorado State University, our students have lower average debt and among the lowest loan default rates in the nation. And while tuition certainly has gone up at our state schools, this doesn't reflect skyrocketing cost increases but who's paying. Twenty years ago, the state paid two-thirds of the cost to attend college, and students paid a third. Today, that's reversed.

Our grandparents believed higher education was a public good, not an individual commodity, and invested in us. Over the last 20 years, we've backed off that notion and pushed the costs onto students, with almost no discussion about whether this was the public policy we wanted. The result: Students are paying more because we, as taxpayers, are paying less.

Still, those students who take out loans to attend our public schools are essentially borrowing capital to invest in a business plan with a wonderful track record and a bright prospectus. College graduates earn on average \$1 million more over their working lives. The Brookings Institution calculates the return on investment on a student loan at 15 percent annually. Each successive increase in educational attainment cuts the rate of unemployment. In Colorado, the average college graduate pays back the public investment in their education in just over three years through their taxes on higher income.

Yet we feel we need to do something about the debt crisis, so we're now seeing proposed solutions that involve regulating tuition at only public institutions — even when all evidence suggests they aren't the problem. Nearly 60 percent of all federal loan debt is held by students who attended private and for-profit schools. Among the private schools, those that are also for-profit account for around 13 percent of all students but nearly 50 percent of loan defaults. More than half who enroll in two-year for-profit colleges never finish.

Regulation that only impacts public higher education places our state schools at a competitive disadvantage, with the risk of lowering quality and driving students to more costly options. It puts us in the position of regulating the one segment of higher education that has the most straightforward rationale for cost increases, lower average student debt and, from a social escalator and R&D impact perspective, the greatest benefit to the taxpaying public.

We know that the students who are harmed most by debt loads are those who borrow unreasonable amounts for educational programs that don't end in a four-year degree. If we want a viable solution on the student debt crisis, we need to be honest about how we got to this point, and not risk treatments whose side effects may be worse than the disease.

GUEST COMMENTARY: CSU SYSTEM IS FOCUSED ON PROVIDING VALUE

Having spent much of my career in higher education — first with the Colorado community colleges and most recently as chair of the Board of Governors of the Colorado State University System — I worry a great deal about the cost of higher education for today's students.

This spring, colleges and universities across Colorado are weighing how tuition increases will impact the balance between student access and institutional quality, a delicate equilibrium that is — and must continue to be — one of our most pressing concerns.

The CSU System was founded on the revolutionary belief that children of the working class benefit from education, and that society benefits from what these educated citizens bring to the world. Our commitment to providing an education to anyone who can benefit from it, no matter their background, has created remarkable innovations and helped drive our economy.

In recent years, however, the burden of paying for higher education has shifted from society as a whole to students and families. Twenty years ago, the state of Colorado paid more than two-thirds of the cost of educating a student at CSU; today the state pays less than one-third. This has spurred a troubling perception of higher education as a commodity, a personal benefit only to the students who seek it. A great system of public higher education, however, benefits all of society, and I believe we must do all we can to provide a ladder up for students from all walks of life.

In Fort Collins, for instance, we've held the cost of educating a student (resident tuition plus state funding, adjusted for inflation) steady for the past 20 years. We've increased need-based financial aid 158 percent in the last five years — and we've focused on getting students the classes they need to graduate on time. Today, 77 percent of CSU students who graduate do so in 4½ years.

CSU-Global Campus is one of those rare institutions that doesn't charge student fees, because it's an online campus. In addition to providing a tuition guarantee, the university hasn't increased its tuition in four years because of its commitment to remain accessible to working professionals.

At CSU-Pueblo, 80 percent of students receive some form of financial aid, and special assistance is offered to help students with debt and financial management. The university has launched a new merit-based scholarship program and provides additional financial assistance to students living on campus.

As a governing board, we work hard to guarantee that we are good stewards of the public trust. We closely monitor program and administrative costs, and set policies that align our fiscal decisions with our strategic priorities. We review measures of educational quality and institutional productivity, and continuously seek ways to share costs between institutions, thus boosting efficiencies. At all three campuses, we use technology as a tool to improve learning opportunities and outcomes and achieve cost savings.

Thankfully, we are seeing renewed public investment in higher education. Over the last two years, the governor and legislature increased funding support for Colorado colleges and

universities. In response, our board has approved some of the lowest tuition increases in years. We are absolutely committed to preserving affordable access to CSU schools while also protecting and enhancing the CSU System as a state asset with thoughtful investments in facilities, infrastructure, and faculty. While this balance is sometimes difficult to manage, it is a responsibility we embrace.

Next fall, we'll welcome to our campuses thousands of new students who have earned their access to educational opportunity, and are depending on us to keep it affordable and of high quality. We are proud that the CSU System schools return excellent value for the money that our state and students invest.

STRUGGLING TO STAY TRUE TO WISCONSIN'S IDEALS

The University of Wisconsin-Eau Claire is not a particularly wealthy school.

So when the writing on the wall made it clear that the regional campus, which educates 10,700 students, would have about a quarter of its state funds cut this year, Eau Claire administrators had already planned a course of action to trim the fat: significant administrative reductions, preferably as far away from the academic enterprise as possible.

Yet dealing with a 13.5 percent reduction in operating funds requires massive change, and it turns out that it's very difficult to keep the impact of such a loss entirely off the radar of students.

The funding cuts were part of a controversial and sweeping two-year, [\\$250 million pruning](#) of Wisconsin's university system by Governor Scott Walker and fellow state Republicans, and were passed alongside the continuation of an existing tuition freeze.

Academics nationwide have been largely condemning the removal of tenure from state statute, also approved this budget cycle (tenure remains in effect through the University of Wisconsin System rules), and debating assertions by Walker that colleges should focus more on job training and less on humanities.

Much of the focus has been on the UW System's flagship campus in Madison. Yet Eau Claire, largely left out of the national spotlight, is well regarded academically and perhaps a better indicator of the challenges most of the UW System's 13 campuses face. The campus must grapple with cuts, but doesn't have the cushion of a \$2 billion endowment or the ability to bring in hundred-million-dollar gifts.

This year Eau Claire, if its operating model remains unchanged, will have a \$12.3 million hole in its budget -- a deficit that includes \$10.8 million less in state funds than three years ago and accounts for a slight decline in enrollment in past years and stagnant tuition dollars.

When Eau Claire Chancellor James Schmidt announced the cuts -- and planned responses, like centralization of services and early retirements -- to faculty members, the mood was somber.

"In many ways a cut of this size feels like a betrayal from Wisconsin," he recalled telling faculty early this year, when the looming statewide cuts were predicted at \$300 million. "It also feels like a death in the family."

This year Eau Claire, a regional campus much closer to St. Paul than to Wisconsin's capital, Madison, will get \$22.1 million of its \$82.2 million operating budget from the state, compared to last year when the university received \$29.8 million of its \$95 million operating budget from the state.

As much of an operational headache as the cuts are, Schmidt said they've had just as big of a negative impact on campus morale.

Schmidt said his priority in mitigating the cuts was to ensure morale didn't dip too low, and not to let the cuts have an outsized impact on academics.

Academic initiatives already underway -- such as increasing the four-year graduation rate to 50 percent (up from 30 percent), increasing first-year-student retention to 90 percent (up from 83 percent) and increasing racial diversity twofold -- will continue.

Eau Claire plans to continue emphasizing offerings that Schmidt believes sets the university apart from its peers, like study abroad programs and internships. About one in four graduating students study abroad, a high percentage, especially for a regional institution.

The campus in 2014 produced a Rhodes Scholar. And though the business and health programs are its most popular majors, Eau Claire is proud of its liberal arts roots, offering a full range of language and humanities courses at a time when many regional universities have made deep cuts in such fields.

Cuts and Changes

So far Eau Claire has cut 130 positions through voluntary buyouts, attrition and not renewing contracts that would typically be renewed. In all, the institution plans to cut about 158 positions - about 11 percent of Eau Claire's staff -- although Schmidt admits that number could rise.

The majority of eliminated positions will be administrative.

The university plans to trim the number of senior-level administrators -- people with titles like associate dean or vice chancellor -- by 25 percent, or seven positions, a reduction that will save \$684,000 annually.

By cutting a quarter of Eau Claire's leadership positions, Schmidt says he's "trying to flatten the structure and break up a lot of silos that naturally exist in any organization." Eau Claire also plans to cut 20 percent of its administrative support and academic department support staff, meaning fewer departmental secretaries (a projected savings of \$460,000).

The staff reductions will be paired with restructurings that are becoming increasingly common at cash-strapped universities: things like shared-services centers to streamline and centralize functions like administrative services and student services.

The changes, for a school with roughly 1,387 employees before staff reductions, are large, and impact nearly every constituency of the university.

"We had to figure out what are we going to stop doing," Schmidt explained. "How are you going to do the work differently?"

Schmidt says that as he and his staff considered ways to reduce costs, they encountered redundancies that had gone unquestioned for years, such as several layers of administrative

approvals required for catering at a meeting. Schmidt says he doesn't want to do more with less, but instead wants to do “less with less.”

“We don’t often sit back and say, ‘What can be eliminated?’ We don’t step back and say, ‘How does this form or this signature affect this process?’” Schmidt said. All that is changing at Eau Claire, which plans to implement many of its proposed changes by December and January.

As administrators began considering efficiencies, they polled alumni for expertise. Eau Claire didn’t hire consultants to plan a transition to a shared-services model, but instead asked about a dozen alumni with business experience to share their expertise and recommendations.

In the case of Eau Claire, it helped build faculty buy-in and trust. Such a strategy is also less likely to engender “boilerplate, cookie-cutter” suggestions, Schmidt said.

Eau Claire will create a central, one-stop student services center, which will handle issues from financial aid to registration to dining and housing contracts to parking fees, all currently handled by separate offices at different locations. This centralization is expected to save about \$300,000 annually.

At a similar, one-stop student advising center, each adviser will be tasked with mentoring some 300 students in an effort to increase the graduation rate.

Eau Claire is also in the midst of creating an administrative services center, which will streamline and centralize tasks like expenses and purchasing, and ultimately require 20 percent fewer employees than the existing decentralized way of providing such services (planned savings: \$380,000).

The campus is in the midst of a facilities survey, and once the results are in Schmidt plans to implement efficiencies that will cut facilities costs by 20 percent, with a hopeful savings of \$1.8 million.

Though most of the eliminated staff positions are administrative, the equivalent of about 20 full-time lecturers -- or about 38 full- and part-time lecturers -- won’t return to campus in the fall, since their contracts were not renewed. Many taught at the university for several years, and all of the affected lecturers had year-to-year contracts.

Meanwhile, most vacant faculty positions aren’t being filled.

Though Eau Claire has tried to minimize the impact of the cuts on the academic enterprise, students will nonetheless experience change.

The reduction in teaching staff is creating a ripple effect -- class sizes will get larger and, for many courses, fewer sections will be taught. Fewer sections means students may have to compromise, taking a course at an undesired time or waiting a semester to enroll in a course. Most faculty at Eau Claire teach four classes a semester, and that will not increase after the cuts,

Schmidt says. Eau Claire assembled a group to consider how such changes might affect the curriculum.

“We’re doing the best we can to maintain the integrity of our academic program, our mission, but at least for the next couple of years there will be some challenges for students,” said Mitchell Freymiller, a senior lecturer in Eau Claire’s biology department and chair of the University Senate.

Before the downsizing, Eau Claire employed 184 instructional staff and 392 faculty members. It’s unclear at this point exactly how many teaching positions are being eliminated, and the exact impact on class sizes.

What's Next?

Schmidt says he’s consulted with faculty through each rung of restructuring, including through committees on academic workload, administrative redesign and student services. Members from the Eau Claire’s University Senate agree that they’ve been part of the process, and that administrators have been transparent and communicative about reductions.

The changes, they said, aren’t easy, but faculty members are generally on board.

“There’s a lot of trepidation because obviously we’re talking pretty dramatic change over a pretty short window of time ... academics, as a whole, we don’t deal well with change,” said Geoffrey D. Peterson, chair of the political science department and Eau Claire’s faculty representative to the University of Wisconsin System.

“The frustration is not really with the local administration, the frustration is further up the food chain,” Peterson continued, speaking of lawmakers in Madison.

Added Freymiller: “No one likes to have to do more with less. But the majority of the people with whom I work are in this profession because we love the students.”

As Schmidt and his staff consider the changes already underway, they’re also anticipating the next budget cycle, which will come in 2017 since Wisconsin uses a two-year budget system. Are more cuts on the table? Another round of tuition freezes?

This budget cycle’s \$7.7 million in annual cuts follows the 2013-2015 cycle, which brought \$3.1 million in cuts. Eau Claire now receives about three-quarters of its funding from tuition.

The university is hoping that the imminent restructuring will show lawmakers in Madison that it’s working hard to be fiscally responsible, and that it can’t cut much more from its budget without dramatically disrupting its academic mission.

“At the end of the day, there’s only so much the government can cut us,” Schmidt said, quickly adding that he’s not issuing a challenge, just simply having trouble imagining a reality that includes less state funding.

Peterson said faculty at Eau Claire brainstorm everyday how to better get their message to legislators.

“The big question is, how do we change the narrative in the capital so it doesn't happen again in the next budget cycle?” Peterson said.

“Because, the truth is, if it happens again, that's where you start to have real problems. That's when you have entire departments close at multiple campuses That's when you're going to see a real bloodletting.”

FORGING EFFECTIVE RELATIONSHIPS BETWEEN UNIVERSITY AND FOUNDATION BOARDS

Developing good relationships between boards, just as between people, does not occur without a substantial amount of work. The two most important boards for a university should be able to relate and interact well because of their mutual interests; unfortunately, this is not always the case. A good working relationship is founded on mutual respect, frequent positive interactions, healthy communication, and, significantly, a solid understanding of each board's respective roles.

Understand the differing roles of the boards. The governing board sets the policies and establishes the direction for the university. The foundation board, on the other hand, provides the financial and other support to achieve the aims that are set by the governing board. The foundation board should not adopt policies or positions in opposition to those of the governing board. There is no room for egos in this process; each board has its specific purpose and both are important to the overall success of the university.

Provide opportunities for some appropriate integrated membership. Consider having the chair of the university's governing board serve as a member of the foundation board, which will promote knowledge and understanding between the two groups. Another beneficial approach would be to ask some former members of the governing board to become members of the foundation board. Those individuals are typically financial supporters of the university and are familiar with its governance and goals; they will make good foundation board members and continue the fostering of good relationships.

Have consistent contact between the leadership of the two boards. The chairs of the two boards should touch base at least once a quarter, more frequently if required by events. Also, it may be beneficial for the chairs to provide updates during board meetings to promote a free exchange of information and mutual knowledge. Secrecy in operations will not foster a strong working relationship.

Help board members get to know each other on a personal basis. Promoting personal and individual familiarity among members, such as at university and joint board events, should promote good working relationships. Prepare a pictorial and background summary of each member to share with the other board before a gathering, and be sure to intersperse members of the two boards when seating is designated. Consider holding joint meetings as part of a retreat and create opportunities for mutual social outings. It is hard to have disagreements among friends, so the more opportunities for familiarity, the less likely there will be conflict.

Promote good relations between the staff of the university and of the foundation. Just as it is important for the two boards to have a good working relationship, it is also critical for the two administrations to work together. Consider having the CEO of the foundation serve on the president's executive council and having the president serve on the foundation board. The two administrations can keep the boards focused on their respective roles and goals if they are well-versed in the actions of the other.

Provide board member training. It is crucial that there be ongoing board training through orientation and attendance at conferences, such as those put on by AGB, in order to understand the roles of the respective boards and to avoid interference in each other's areas of responsibility and expertise. It might even be beneficial to invite the new members of both boards to the new member orientation for the other. This cross-training will promote knowledge of the boards' respective duties from the beginning of service. It would also be a good practice to review bylaws to see if they are current and promote interaction rather than competition.

Neither the university board nor the foundation board can fulfill its purpose if they are working at odds with each other. It is incumbent on both to find a suitable approach to work together for the good of the university. Poor relations will not allow either to be successful.

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GOVERNING AND
FOUNDATION
BOARD
RELATIONSHIPS

BY RICHARD D. LEGON



ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES



RICHARD D. LEGON

Richard D. Legon is executive vice president of AGB. Previously, he served as the association's vice president for membership and development. He also has served as a trustee of the University of Charleston in West Virginia and was instrumental in developing an international board of trustees for the Mendeleev University in Moscow.

Legon is a frequent adviser to college and university governing boards that seek to improve their fund-raising capabilities. He is leading AGB's initiative to develop programs and services for public institution foundation boards and oversaw development of the 1997 AGB book, *College and University Foundations: Serving America's Public Higher Education*. He is the author of several articles on higher education fund-raising.

Legon has more than 25 years experience in the nonprofit sector and higher education. Previous to his appointment at AGB, Legon served as the director of development for Spertus College in Chicago, director of resources for several nonprofit organizations, and executive assistant to the chairman of the U.S. Postal Rate Commission. He also served in local government in Chicago. He earned his bachelor's and master's degrees from George Washington University in Washington, D.C.

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GOVERNING AND FOUNDATION BOARD RELATIONSHIPS

In the pursuit of resources necessary to sustain and enhance the quality of public higher education, governing boards, college and university presidents, and institutionally related foundation boards are in the game together—or should be. When the process doesn't work smoothly or relationships become strained, the consequences can be serious. Consider these hypothetical but all too typical scenarios:

At Institution A, a new president decides the campus is fragmented, and the public is unaware of the university's value to the state. The president decides that a "unifying" major project is in order and proposes a \$60 million campus center, open to all in the community. With the verbal backing of other administrators and informal encouragement of a few trustees, he informs the vice president for advancement that he will seek approval for the project at the next meeting of the foundation board. Despite being advised that the foundation is focused on funding academic priorities and that its leaders believe capital construction projects are the state's responsibility, the president perseveres. The foundation board votes down the project. The president holds his vice president, also executive director of the foundation, responsible.

At Institution B, one governing board member, motivated by his zeal for intercollegiate athletics, persuades the president that the institution should construct a new facility, ostensibly for multiple uses but principally for athletic events. His proposal assumes that increased student fees and admission revenues will amortize the costs. The governing board approves the proposal, but the project bids exceed estimates by \$5 million.

The near-desperate president convinces the foundation to postpone agreed-upon funding priorities and focus on funding the facility. Despite some success, the funding does not keep pace with construction. Controversy surrounds the opening of the new facility.

At Institution C, the senior financial officer for the system, who adamantly opposed creating a foundation, works with the governing board's finance committee chair to "keep the foundation under control." The methods for doing so approach vindictiveness, including scheduling internal audits during the foundation's busiest month, attempting to issue internal audit reports that accuse the foundation of petty infractions, and recommending against increases in institutional contributions to fund-raising programs. Other trustees, including the board chair, seem unable to change this behavior.

At Institution D, foundation directors repeatedly express their disappointment in the performance of the institution's president. Finally, they express formal opposition to the president's continuing service and are openly critical of the governing board's inaction. The foundation board withholds further grant and gift transfers to the institution until the matter is rectified to its members' satisfaction. The president, under increased pressure, ultimately resigns.

None of these scenarios suggests collegial, productive relationships among the three parties charged with securing and administering funds for the institution. Most troubling is the friction between the governing and foundation boards. Clearly, the relationship between these boards is vital to successful fund-raising and asset management. The foundation, led by a committed group of volunteers, can make the difference between a truly exceptional enterprise and a mediocre one.

In today's environment for public higher education, raising private funds and growing institutional assets are essential. To meet that pressing need, foundations carry out the institution's or system's primary development and asset-management activities. In fact, the foundation board derives its authority and legitimacy from service to its host institution. At minimum, a healthy governing board-foundation board relationship is marked by mutual respect and a clear understanding of responsibilities. But the two entities must collaborate on a much more complex level if they are to meet the challenge of raising significant private support.

SUCCESSFUL
 FUND-RAISING REQUIRES
 AN APPROPRIATE
 BALANCE OF FOUNDATION
 AUTONOMY AND
 ACCOUNTABILITY TO THE
 INSTITUTION.

What are the elements of an ideal relationship? What are the governing board's responsibilities for fund-raising? How can institutional leaders address or resolve ambiguities that might cause problems? What communications practices will facilitate candor and yield greater success? What ethical issues need to be addressed through specific policy decisions? What are the unique challenges of multicampus systems and foundations? These questions and others are explored in this publication.

CLARIFYING THE RELATIONSHIP

Successful fund-raising requires an appropriate balance of foundation autonomy and accountability to the institution. An institution's governing board is responsible for establishing the policy framework within which a

foundation must operate. In shaping these policies, the governing board should respect the commitment of the foundation board's volunteers and recognize the foundation's value to the institution.

Orientation programs for governing and foundation boards should review the fund-raising role of each entity. The institution president is responsible for promoting successful communications between the boards and creating a process to establish realistic funding priorities. Further, the president should bridge the interests of the governing board and the foundation.

SETTING FUND-RAISING PRIORITIES

Establishing and honoring an institution's funding priorities is a collaborative process that includes both boards, the president, and select members of the campus community. The president should lead the process and provide a vision for the institution that results in a proposed list of funding priorities. Further, working together, the chairs of both boards, the foundation's chief staff officer, and the president should evaluate institutional priorities. This process should emphasize openness and candor and minimize turf battles.

Trustees might elect to leave an initial list of priorities intact, adjust the list to reflect the long-term goals of the institution more accurately, or determine—perhaps in consultation with the president—that certain programs or projects are supported more effectively with resources from tuition, fees, and auxiliary income or through federal grants or state appropriations. Regardless, in an ideal world, the president advances the refined priorities list to the foundation, where it undergoes a reality check in terms of current trends in philanthropy, cost versus potential, and the operating policies of the foundation.

Tensions over “ownership” of institutional priorities can be reduced or eliminated if the governing and foundation boards clearly understand their distinctive roles and demonstrate respect for each other’s responsibilities. For example, the boards might carry out a feasibility assessment of emerging priorities without jeopardizing either the governing board’s ultimate responsibility for setting institution priorities or the foundation board’s need for autonomy.

FOUNDATION BOARD RESPONSIBILITIES

Several responsibilities of foundation boards and their individual directors are highlighted below.

1. Review funding priorities. A foundation board must recognize its important but limited role in this area. A foundation exists primarily to serve its host institution through fund-raising and asset management. Its role is limited in establishing the institution’s funding priorities. Rather, it should focus on providing a realistic analysis of the practicalities of attracting support for the institution’s specific priorities.

Before the governing board receives a preliminary list of funding priorities, the foundation’s chief staff officer might help the president identify the priorities most appropriate for the foundation, based upon the likelihood of attracting private support. Common sense should prevail: Foundation volunteers are sure to be more enthusiastic about raising funds when the governing board shares its approved priorities early in the process. If the foundation directors reach consensus that a particular priority cannot attract adequate private support, they should inform the administration and suggest it be reconsidered, eliminated, or delayed until a more opportune time.

The process of evaluating funding priorities illustrates the value of having the foundation's chief staff officer also serve in an institutional role, most commonly as the institution's vice president for advancement. The senior foundation officer, working with the president, can facilitate communications with key players in the institution and the foundation. This dual portfolio also may encourage others (primarily faculty and other vice presidents) to become involved in setting priorities and in the fundraising process. Foundation chief executives serve as institutional officers in nearly 65 percent of the foundations responding to a 1995 survey conducted by AGB and the Council for Advancement and Support of Education (CASE).

2. *Identify, cultivate, and solicit donors.* One of a foundation director's most significant responsibilities is to be his or her institution's advocate with current and prospective donors. Foundation board members must be engaged actively with donors by expanding the list of potential donors, cultivating prospects by involving them in institution activities, and requesting gifts that support the institution. The foundation board should include a development committee that oversees these and other activities related to donor outreach.

3. *Make personal contributions.* Volunteers lead by example. All members of a foundation board should be prepared to make personal annual contributions and provide more generous gifts during comprehensive campaigns. Careful recruitment and selection of foundation board members brings to an institution individuals with the capacity to make contributions and attract other individuals of means to do the same. Although only 38 percent of the foundations responding to the AGB/CASE survey receive gifts from 100 percent of their board members, 71 percent receive support from more than 60 percent of their members. Institution presidents and foundation directors should be clear about this expectation when individuals are recruited to serve.

4. *Manage assets.* Foundation boards are responsible for the financial management of all short-term and permanent assets held by the foundation, including funds for specific programs and departments, athletics, and the endowment. The board, through its investment committee, should seek the expertise of professional fund managers and perhaps members of the governing board or the institution's administration who have expertise in issues related to asset management and investment.

GOVERNING BOARDS
ARE RESPONSIBLE FOR
ESTABLISHING THE
GROUND RULES FOR
THE FOUNDATION'S
RELATIONSHIP WITH
THE INSTITUTION.

To carry out these basic responsibilities effectively, foundation boards should be organized in a way that emphasizes the role of committees. In addition, foundations should orient new directors and clarify their responsibilities and the foundation's priorities.

GOVERNING BOARD RESPONSIBILITIES

This principle should be clear: Ultimate responsibility for all institutional policy resides with the governing board. Governing boards are responsible for establishing the ground rules for the foundation's relationship with the institution. Within this purview, foundation bylaws or formal operating agreements between the foundation and the governing board or institution should provide clear guidelines on the mission and purpose of the foundation,

its management and operation, inspection of its records, the liaison arrangement with the institution's administration, and conflict of interest. Obviously, when more than one foundation serves an institution or when the campuses in a system are all served by their own foundations, it becomes more challenging to clarify expectations, coordinate work, and ensure that foundations are carrying out approved missions within the framework of bylaws and formal operating agreements.

In every instance, the governing board has specific responsibility for carrying out its policy role, even if several responsibilities overlap with those of a foundation board. The president's ability to act as the interlocutor largely will determine how well each board—and ultimately the institution—fares. If effective communications are absent, several governing board responsibilities may have the potential to create problems between the boards.

1. Set an institution's mission. The governing board establishes a distinctive institution mission and endorses related priorities. While a mission statement should be flexible, it must define and describe a strategic blueprint for the institution. Such a blueprint is important not only for its internal constituencies, but also for the many external publics of a tax-supported institution, including state lawmakers and foundation directors. It should describe where the institution is headed and how it intends to get there.

Foundation boards composed of prominent individuals may want to influence institutional priorities. In large systems, foundation directors may believe that setting priorities is one of their rights or responsibilities. They must be careful, however, not to overstep their authority. Doing so can cause confusion, create conflict with the governing board, and result in difficulties for the president.

2. Ensure adequate resources. The governing board is responsible for seeing that an institution or system generates adequate public and private resources. As states continue to reorder support for public needs, more state-funded entities are competing for finite resources. Governing board members should support their institutions in several ways: by becoming advocates with state public-policy makers for the financial needs of their institution or system, by giving public testimony during appropriations processes, by using their personal contacts with state legislators, and by helping to inform legislative committees that oversee higher education budget appropriations. Key is to build awareness among state policy makers of the distinctions between public and private support for a state institution.

Foundation board members also might capitalize on their political connections. Governing boards and presidents would be wise to call on these individuals to supplement advocacy efforts at strategic points of the legislative process, especially for capital construction projects or the authorization or appropriation of state matching programs for endowed chairs. Before doing so, however, presidents should be certain the message from all advocates accurately reflects institutional priorities. A governing board committee on legislative matters may help oversee and coordinate legislative strategies and educate all volunteers and governing and foundation board members about the institution's legislative priorities.

3. Raise private funds. The governing board must ensure proposed funding priorities are consistent with the institution's mission and the realities of funding possibilities. The board oversees the requisite planning, while administrators guide and carry out the process, with input from various internal and external constituencies. Most important is that the plan advances several funding strategies aimed at supporting department projects, the institution's endowment, faculty chairs, and capital needs. The governing board's role intensifies when the institution pursues a comprehensive fund-raising campaign.

Governing boards must bridge the campus and the citizenry. They must help establish a favorable climate for private support and thus augment the foundation board's outreach to donors. The foundation board is key to private fund-raising, but the governing board must not abdicate its responsibility to be active simply because the foundation exists. Implicit in approving an institution's fund-raising priorities is a direct responsibility for the success of its fund-raising program. Further, governing board members must serve by example by making personal contributions and influencing others to give. If governing board members fail to demonstrate their commitment to the institution through personal giving and donor cultivating, why should anyone else? Similarly, system board members should not use the excuse of overseeing multiple institutions or campuses to justify supporting none.

Unfortunately, current data regarding giving among governing board members are unimpressive and tend to weaken an institution's case for support. Only 26 percent of public institutions report that more than 60 percent of trustees or regents give to their respective institutions.

The fund-raising responsibilities of public institution governing board members no longer stands in stark contrast to similar expectations for independent college and university trustees. In the public sector, however, these topics rarely are discussed in connection with trustee selection or orientation. However, declining state support compels governing board members to recognize that they must help provide and attract private resources for their institutions. The old argument that "I already give my time" no longer suffices. Time does not equal money when seeking support for public colleges and universities.

4. Recognize and steward gifts. Along with foundation directors, trustees should thank donors for significant gifts. Any such expressions should be coordinated with senior members of the foundation staff to ensure everyone respects certain donors who prefer “quiet” philanthropy or anonymity or who might be embarrassed by too much attention. For these reasons, governing boards should resist knowing the names of all major contributors.

In anticipation of donors who bask in recognition and acknowledgment, the governing board (in consultation with the foundation) should approve “naming opportunities,” including setting the minimum contribution necessary for naming a room, wing, building, scholarships, professorships, and faculty chairs after a donor.

ETHICAL ISSUES AND PROCEDURAL CONCERNS

Both boards should agree formally on what constitutes appropriate foundation activities, recognizing that a sound relationship requires a balance of foundation autonomy and governing board oversight. Governing board members must be aware that a few areas of foundation activity and practice have potential to damage the reputation of the institution.

For example, foundations that abruptly change their mission or direction without consultation, approval, and—perhaps most important—public disclosure can compromise the institution. Even worse, foundations that use assets for inappropriate or illegal activities will face an unforgiving media. Consequently, governing board members must carefully consider policy and procedural guidelines for institutions and campus foundations, especially in view of ethical and legal questions. Such guidelines and procedures should enable the governing board to review periodically the operation and activities of the foundations serving in its name. The following questions merit attention:

- Is the institution’s long-term interest best served by having a foundation supplement the salary and benefits of the institution president, other senior officers, and athletic personnel? If so, how should this be handled?
- Should unrestricted foundation funds be used to enhance the office of the president, including transportation, spousal travel, furnishings for residence and office, and entertainment? If yes, how much is appropriate? How should such expenditures be reported?

- Should foundations help support an institution's athletics programs, even if these programs are not among an institution's fund-raising priorities?
- Should a gift from a donor with a questionable background be accepted by the foundation? When a donor offers the foundation a gift that falls outside agreed-upon funding priorities, the governing board ultimately must decide whether the institution should accept it. Historically, such gifts include real estate, animals, boats, cars, and gifts of appreciated property. Often, such gifts result in additional expenditures or ongoing obligations. As Arnold Weber, former president of the University of Colorado and Northwestern University advised, "Be leery of a gift that eats."

The governing board should not routinely limit the foundation's ability to accept gifts. The institution's president may bring unusual situations to the attention of the governing board for action, but policies adopted by the foundation and approved by the governing board may obviate the need for a gift-review committee. A foundation's planning, development, or gift-acceptance committee not only can protect the institution from unwanted or ill-advised gifts, but also can give the institution greater flexibility in accepting gifts. The test of acceptance should be premised on whether a gift will advance the institution's mission, reputation, and effectiveness, now or in the future.

Dealing with the public-relations fallout for questionable foundation activities can cause headaches. The best and simplest way to assess the propriety of a foundation's initiatives is the newspaper test: If a news report of a foundation initiative will have a detrimental effect on the foundation and the institution, don't do it.

ENHANCING COMMUNICATIONS

The institution's president, the chairs of both boards, and the senior foundation staff officer have a direct effect on the communications environment between the boards.

Open, candid communications strengthen a foundation's ability to protect its autonomy and prevent a governing board from exerting too much control or dictating foundation activities. Individuals of stature will not accept appointment to a foundation board if they sense the foundation is powerless or without important prerogatives. Open communication is more difficult—and sometimes nonexistent—when governing

boards are too politicized. Such situations heighten the importance of a mutually supportive relationship between the president and the foundation's chief executive. The following suggestions will facilitate effective communications between the foundation and governing boards:

1. *Appoint governing board members to the foundation board.*

Such appointments may be the most effective means of facilitating communications between the boards—but only when they are intended to strengthen the relationship between the boards, not reduce foundation autonomy. Governing board members whose terms have ended might be viable candidates for the foundation board. This strategy permits knowledgeable and experienced people to remain involved with the institution. Regardless of their status, however, governing board members should meet the qualifications required of all foundation directors: They should have personal influence and access; they should be willing to serve as advocates for private support by personal example; and they should be willing to identify, cultivate, and solicit donors.

Conversely, former foundation board members also can serve effectively on the governing board. The process of nominating governing board members should not overlook the intrinsic value of foundation board members, despite the political nature of nominations.

2. *Establish a governing board development committee.* Such a committee can help evaluate funding priorities and foster communications with the foundation board. The development committee should consist of three to five trustees who have expressed a commitment to the institution's fund-raising program, and it should be staffed by the institution's chief advancement officer (who also may serve as the chief executive officer of the foundation). The presence of this committee also can help to reinforce the fund-raising responsibilities of governing board members.

OPEN COMMUNICATION

IS MORE DIFFICULT—

AND SOMETIMES

NONEXISTENT—WHEN

GOVERNING BOARDS ARE

TOO POLITICIZED.

3. Share the foundation's annual report with the governing board.

The information in this report will provide an overview of the foundation's activities, a comprehensive list of donors, and a summary of the foundation's finances. In addition to the publicly available report, the governing board might request a more detailed review of the foundation's fund-raising activities. If the foundation operates with an annual strategic business plan or a long-range plan, these also might be shared with the governing board as a gauge of foundation performance. When providing information to the governing board, the foundation might be guided by the following:

- Which of the institution's fund-raising priorities were well received by donors and prospects? Which were not?
- What new initiatives are prospects recommending?
- Do the institution's mission and objectives create or increase interest in the institution? Do they encourage prospects and donors to become engaged in the institution?
- Are current donors being persuaded to increase their levels of support?

4. Share the foundation's audit report and management letter with the governing board. Typically, the audit report includes a detailed analysis of the foundation's financial activities and a statement regarding the foundation's financial management (which clearly can affect donor relations and the institution's reputation).

While foundations may make their audits available to the public in the spirit of openness, foundation leaders may be concerned that their autonomy will be compromised if the report—once made available to the governing board—subsequently is deemed part of the public domain and open to public and media scrutiny. The statutes in some states force the disclosure of any records held by a public agency; other states require public bodies only to reveal the records public entities are legally required to keep. Most if not all states have open-records laws, but the information the laws cover varies greatly. Foundation leaders should be aware of the relevant state laws before determining how to proceed, and governing board members must be sensitive to circumstances that might imperil the foundation's legitimate need for privacy.

5. Establish a joint planning committee of trustees and foundation board leaders. Such a committee—composed of the president, foundation chief staff officer, both board chairs, and development committees chairs—can contribute to positive board relationships. It should hold two or three meetings each year to review the institution's priorities and gauge donors' interest in them. The committee also may help plan for annual meetings or retreats of both boards. Joint meetings should be scheduled more frequently during comprehensive campaigns.

Systemwide foundations also should convene representatives of all foundations that serve the system's institutions, especially the foundation board chairs. Joint meetings provide important opportunities to facilitate informal communications among board members. Social occasions, particularly those held on campus, provide a clear reminder that the institution is everyone's common bond.

An occasional retreat also offers both boards an opportunity to meet in a relaxed setting, yet still permit governing board members, foundation volunteers, and administrators to discuss the institution's fund-raising plans and priorities. Although sunshine laws may seem to discourage joint retreats with governing boards, experience suggests otherwise.

UNIQUE ISSUES FACING SYSTEMS

In some systems, individual campuses may have one or more foundations; in others, all fund-raising activities may be organized in a single foundation. Regardless of the structure, the complex relationships and communications challenges among foundations require attention. While variations exist, system governing boards usually set policies for foundation relationships within three models:

- **Decentralized:** Each institution or campus is served by at least one foundation that raises funds independently with little or no system coordination or policy guidance.
- **Centralized:** A single foundation coordinates fund-raising for all institutions in the system.
- **Coordinated:** Campuses have independent foundations with at least some coordination, support services, and policy guidance from a central system foundation.

The decentralized model seems to be most prevalent. However, because individual campuses also may conduct broader advancement activities, the specific application of the models varies widely. The real challenge in system structures is to preserve a donor's loyalty to a particular institution. Alumni and other prospective donors give to institutions—not to systems. The systemwide goal should be to enhance the capacity of its campuses to attract private support. Imposing system governing board or systemwide foundation authority over campus-based foundations that have a long tradition of autonomy may be counter-productive.

Systemwide foundations are less able to sustain the enthusiasm of their volunteer boards and attract systemwide private support when the individual institutions of the system are independently and effectively raising private support. The value of maintaining a systemwide foundation should be weighed carefully in the context of its role and usefulness to the system and its institutions.

The geographic distances among campuses in large systems and states—and the infrequent direct contact a system governing board has with its campuses—may prompt a campus-based foundation board into assuming the role of an institution advisory board or a quasi-governing board. This scenario is risky in that a foundation board may overstep its authority and tread on the prerogatives of a system governing board. Foundation board members should avoid any temptation to act as if the foundation board is the de facto governing board. They also must avoid any appearance of compromising priorities or policies that are integral to the overall system plan.

Individual institutions in some systems are served by local campus advisory boards or quasi-governing boards that have been granted various levels of policy authority. In these settings, campus foundations may have a greater degree of autonomy, depending on the level of the campus board's authority. A campus quasi-governing board, through authority delegated by the state or the system governing board, can more easily maintain a stronger relationship with its foundation. For this model to succeed, campus foundation leaders and system administrators must demonstrate cooperation and flexibility. Sound personal relationships among the individuals who serve on these boards and their leaders are central to good donor relations.

A system board should reserve the right to initiate a systemwide campaign for the collective benefit of its constituent campuses. Such

campaigns can enhance the public's understanding of and appreciation for the system. However, system governing boards should not underestimate or abrogate the advantages of institution-centered campaigns. Once again, coordination and communications among institution and foundation leaders, the central office, and the system governing board are essential.

FOUNDATION AUTONOMY

In recent years, lawsuits, media curiosity, and state public-policy debates have called foundation autonomy, accountability, and independence into question. As independent corporations, foundations must balance their public and private responsibilities, of course. Issues deriving from these responsibilities have the potential to become politically charged and difficult to resolve, and they certainly will be affected by the politics of financing public higher education.

Open and regular communication between governing and foundation boards can mean a favorable public-policy environment for an institution or system. This is another reason to maintain positive relations between boards, because the effect will be to minimize the likelihood that self-regulation will be threatened in the future.

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This publication is part of **Board Basics**, an AGB series devoted to strengthening the effectiveness of governing boards and trustees.

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- Academic trusteeship grows increasingly ambiguous, and board members need concise, accessible, and focused information to help them carry out their complex fiduciary and stewardship responsibilities.
- Basic principles of trusteeship remain constant across higher education, regardless of institutional type, size, and mission. The series highlights these general principles to provide board members with a core of knowledge they can apply to their individual situations.
- The series addresses the distinguishing characteristics of academic trusteeship, especially as it differs in scope, substance, and focus from corporate directorships and other board service.

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